

# I Am Amazing! I Feel Fine!



***KinderCorner 2nd Edition Plus Theme Guide:  
Unit 2***

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**Produced by the KinderCorner 2nd Edition Plus Team**

Cathy Pascone	Jennifer Austin	Lori Martin	Richard Gifford
Coleen Bennett	Joe H. Wilson	Marti Gastineau	Russell Jozwiak
Deb Branner	Karen Poe	Meghan Fay	Sarah Eitel
Devon Bouldin	Kate Conway	Michael Hummel	Sue Belt
Irene Baranyk	Kathy Brune	Michelle Zahler	Susan Perkins
Irina Mukhutdinova	Kelly Rose	Nancy Madden	Teresa Blanton
James Bravo	Kenly Novotny	Nick Leonhardt	Tina Widzbor
Jane Strausbaugh	Kimberly Sargeant	Patrice Case-McFadin	Tonia Hawkins
Janet Wisner	Laura Alexander	Patricia Johnson	Wanda Jackson
Jeffrey Goddard	Laurie Warner	Rebecca Prell	Wendy Fitchett

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pitney bowes  ★ macy's



*A Nonprofit Education Reform Organization*

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: [sfainfo@successforall.org](mailto:sfainfo@successforall.org)

WEBSITE: [www.successforall.org](http://www.successforall.org)

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# Why *I Am Amazing! I Feel Fine!*?

You continue in these beginning weeks of school to build the classroom community. Students feel welcome in your classroom, and some routines and faces are now familiar to them. Now it's important for all students to feel that their uniqueness is realized and embraced by the group and to feel that their emotions are respected and understood by teachers and classmates.

You begin by acknowledging and helping students to notice that there are similarities and differences among people and that those similarities and differences make the world more interesting. Students' looks are embraced and celebrated through their self-portraits. Your modeling and guidance and the thematic literature can help students to understand that different is simply different. Students begin to move away from the egocentric viewpoint that what they are good at or love to do is what everyone should be good at or enjoy doing. They begin to realize that, while some students may share their strengths and pleasures, others may have different strengths and enjoy different activities. Students begin to understand that because of their differences, they can learn from and teach one another!

Your students will share their favorite things to do and what they feel they are good at through conversations and creative writing. Of course, names are one of the most significant features about themselves that students' are aware of, and names get a great deal of focus during the first week of this unit. Students feel empowered, and their names are acknowledged as special as they sign in each morning, decorate their names in a lab, and see their names on the jobs chart. They will see themselves growing in responsibility as members of an interdependent community as they learn their own weekly job assignments and then teach others how to do the jobs. They will celebrate how much they have grown since they were babies. Areas in which they feel less capable are discussed as opportunities to grow and learn from others. Their strengths are viewed as opportunities to exchange information with their classmates. As students interact with one another, they will learn to use the Say-It-Back and asking-questions features of active listening to help them better communicate their thoughts and feelings.

Through shared stories and good modeling, they will also learn that all feelings are acceptable and that a wide range of emotions can be expressed appropriately. As students take greater control of themselves and their learning, you'll want to support them in their growth in expressing and naming their feelings. During week 2, students will be introduced to the Feelings Thermometer, a Getting Along Together tool that allows students to identify the degree or intensity of their emotions at a particular moment in time.

As the unit progresses, students begin to learn that everyone has feelings and that feelings change. One skill that is very important to their social growth is that of reading the feelings of others and responding appropriately. You'll address respecting and responding appropriately to others' feelings in more depth in the next unit, *Those Nearest & Dearest*. In this unit, students will begin to simply recognize and identify their own emotions and acknowledge that others have similar or different feelings.

In KinderCorner, we have a unit on self-esteem and feelings because acknowledging their importance to your students is necessary in building the caring learning environment that you want for your students. We feel that the words of Bobbi Fisher in her book *Thinking and Learning Together: Curriculum and Community in a Primary Classroom* express our intent well.

Natural learning...continues in the classroom as the children bond with us, their teachers. It deepens as we share what is important in our lives during community circle and is embedded in all our actions as we learn together and take responsibility for the classroom environment. It is brought to consciousness when we ask the children what kindness they have given and received today. It continues through smiles, thank-yous, and the words, "I know how you feel."

Fisher, B. (1995). *Thinking and learning together: Curriculum and community in a primary classroom*. Portsmouth, NH: Heinemann.

# I Am Amazing! I Feel Fine!

*daily focus*

- People have similarities but no one looks exactly like me.
- Everyone is special. People are good at different things.
- Our names are unique.
- I am special because of the things I enjoy doing.
- I am becoming more independent as I grow.
- Everybody has feelings.
- Sometimes we can look at a person and know how he or she feels.
- Our feelings change.
- We respect everyone's feelings.
- Feelings words help others know how we feel.

## Creative Domain

Students will:

- enjoy a variety of musical styles and genres.
- experiment with a variety of art materials.
- pretend with objects.
- take on dramatic play roles.
- participate in singing and chanting activities.

## Emotional/Personal Domain

Students will:

- express awareness of their own abilities and characteristics.
- demonstrate confidence in their abilities.
- begin to make independent decisions.
- follow classroom rules and routines.
- show increasing competence in self-care routines.
- demonstrate an active interest in classroom activities.
- respond to the Active-Listening Signal.
- begin to rate emotions on the Feelings Thermometer

## Cognitive Domain

Students will:

- begin to identify body parts.
- classify objects by their physical characteristics.
- begin to understand vocabulary related to position in space.
- begin to make a plan when doing an activity.
- use objects, actions, and symbols.
- play Brain Games for attention control and response inhibition.

## Language/Literacy Domain

Students will:

- begin to hear the initial sounds in words.
- begin to identify some letter sounds and recognize alliteration.
- begin to blend and segment onsets and rimes of single-syllable spoken words.
- begin to blend and segment words orally.
- begin to recognize rhyme.
- begin to recognize sight words.
- begin to understand narratives.
- begin to identify book conventions.

### Mathematical Domain

Students will:

- rote count to 10.
- develop number concepts and vocabulary.
- develop numeric awareness.
- identify the days of the week in order.
- begin to identify the months of the year.
- begin to read and interpret data.
- make comparisons between objects based on mathematical attributes.
- build, read, and interpret graphs.

### Social Studies Domain

Students will:

- demonstrate an awareness of the roles people recognize human similarities and differences.
- begin to acquire concepts about various methods of communications.

### Science Domain

Students will:

- explore with science tools to discover what the tools do.
- use science tools to explore the classroom environment.
- use the scientific method.

### Interpersonal Domain

Students will:

- begin to take turns and share.
- begin to respect differences.
- participate in group activities.
- begin to use Say It Back as a part of active listening.
- begin to ask questions as a part of active listening.
- begin to use Class Council to solve problems among classmates.

### Physical Domain

Students will:

- manipulate small objects with precision.
- coordinate eye-hand movements.
- jump on one foot.
- balance on one foot.
- engage in gross-motor activities that involve socialization.

# Vocabulary

Background Words			
Emotions	Colors and Shapes	Lab-related	Miscellaneous
angry	blue	birthday	alligator
emotions	circle	build	ambulance
feelings	red	home	ant
	square	name	compliment
	triangle	party	dishes
	yellow	self-portrait	dog
			duck
			guess
			learn
			mittens
			moon
			mop
			rhyme
			soap
			socks
			star
			thermometer

Students will encounter background vocabulary words in natural ways throughout the unit. You will have a variety of opportunities to help students acquire these basic words that many students already know when they arrive in kindergarten.

Theme-Related Words	
confused	hobby
curious	proud
different	sad
excited	same
favorite	shy
frightened	special
grow	surprised
grumpy	talent
happy	unique

The theme-related vocabulary words are explicitly taught each day. Encourage your students to use them whenever possible throughout the theme.

Math Words	
above	match
beside	most
between	number
color	outside
count	over
graph	shape
inside	sort
least	under

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



STaR Words
bother
cheer
dragged
fair
probably
repair
stare
worn






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

# Peek at the Week 1

Lesson Component	Day 1	Day 2
 Greetings, Readings, & Writings	Arrival Activities: Introduce the job chart.	Arrival Activities
 Gathering Circle	Active listening Play Telephone.	Say-It-Back strategy
 Theme Exploration	Introduce concept of individuality.	Identify talents and abilities of classmates.
 Rhyme Time	Listen to and recite "Look at Me!" Blend onsets and rimes for single-syllable words.	"Look at Me!" Blend sounds to make words.
 STaR	<i>I Like Myself!</i> Focus: critiquing a story	Retell I Like Myself! with picture cards.
 Dramatic Play Lab	Housekeeping: Role-play home life.	Housekeeping
 Blocks Lab	Build It!: Build freely, and create an imaginary construction site.	Build It!
 Art Lab	Self-portraits: Create self-portraits.	Self-portraits
 Classroom Library Lab	Free Reading: Read self-selected books.	Free Reading
 Literacy Lab	Play School: Role-play in a school setting.	Play School
 Math Lab	Making Matches: Play a matching game.	The Sock Store: Sort and organize socks.
 Computer/Media Lab	Free Exploration: Use available media.	Free Exploration
 Sand/Water Lab	Free Exploration: Explore properties of sand (or water).	Free Exploration
 Science Lab	Scientist Station: Classmates Investigation: Use the scientific method to learn about classmates.	Scientist Station: Classmates Investigation
 Writing Lab	Free-Choice Writing: Use available materials to write.	My Favorite Things: Create a book of favorite things.
 15-Minute Math	Continue counting and number-awareness activities.	Introduce ten-frames.
 Snack • Outside • Gross-Motor Play	Nutritious snack Play Like Me.	Nutritious snack Play Like Me.
 Stepping Stones	Read <i>In Kindergarten</i> . Focus on book conventions.	Begin to recognize the sound and shape of /m/. Read <i>In Kindergarten</i> with partners.
 Math Mysteries	Sort items by pattern.	Sort items by attribute: color and size.
 Let's Daydream	"Be Glad Your Nose Is on Your Face"	"Some People"
 Write Away	Write about how you are the same as or different from someone else. Strategy: Draw a line.	Write about something you do well.
 Let's Think About It	Play Same or Different.	Celebrate students' uniqueness.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Active listening	Active listening	Class Council: active listening
Learn about uniqueness of names.	Learn about hobbies.	Review how students have grown and what they have learned since beginning kindergarten. <i>In Kindergarten</i>
"Look at Me!" Segment words into sounds.	"Me!" Blend onsets and rimes of single-syllable words.	"Me!" Recognize alliteration.
<i>Little Chick, "The Kite That Would Not Fly"</i> Focus: questioning	Retell <i>Little Chick, "The Kite That Would Not Fly"</i> using sequencing.	Free Choice
Housekeeping	Housekeeping	Housekeeping
Build It!	Build It!	Build It!
Self-portraits	Self-portraits	Self-portraits
Free Reading	Free Reading	Free Reading
Play School: /m/ is for Macaroni: Glue macaroni to the letter "m."	Play School: /m/ is for Macaroni	Play School: /a/ is for Apple: Create "a" apples.
The Sock Store	The Sock Store	The Sock Store
Free Exploration	Free Exploration	Free Exploration
Free Exploration	Free Exploration	Free Exploration
Scientist Station: Classmates Investigation	Scientist Station: Classmates Investigation	Scientist Station: Classmates Investigation
My Favorite Things	My Favorite Things	My Favorite Things
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Introduce the Our Birthday Graph.
Nutritious /m/ snack such as milk or melon Play Did You Ever See a Lassie/Laddie?	Nutritious snack Discuss favorite foods. Play Did You Ever See a Lassie/Laddie?	Nutritious snack (You might choose to serve an apple-related snack.) Continue to play games from this week.
Review /m/. Read <i>The Party</i> . Focus on recognizing word-wall word "I" and exclamation marks.	Begin to recognize the sound and shape of /a/. Read <i>The Party</i> with partners.	Review /a/. Free-choice partner reading
Sort items by attribute: small and large.	Sort shoes, and organize them on a graph.	Correlate length to numbers; sort and graph.
"Robert, Who is Often a Stranger to Himself"	"The Secret Place"	"Me"
Write about something that begins with the same sound as your name. Strategy: Write sounds that you know.	Write about a favorite activity.	Write about something you can do by yourself.
Sing along to "What Is Your Name?"	Pantomime favorite activities.	Play Telephone with theme-related vocabulary words.

# Peek at the Week 2

Lesson Component	Day 6	Day 7
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Introduce and play Silly Sounds. Introduce the Cool Kid concept.	Play Name That Feeling.
 Theme Exploration	Learn about the feelings words "happy" and "sad." <i>Lots of Feelings</i>	Learn about the feelings words "excited" and "grumpy." <i>Lots of Feelings</i>
 Rhyme Time	Listen to and recite "I Am Listening!" Recognize rhyming words.	"I Am Listening" Blend sounds to make words.
 STaR	<i>Jamaica's Find</i> Focus: Compare text to self.	Retell <i>Jamaica's Find</i> using sequencing.
 Dramatic Play Lab	Birthday Party: Role-play preparation for and celebration of a birthday party.	Birthday Party
 Blocks Lab	Build It!	Build It!
 Art Lab	Creation Station: Create artwork freely.	Creation Station
 Classroom Library Lab	Free Reading	Free Reading
 Literacy Lab	Play School: Name Creation: Write and decorate names.	Play School: Name Creation
 Math Lab	Free Exploration: Sort manipulatives by their appearance.	Where Is the Bear?: Locate objects using positioning words.
 Computer/Media Lab	Free Exploration	Free Exploration
 Sand/Water Lab	Free Exploration	Free Exploration
 Science Lab	Scientist Station: Families Investigations: Use the scientific method to learn about families from storybooks.	Scientist Station: Families Investigations
 Writing Lab	Free-Choice Writing	Free-Choice Writing
 15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Nutritious snack Play If You're Happy and You Know It.	Nutritious snack Discuss students' feelings. Play If You're Happy and You Know It.
 Stepping Stones	Review /m/ and /a/. <i>Look at Me Now!</i> Focus on punctuation and following text from page to page.	Begin to recognize the sound and shape of /s/. Read <i>Look At Me Now!</i> with partners.
 Math Mysteries	Determine the position of objects.	Determine the position of objects.
 Let's Daydream	"Moving"	"Mad Song"
 Write Away	Write about a time when you were happy or sad.	Write about how your looks can show your feelings.
 Let's Think About It	Review concepts of happy and sad. Listen to and act out the feelings in the song "Feelings."	Play Guess My Feelings. Engage students with the song "Feelings."

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Introduce the Feelings Thermometer.	Play Silly Sounds.	Class Council: Mark the Feelings Thermometer based on scenarios.
Learn about the feelings words "frightened" and "surprised." <i>Lots of Feelings</i>	Learn about the feelings words "proud" and "shy." <i>Lots of Feelings</i>	Learn about the feelings confused and curious <i>Lots of Feelings</i>
"I Am Listening" Segment words into sounds.	Listen to and recite "Sometimes." Recognize rhyming words.	"Sometimes" Recognize rhyming words.
<i>Jamaica Tag-Along</i> Focus: making predictions	Retell <i>Jamaica Tag-Along</i> , and identify Jamaica's feelings throughout the story.	Free Choice
Birthday Party	Birthday Party	Birthday Party
Build It!	Build It!	Build It!
Creation Station	Creation Station	Decorate Dan the Dazzling Dinosaur: Decorate the outline of Dan the Dinosaur.
<i>Free Reading</i>	<i>Free Reading</i>	<i>Free Reading</i>
Play School: /s/ is for Snake: Decorate the letter "s" to look like a snake.	Play School: /s/ is for Snake or Name Creation	Play School: /s/ is for Snake or Name Creation
Where Is the Bear?	Where Is the Bear? or Mouse-Position Sorting Game	Where Is the Bear? or Mouse-Position Sorting Game
Free Exploration	Free Exploration	Free Exploration
Free Exploration	Free Exploration	Free Exploration
Scientist Station: Families Investigations	Scientist Station: Families Investigations	Scientist Station: Families Investigations
Free-Choice Writing	Free-Choice Writing	Free-Choice Writing
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Nutritious /s/ snack such as salad or sandwiches Rate feelings on the Feelings Thermometer. Play Cat, Cat, What Is That Feeling?	Nutritious snack Discuss students' feelings. Play Cat, Cat, What is that Feeling?	Nutritious /d/ snack such as dates Continue to play games from this week.
Review /s/. Read <i>Hooray for Me!</i> Focus on punctuation.	Begin to recognize the sound and shape of /d/. Read <i>Hooray for Me!</i> with partners.	Review /d/. Free-choice partner reading
Count to 10.	Scavenger hunt for sets of 1–10	Count and color sets of 1–10.
"When I Was Lost"	"The Bad-Mood Bug"	"Doris Skips"
Write about how you felt this morning.	Write about a time when your feelings were hurt.	Write about something that made you feel scared.
Count to 10 in voices that reflect a variety of feelings or moods. Engage in a game of Guess My Feelings, or pantomime along to "Feelings."	Share proud moments. Listen to and act out the feelings in the song "What Do People Do."	Associate feelings with given scenarios.

# You Will Need

## Supplied by SFAF:

<b>Books</b>	<b>STaR</b>
S	<p><i>I Like Myself!</i> by Karen Beaumont</p> <p><i>Little Chick</i>, “The Kite That Would Not Fly” by Amy Hest</p> <p><i>Jamaica’s Find</i> by Juanita Havill</p> <p><i>Jamaica Tag-Along</i> by Juanita Havill</p>
	<b>Concepts of Print</b>
	<p><i>We Are the Kinderfriends</i> by Sally Francis Anderson (SFAF), one student copy (from unit 1, <i>Welcome to School</i>)</p> <p><i>In Kindergarten</i> by Sally Francis Anderson (SFAF), teacher and student copies</p> <p><i>The Party</i> by Barbara Wasik (SFAF), student copies</p> <p><i>Look at Me Now!</i> by Sally Francis Anderson (SFAF), teacher and student copies</p> <p><i>Hooray for Me!</i> by Sally Francis Anderson (SFAF), student copies</p>
	<b>Theme Exploration</b>
	<p><i>Lots of Feelings</i> by Shelley Rotner</p>
	<b>Other</b>
<p><i>The 20th Century Children’s Poetry Treasury</i> by Jack Prelutsky</p>	
<b>Media</b>	
M	<p>KinderCorner 2nd Edition Plus Media and Software flash drive</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 2</p> <p><i>Language Play &amp; Listening Fun for Everyone!</i> CD</p> <p><i>Learning Basic Skills Through Music, Volume 1</i> CD</p> <p><i>Getting to Know Myself</i> CD</p>
	<b>Cards/Card Sets</b>
	<p><b>KinderCorner Phonics Picture Cards</b></p> <p><b>Key cards:</b> “a” – “z”</p> <p><b>Uppercase and Lowercase Letter Cards:</b> “Mm,” “Aa,” “Ss,” and “Dd”</p> <p><b>Picture cards:</b> mittens, mop, moon, alligator, ambulance, ant, soap, socks, star, dishes, dog, duck*</p>
	<b>KinderCorner Rhyme Cards</b>
	<p>“Look at Me!” Rhyme Card</p>
<b>Other</b>	
<p>Ear and mouth cards</p>	

Posters	
	Arrival Activities poster Feelings Thermometer poster* Science Steps poster Sea Animals poster*
Math Kit Items	
Bear counters Ten-frames Transparent Spinners Our Birthday Graph	Birthday Cutouts Number Cards for 1–10, one card per partnership
Other SFA Items	
	KinderCorner 2nd Edition Plus Weekly Record Form for unit 2, weeks 1 and 2 (generate with online data tools) <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher’s Manual)</i> Puppets: KinderRoo, Joey, and Alex Transparently colored counting chips (for pocket points) Cool Kid certificates Read & Respond bookmarks “All Sorts of Socks” poem (appendix)* or IWB access Home Link animal hand stamps and ink pad

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

**Teacher Acquired:**

Food					
	<p>Milk</p> <p>Melon</p> <p>Salad</p> <p>Sandwiches</p> <p>Macaroni, uncooked (literacy lab)</p>				
Office/Craft Supplies					
	<table border="1"> <thead> <tr> <th>For Active Instruction</th> <th>For Learning Labs</th> </tr> </thead> <tbody> <tr> <td> <p>Identical crayon boxes or pencils (two each)</p> <p>Letter stamps</p> <p>Ink pads</p> <p>Lined and unlined writing paper</p> <p>Envelopes</p> <p>Construction paper</p> <p>Index cards</p> <p>Notepads</p> <p>Feathers</p> <p>Small scraps of paper in various sizes</p> <p>Cotton balls</p> <p>Ribbons</p> <p>Glitter and/or sequins</p> </td> <td> <p>Paper plates</p> <p>Hair-colored yarn</p> <p>Wiggly eyes</p> </td> </tr> </tbody> </table>	For Active Instruction	For Learning Labs	<p>Identical crayon boxes or pencils (two each)</p> <p>Letter stamps</p> <p>Ink pads</p> <p>Lined and unlined writing paper</p> <p>Envelopes</p> <p>Construction paper</p> <p>Index cards</p> <p>Notepads</p> <p>Feathers</p> <p>Small scraps of paper in various sizes</p> <p>Cotton balls</p> <p>Ribbons</p> <p>Glitter and/or sequins</p>	<p>Paper plates</p> <p>Hair-colored yarn</p> <p>Wiggly eyes</p>
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<b>General</b>		
	<p>Student name cards</p> <p>Box or basket for name cards</p> <p>Job chart</p> <p>Theme-related puzzles and games</p> <p>Jump rope</p>	
	<p><b>For Math Lessons</b></p> <p>Small zipper-closure plastic bags</p> <p>Linking cubes</p> <p>Buttons</p> <p>Beans</p> <p>Pattern blocks</p> <p>Paper cups</p> <p>Red, blue, yellow, and green crayons</p> <p>Graphing mat</p>	<p><b>For Learning Labs</b></p> <p>Mirror</p> <p>Clean pairs of socks in various sizes, styles, and colors</p> <p>Toy cash register</p> <p>Play money</p> <p>Grocery bags (cloth or paper)</p> <p>Clothespin(s)</p> <p>Bottle caps</p> <p>Boxes</p> <p>Paper cups</p> <p>Empty cake-mix boxes</p> <p>Mixing bowl</p> <p>Egg carton</p> <p>Whisk</p> <p>Spoon</p> <p>Gift-wrapping supplies</p> <p>Party decorations or supplies to make them</p> <p>Balloons</p> <p>Picture books that depict birthday parties</p> <p>Picture books that depict families</p> <p>Sample party invitations</p> <p>CDs representing different genres of music</p> <p>Red construction paper</p>

**To Be Prepared:**

Day 1	
TE	• Make theme vocabulary word cards for “same” and “different.”*
STaR	• Number the pages of <i>I Like Myself!</i> . Page 1 begins, “I like myself! I’m glad I’m me.”
MM	• Duplicate, color, and cut apart the Sorting Socks (appendix).
MM	• Duplicate and cut apart the Individual Sorting Socks (appendix).
WA	• Duplicate the Draw a Line writing strategy icon (KinderCorner Teacher’s Manual) to add to the Writing Strategies Bank (optional).*
LL	• Duplicate and cut apart Matching Cards Sets #1 and #2 (appendix).
LL	• Create lists of students’ names for investigators in the science lab.
LTAI	• Duplicate theme-introduction letter for unit 2.
Day 2	
TE	• Make theme vocabulary word cards for “special” and “talent.”*
STaR	• Duplicate and cut apart the <i>I Like Myself!</i> Retell Picture Cards (appendix). Or gather the following items: small soccer ball, lion, skeleton, bird bath, bicycle, and pig. Place all the items or picture cards in a container.
LL	• Duplicate, color, and cut apart additional Sorting Socks (appendix), and place sets of them in bags. Or bring in real socks.
MM	• Gather a variety of colors and sizes of craft supplies. Write “My Favorite Things” on a paper or sentence strip for students to copy. Attach ten-frames to the bottom of the bulletin board.
MM	• Duplicate the Attribute Shapes (appendix) on red, blue, and yellow paper (or duplicate them on white paper, and color the shapes).
MM	• Duplicate and attach the Attribute Spinners (appendix) to the transparent spinners.
Day 3	
TE	• Make a theme vocabulary word card for “unique.”*
STaR	• Number the pages of <i>Little Chick</i> , “The Kite That Would Not Fly.” Page 2 begins, “One morning...”
MM	• Fill plastic bags with ten to fifteen manipulatives each. Each bag should contain one type of manipulative. (one bag per student)
MM	• Duplicate the Sorting Organizer, one per student (appendix).
WA	• Duplicate the Write Sounds That You Know writing strategy icon (KinderCorner Teacher’s Manual) to add to the Writing Strategies Bank (optional).*
LL	• Duplicate /m/ outline sheet (appendix). (one per student)
Day 4	
TE	• Make theme vocabulary word cards for “favorite” and “hobby.”*
STaR	• Duplicate and cut apart the sequencing cards for “The Kite That Would Not Fly,” one set per student (appendix).
MM	• Duplicate and cut apart the Graphing Shoes, one per student (appendix).
MM	• Gather or make a large graphing mat (big enough to graph students’ shoes).
MM	• Gather a selection of crayons, making only four colors available to students.

Day 5	
TE	• Make a theme vocabulary word card for “grow.”*
15-MM	• Attach the Our Birthday Graph to the bulletin board. Use a dry-erase or overhead marker to write the name of each student on a separate birthday cutout. Cut out each birthday card, and attach it to the graph next to the appropriate month. Make sure to place each month’s cutout just touching each other so there are no spaces between them. (See sample in Teacher’s Manual.) You might like to clip a clothespin to the current month on the graph.
MM	• Prepare two towers of linking cubes (one tower of fifteen red cubes and one tower of ten blue cubes).
MM	• Fill paper cups with ten to fifteen bear counters, one cup per student.
MM	• Duplicate the Graphing Grid, one per student (appendix).
MM	• Gather a selection of red, blue, yellow, and green crayons or markers.
LL	• Duplicate the /a/ outline sheet (appendix).
Day 6	
TE	• Gather a selection of classroom items that make an identifiable sound (e.g., a marker with a top that snaps when closed, stapler, paper to tear, bells or other musical instruments, etc.).
TE	• Make theme vocabulary word cards for “happy” and “sad.”* Make a word-wall card for “look.”
STaR	• Gather a worn, faded object such as an old stuffed animal.
MM	• Gather a stuffed animal and a cardboard box large enough to contain the stuffed animal.
LL	• Fill the Wonder Box with materials for students to create birthday props (e.g., colored paper for ribbons, signs, wrapping paper, tape, scissors, markers or crayons, paste) in the dramatic play lab, or place these materials in the art lab, and give students permission to get the materials from there (optional).
Day 7	
GC	• Duplicate and cut apart the Feelings Faces Cards (appendix).
TE	• Make theme vocabulary cards for “excited” and “grumpy.”*
STaR	• Duplicate and cut apart the sequencing cards for <i>Jamaica’s Find</i> (appendix).
MM	• Duplicate, color, and cut apart the Position Cards Sets #1 and #2, one set of cards per group of four students (appendix).
MM	• Duplicate the Position-Cards Sorting Mat, one per group of four students (appendix).
Day 8	
TE	• Make theme vocabulary cards for “surprised” and “frightened.”*
STaR	• Prepare a drawing, and then create an obvious tear through the picture.
STaR	• Number the pages of <i>Jamaica Tag-Along</i> ; page one 1 begins, “Jamaica ran to the kitchen...”
LL	• Duplicate /s/ outline sheet (appendix).

Day 9	
TE	<ul style="list-style-type: none"> <li>Gather a selection of classroom items that make an identifiable sound (e.g., a marker with a top that snaps when closed, stapler, paper to tear, bells or other musical instruments, etc.). These items should be different from those used on day 6.</li> </ul>
TE	<ul style="list-style-type: none"> <li>Make theme vocabulary word cards for “proud” and “shy.”*</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Duplicate, cut, and fold the happy-or-sad face sticks, and adhere each to a craft stick, one per student (appendix).</li> </ul>
MM	<ul style="list-style-type: none"> <li>Gather the Number Cards for numbers 1–10, one card per partnership.</li> </ul>
LL	<ul style="list-style-type: none"> <li>Gather five sets of the Position Cards Sets #1 and #2 and five Position-Cards Sorting Mats (from day 7) for the math lab.</li> </ul>
Day 10	
TE	<ul style="list-style-type: none"> <li>Make theme vocabulary word cards for “curious” and “confused.”*</li> </ul>
MM	<ul style="list-style-type: none"> <li>Duplicate the Counting Sea Animals page, one per student (appendix).</li> </ul>
LL	<ul style="list-style-type: none"> <li>Duplicate the Dan the Dinosaur Outline (appendix).</li> </ul>

\*Interactive-whiteboard users do not need to prepare this material.

# Day 1 | Ready, Set...

## Focus

People have similarities, but no one looks exactly like me.

Materials	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Weekly record form for unit 2—week 1</li> <li>• Student name cards (first and last names), box or basket for name cards</li> <li>• Classroom Library Lab: STaR books and other books provided for unit 2; theme-related books; ear and mouth cards</li> <li>• Literacy Lab: alphabet sentence strips and baggies of letter-matching cards (from Stepping Stones unit 1)</li> <li>• Math Lab: Variety of manipulatives to explore</li> <li>• Writing Lab: Variety of writing instruments and paper, students' writing journals</li> <li>• Theme-related puzzles and games</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Job chart and name cards (or marker if the chart is laminated)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• KinderRoo and Joey puppets</li> <li>• Theme vocabulary word cards for “same” and “different” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Alex the Ape puppet</li> <li>• “Let’s Read Together” from the <i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>I Like Myself!</i></li> <li>• KinderRoo puppet</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Nutritious snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book (one copy): <i>We Are the Kinderfriends</i></li> <li>• Concepts-of-print book (teacher and student copies): <i>In Kindergarten</i></li> <li>• Ear and mouth cards</li> </ul>

Materials	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Identical crayon boxes or pencils (two)</li> <li>• “All Sorts of Socks” poem (appendix) or IWB access</li> <li>• Sorting Socks (appendix)</li> <li>• Individual Sorting Socks (appendix)</li> <li>• Crayons</li> <li>• Chart paper (one piece)</li> <li>• Tape</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Be Glad Your Nose Is on Your Face,” page 77 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Journals, pencils, place to write for teacher modeling</li> <li>• Writing Strategies Bank or IWB access</li> <li>• Draw a Line writing strategy icon duplicated from KinderCorner Teacher’s Manual (optional) or IWB access</li> </ul>
<b>Let’s Think About It</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book (student copies): <i>We Are the Kinderfriends</i></li> <li>• Read &amp; Respond bookmarks</li> <li>• Theme-introduction letter for unit 2 (appendix)</li> <li>• Home Link show for unit 2</li> <li>• Home Link animal hand stamp: parrot</li> </ul>

## Learning Labs

General
<ul style="list-style-type: none"> <li>• Writing journals or plain paper and pencils for lab plans</li> <li>• <i>Writing Development Feedback Guide</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
Dramatic Play Lab   Housekeeping
<ul style="list-style-type: none"> <li>• Furniture such as kitchen appliances, a table, and chairs. (If you do not have these items, invite students to make them with large boxes.) Simple props such as dishes, toy food, a real telephone, dress-up clothes, baby dolls, doll beds, etc.</li> <li>• Mirror</li> </ul>
Blocks Lab   Build It!
<ul style="list-style-type: none"> <li>• Wooden and/or cardboard blocks, block play figures such as people, animals, traffic signs, or vehicles, toy dump trucks and bulldozers, and construction hard hats</li> </ul>
Art Lab   Self-Portraits
<ul style="list-style-type: none"> <li>• Paper plates</li> <li>• Hair-colored yarn</li> <li>• Mirror</li> <li>• Other items that could be used in self-portraits such as wiggly eyes or buttons</li> </ul>

**Classroom Library Lab | Free Reading**

- Books from the school, teacher, or public library
- Books provided with your KinderCorner materials
- Pamphlets, bus schedules, restaurant menus, travel brochures
- Ear and mouth cards

**Literacy Lab | Play School**

- A chalkboard and chalk, whiteboard and a marker, or chart paper and a marker for the student teacher. Books, letter cards, magnetic letters, paper and pencils, letter stamps and ink pads, or any other items that students could use to play school

**Math Lab | Making Matches**

- Math manipulatives
- Counting/patterning/sorting: linking cubes, bear counters, buttons, beads, pattern blocks, etc.
- Geometry/spatial: puzzles, small vehicles, interlocking construction blocks, etc.
- Making Matching cards sets 1 and 2 (appendix)

**Computer/Media Lab | Free Exploration**

- *Learning Basic Skills Through Music, Volume 1* CD

**Science Lab | Scientist Station: Classmates Investigation**

- Science Steps poster
- Lists of students' names in your class for recording observations
- Items to encourage exploration such magnifying glasses

**Sand/Water Lab | Free Exploration**

- Sand and water play tools such as measuring cups and spoons, funnels, buckets, scoops, and plastic jars and bottles in a variety of shapes and sizes

**Writing Lab | Free-Choice Writing**

- Variety of sizes and types of lined and unlined writing paper, envelopes, construction paper, index cards, notepads, etc.
- Magazines, circulars, etc.
- Paper, pencils, markers, crayons
- Stamps and ink pads (optional)
- Scissors
- Glue



## Day 1


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

### Homework

- Some students may bring in the Same/Different Math Home Activity page from last week. (optional)

### Sign In

- This week, each student will find his or her first and last name on a card and place it in a basket or box.

### Facilitate Learning

Foster students' self-reliance in putting their belongings in their cubbies and in getting engaged in activities by helping them use the Arrival Activities poster for guidance.

### Available Activities

#### Classroom Library Lab

- Include new theme-related books about kindergarten classrooms, feelings or emotions that people have, and/or how individuals are unique.
- Also place a few copies of *We are the Kinderfriends* in the lab. Encourage students to practice reading the books with a friend.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

#### Literacy Lab

- Keep the uppercase and lowercase matching cards in the lab for students to explore. They may play with these or other items related to reading, writing, and letters.

### Math Lab

- Students may explore a variety of manipulatives. Encourage them to count the items or sort them by their attributes.

### Computer/Media Lab

- If you have computers in your classroom, you may have them logged into preschool-friendly websites or have educational software up and running.

### Writing Lab

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Students' writing journals should also be easily accessible.
- Allow students to freely write whatever they want.

### Other

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



Provide three- and five-minute warnings before time to clean-up. Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Introduce the job chart.
5. Assign partnerships for the week. Assign each partner a Peanut Butter or Jelly assignment. Have students move to sit with their partners.

### The Job Chart

**We're beginning our second week of school today! I was pleased to see how much you remembered from last week. Some of you read the picture sign that reminds you what to do when you come in. You remembered to put your belongings in your own cubby and to sign in. Some of you found something that you were interested in doing right away. Some of you thought about what you wanted to do. Many of you noticed the new books that are displayed in our library. And I noticed that many of you are talking with one another and making new friends.**

**Today there's a new sign in our classroom. It is our job chart. It tells some of the ways that we can help make our classroom a nicer place to work and play. Let's look at the pictures on our chart and see some of the ways that you can help in the room.**

- Help students read the job chart. Explain how often you will change jobs and your procedure for assigning jobs. Assign jobs for the week. Place students' name cards on the chart next to the jobs to which they are assigned.

**I'll explain how you can do your job well. When your week for doing the job is over, you'll teach the job to the classmate who will do it next week. Everyone will get a turn to help. Every job is important. Whether or not you have a job on the job chart this week, you're always needed to help when we tidy up the classroom.**

## Partner Challenge

- Give the Active-Listening Signal. Refer students to the Active-Listening Posture poster if they need help remembering the active-listening posture.

**Now it's time to work on our Getting Along Together skills. Last week we learned a special way to sit, called the active-listening posture, to show that we are listening carefully. We also learned a little rhyme to help us remember what to do when we use active listening.**

- Recite "I Am Listening" (from Unit 1, Day 3) with students. Review the three parts of the active-listening posture.
- Introduce the Partner Challenge.

**Every day we will have a Partner Challenge. I will tell you something to do with your partner, and at the end of the day when we get together for Let's Think About It, you will tell about what you and your partner did. Sometimes you will answer a question, and sometimes you will practice a new skill that we learned about how to make our classroom a friendly place where everyone gets along so we can learn together. You will have time to talk to your partner about the Partner Challenge during snack, and you may talk with him or her at other times during the day too.**

**Today's Partner Challenge is to show your partner the active-listening posture that helps you to listen carefully when someone is speaking. Let's practice now.** Provide a moment for students to show their partners the active-listening posture. **Face your partner. Peanut Butters, show your partners the active-listening posture.** Pause while students do this. **Jellies, look at your partners to see if they are using all the parts of the active-listening posture. You may look at the poster to help your partner remember all the parts of active listening.** Have partners switch roles so the Jellies can demonstrate the active-listening posture while the Peanut Butters observe them.

**You will do this Partner Challenge again at snack time. Practicing this challenge with your partner will help you become experts at the active-listening posture.**

## Brain Game

- Introduce brain games.

**Every day we will play a brain game that helps our brains get ready to learn. We will play brain games during the day to help us exercise our brains so our mind muscles get strong. In the beginning, I will pick the**

**brain game. After a while, you will have a chance to pick the game for the day. Today's brain game is Telephone. This game helps us focus.** Demonstrate the focus signal (place hands in front of eyes like binoculars).

- Quickly place students in groups of five or six by combining partnerships, and have them form circles within their groups. Introduce the Telephone game.

**We're going to play a game that you may have played before. It's called Telephone. In this game, one person quietly says something into the ear of the next person. The listener then tells what he or she heard to the person next to him or her until each person hears the message. When the last person gets the message, I will ask him or her to tell the rest of us what he or she heard.**

- Quietly say, **I like to go to the playground**, or some other brief statement to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak very quietly so only the person next to them hears what they say. When all groups finish, invite the last person in each group to state the message. After they tell what they heard, tell them the original message.



T-P-S: **What do you notice about the message that I gave and what** (name of student) **said?** RWE: **They are not the same.**

T-P-S: **Why do you think the message changed?** Restate their responses.

T-P-S: **What can you do to help you tell the same message that you hear to the person next to you?** Guide students to realize that using the active-listening posture will help them with this game. **When you use the active-listening posture, your body is ready to listen carefully or focus on what someone says. When I give this signal** (Demonstrate the focus signal by cupping your hands around your eyes like you are using binoculars.), **you will know that this is a brain game that helps our mind muscles focus.**

**We will play the brain game Telephone at other times today and all week to help us exercise our brains.**

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**We are starting a new theme today. Many of you noticed some new books, games, or other things in our classroom.** T-P-S: **What do you think we will be talking about for the next two weeks?**

**Our new theme is called *I Am Amazing! I Feel Fine!* We will be learning about one another and about how special each one of us is.**

**Our Daily Message is going to tell us more about what we will learn about today. Let's see what our Daily Message says.**

## Daily Message

We all look different. No one looks exactly like me.



- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **The first word in the message is “we.” This is a word from our word wall! Circle the word “we.”**
  - Have students clap out the syllables in the word “we” with you.
 

**There are some short words in this sentence, and there are some long words in this sentence. Let’s see how many claps some of these words are. I wonder how many claps are in the word “we”? I’ll clap, and you count each time you hear me clap. Ready? Listen: “We (Clap).” How many claps are in “we”? One. Yes. “We” is a short word with just one clap.**
  - Have students clap out the syllables in the word “different” with you.
 

**Let’s try a longer word. I wonder how many claps are in the word “different”? Point to “different.” I’ll clap, and you count each time you hear me clap. Ready? Listen: “Diff (Clap.) er (Clap.) ent (Clap.)” How many claps are in “different”? Three. Yes. It takes three claps to say the word “different”!**

## Theme Learning

- Explain the content of the Daily Message.

**Our Daily Message tells us that each of us looks different from one another. Even though some things about us might be the same, no one looks exactly the same. Let’s see if this is true.**



**Let’s look at KinderRoo and Joey. Hold up the KinderRoo and Joey puppets. Are KinderRoo and Joey the same? Are KinderRoo and Joey different? Let’s look closely. Are KinderRoo and Joey the same animal? RWE: Yes, they are both kangaroos. They are the same animal. They both have long ears and long tails, and they are the same color.**



**Let’s see how KinderRoo and Joey are different. KinderRoo has a pouch. Does Joey have a pouch? No. No. That is one way that they are different. Are KinderRoo and Joey the same size? RWE: No. Joey is much smaller than KinderRoo. That is another way they are different.**




**Even though KinderRoo and Joey are both kangaroos and they look similar, they are not exactly the same. They are different from each other.**



- Play the digital dictionary videos for “different” and “same.”
- Invite students to turn to their partners and identify similarities between themselves.

I'd like you to turn and look at your partner and see what is the same about both of you—what is something that you both have, or what is something that looks the same? Look at your partner. Think—what is the same about both of you?

- After several pairs have shared what they see that is alike about each other, invite students to look again at their partners and think of a way they look different from each other.

 If you have identical siblings in your class or students raise the idea of twins, triplets, etc., note that some students do look so much like their brother(s) or sister(s) that it can be very hard to tell them apart but that they are not the same person. Each person is different in some way.

- Explain the focus for the week.

**This week and next week, we're going to think about one another and ourselves. We're going to notice ways we're different and ways we're alike, or the same. Some of the things we like to do will be the same, and some things will be different.**

**This will be an interesting week as we get to know one another and show what is special about ourselves.**

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

**Our two new words for today are "same" and "different."**

**"Same" means exactly alike. When two things are the same, they match in every way. I can make a sentence with the word "same."**

**No two people look exactly the same.**

**When two things are different, they are not the same, or alike, in any way. I can make a sentence with the word "different."**

**KinderRoo and Alex look different from each other.**



Explain to students that they will learn a new song called "It's Time for a Rhyme" that they will sing before Rhyme Time each day. Create your own tune, or sing to the tune of "Farmer in the Dell."

### **It's Time for a Rhyme**

**It's time to say a rhyme to tell you what we know.  
We'll say our rhyme on tippy-toes.  
We'll say it way down low.  
We'll say our rhyme when sitting down.  
We'll say it as we go.  
Would you like to hear our rhyme?  
Tell us yes or no.**



## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme “Look at Me!”

**Today we will begin to learn a new rhyme about ourselves. The rhyme tells about some of the new things we can do as we grow. We’ll learn and say this rhyme over the next few days as we think about how marvelous and wonderful each of us is.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.

**Let’s begin to learn our chant today. I’ll say a few words at a time, and then you repeat the words after me. When it is my turn to say the words, I’ll put my hand on my chest.** Place one hand on your chest to represent My Turn. **When it is your turn to repeat the words, I’ll move my hand toward you.** Move the hand that was on your chest toward students to represent Your Turn.

**Let’s try it. First, it will be My Turn.** Place your hand on your chest as you say, **I can kick a ball.** **Now, it is Your Turn.** Move your hand toward students to indicate that they should respond as a group. *I can kick a ball.*

- Continue putting your hand on your chest as you speak and moving your hand toward students when it is their turn to repeat your words.

**I can climb a tree.** *I can climb a tree.*

**I’m growing really tall.** *I’m growing really tall.*

**Look at me!** *Look at me!*

Repeat this procedure with the second stanza. Repeat the entire chant as a class.

#### Look at Me!

**I can kick a ball.** (Pretend to kick a ball.)

**I can climb a tree.** (Move hands in front of you as if climbing a ladder.)

**I’m growing really tall.** (Hold hands high above head.)

**Look at me!** (Point both thumbs toward chest.)

**I can ride a bike.** (Nod head.)

**No training wheels for me.** (Shake head.)

**I’m even learning how to swim.** (Make swimming gestures with your arms.)

**Look at me!** (Point both thumbs toward chest.)

## Develop Phonological Awareness—Blending Onsets and Rimes of Single-Syllable Spoken Words

- Tell students that you will play a guessing game with Alex the Ape. Tell students that Alex will think of a word, but he will say it in a funny way. Students will have to say the word the correct way.
- Demonstrate the game.

As teacher: **Alex, what are you thinking of?**

As Alex: **/B/ all.**

As teacher: **/B /all...ball! Were you thinking of a ball?**

As Alex: **Yes!**



- Play the game with students, using the following words: “fall,” “mall,” and “wall.” Invite students to share each blended word with their partners rather than calling out. Use the sharing sticks to choose a partnership to share after each word.



Because the onset is the part of the syllable that precedes the vowel of the syllable, the onset for a word that begins with a blend, such as “tree,” is /tr/.

- If time permits, play the game with another word family. Demonstrate with the word “tree.” Play the game with the words “bee,” “me,” and “sea.”
- Celebrate success by awarding pocket points.



TRANSITION

Introduce the song “Let’s Read Together” (on *Language Play & Listening Fun for Everyone!* CD) as a cue for students to come to the STaR area. Invite students to stand up, hold hands in a circle, and sway from side to side as they sing. When the song is finished, invite students to sit in the reading area next to their partners. After hearing the song for several days, students will surely join in on the chorus.



**STaR**  
Interactive Story Reading

**TIMING GOAL:** 20 minutes

**STaR Words:**

bother

stare

### I Like Myself!

*Written by Karen Beaumont*

*Illustrated by David Catrow*

Written in rhyme, this is a silly story about a little girl with a strong sense of self-esteem. She understands that no matter what she looks like or how silly she may act, what’s truly important is found within. She likes herself for who she is.

## Interactive Story Reading

### Before Reading

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



**The title of this story is *I Like Myself!* WGR: What does the title of the book tell us? *The name of the book.* Karen Beaumont wrote the words to this story. WGR: What is the person who writes the words for a story called? *The author.* The author writes the words. WGR: Who makes the pictures? *The illustrator.* David Catrow is the illustrator of *I Like Myself!***

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



**Let's look at the cover of the book to see if we can tell what the story will be about. T-P-S: What do you see on the cover?**

**The title is *I Like Myself!* and there is a picture of a girl who looks like she is dancing. That doesn't give us very much information about what the story might be about. Let's take a look at the inside of the book to see if we can find some clues about the story.** Take a Picture Walk through the book, stopping occasionally for students to get a close look at the illustrations. On page 11, point to the skeleton, and Think Aloud, **This looks like the skeleton of the girl on the cover. I wonder why there is a picture of the girl's skeleton?** On page 16, point to the girl and her dog splashing in the fountain. T-P-S: **What do you wonder about what's happening in this part of the story?**

- Introduce the story vocabulary words.

**You will hear some new words in this story. One word is “bother.” When something bothers someone, it bugs them. Sometimes when something bothers or bugs us, it keeps us from doing what we want to do. It might bother you if someone plays loud music while you are reading a book. The noise bothers you, and it keeps you from reading.**

**Another new word is “stare.” When you stare at something, you look at it for a long time. Show KinderRoo. Let's stare at KinderRoo for a moment.**

- Introduce the good-reader skill for today.



Critique

**Good readers think about whether or not they liked a story. They can talk about their favorite parts. Think about your favorite parts of the story today. Are the illustrations good? Do you like the characters? Do you like how the story ends?**

### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - As you read the story, pause to allow students to look closely at the illustrations. You may want to point out what's happening in various illustrations that support the text.



- **Page 3:** Point out the various types of people pictured in the illustration. **Each of these people looks very different from one another and from the girl in the story.**
- **Page 6:** Look at the girl in this picture. Now look at the lion. T-P-S: **Why do you think the lion looks afraid? The girl says she likes herself when she’s wild. I think that means she can be like a wild animal. She is fierce and can even scare a lion.**
- **Page 11:** T-P-S: **Why does the girl like her insides? *Her thoughts and ideas are inside.* Before we read the story, we saw this picture, and I wondered why there was a picture of the girl’s skeleton. Now I know it’s in here to show her insides because she says she likes her insides too.**
- **Page 17:** T-P-S: **Why do you think someone would call the girl a crazy cuckoo bird?**  
**The little girl says that if someone calls her a name, it doesn’t bother her. That means it does not bug her. She won’t listen to what others say, and it won’t make her stop what she’s doing.**
- **Page 21:** **Would you stop and stare at someone if you saw them on such a strange-looking bike? Why (or why not)? “Stare” is one of our new words. Staring at someone can make them feel uncomfortable, but the girl doesn’t care if people look at her for a long time; she feels comfortable doing the things she likes to do.**

### After Reading



T-P-S: **Why does the girl in the story like herself even if others stare at her or she looks different?**

**We said good readers think about whether they like a story. T-P-S: What did you like about the girl in this story?**

**The girl in the story does many unusual things, and she doesn’t care about what others think or say about her. That reminds me of our new word “bother.” It doesn’t bother the girl if people talk about the things she does. Let’s make a sentence together using the word “bother.”**

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



Introduce the written lab plan as described below before starting your lab tour today.



## Learning Labs

TIMING GOAL: 40 minutes

### Routine

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

### Introducing the Lab Plan

- Today is the first day that you will introduce the written lab plan. Students may write their plans in their writing journals or on plain paper. Before you conduct your tour of the labs, explain the purpose and procedures for writing lab plans.

**Often, when people work, they make plans about what they will do.**

**A plan is when you think about what you will do before you do it.**

**Sometimes when people make plans, they write down what they will do.**


**Today you will write plans for what you will do in the Learning Labs. We will do this every day before you go to work and play in the labs.**

**During our lab tour today, think about which lab you will go to and what you will do there. When you select your lab today, you will first go to the writing area. Remember that if you can't write words the grown-up way, you can use the things we've been talking about like drawing a picture or drawing some loops. I will talk to some of you about your plans.**

**Alphie will show us how to think about and write his lab plan.**



- Show the Lab Plan 1 video.
- Briefly visit each student while he or she writes, and have him or her read the sentence about the plan to you. Use the *Writing Development Feedback Guide* to provide quick feedback to help the student develop his or her writing. Record the code for the student's writing level on the weekly record form.

 If you have a large class and no assistant, you may not be able to conference with each student every day. The weekly record form will help you track which students you were able to conference with and whom you will want to work with on other days in the week. All students, however, should write a lab plan every day.

- As students become more comfortable with this daily writing activity, this will move quickly as a transition from STaR to Learning Labs. If you are fortunate enough to have another adult in the room, involve him or her in this activity to allow students to move to the labs as soon as they are ready.

## **Dramatic Play Lab | Housekeeping**

Description:

The dramatic play area will be an imaginary home.

Purpose:

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

When You Tour:

- Explain that the dramatic play area will be a home again this week. (Students can decide whether it is a single-family home, an apartment, etc.)
- Encourage students to use dress-up clothes to play a role and be someone they are not.
- Ask students to name some of the roles that they could play in the lab and what things they could do to help provide ideas for their lab plans.

Facilitate Learning:

- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.
- Ask students to look in the mirror and describe themselves in their new roles. Incorporate new theme-related vocabulary when possible. Encourage students to answer questions in complete sentences using the theme-related vocabulary in their responses.

**Examples:**

- **I really like the way you've dressed up. Can you look in the mirror and describe yourself?**
- **How do you look the same as** (name of other student in lab)?
- **What are you wearing that is different from** (name of another student in the lab)?

## **Blocks Lab | Build It!**

Description:

- The blocks lab will be an imaginary construction site.

**Purpose:**

- Participation in this lab will help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, social skills, and language skills.

**When You Tour:**

- Point out that the blocks lab is open today.
- Ask students to think about what the lab could be (a construction site where a skyscraper is being built, a project where roads are being built, etc.) to help provide them with ideas for their lab plans.

**Facilitate Learning:**

- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. Try to infuse thematic vocabulary into your comments and questions whenever possible. For best results, jump in, and join the play as you interact with students.

**Examples:**

- **Excuse me, sir. I'm a new builder, and I want to help you. They told me you were the manager and that I should ask you what part to work on.**
- **Is this the place where you are building the new house? I am the carpet delivery man, and I have some samples for you to look at today.**
- **Wow! Your buildings are exactly the same height, even though you used different sizes of blocks to build them.**

**Art Lab | Self-Portraits****Description:**

- Students will use paper plates and other art materials to create self-portraits.

**Purpose:**

- Participation in this lab provides the opportunity for students to explore their unique characteristics through art.

**When You Tour:**

- Explain that a portrait is a painting or drawing of someone. Tell students that they will be creating self-portraits using paper plates and other art materials. Point out the mirror, the paper plates, and any other materials that you have added to the lab.
- Have students quickly tell someone next to them which of the materials they would like to use to help them start to think about their lab plans.

**Reinforce theme-related vocabulary by making statements such as “Some of you will want to use the same materials to make your portrait, and others might use different materials.”**

Facilitate Learning:

Suggest that students look at their features in the mirror. Ask them to notice the color of their skin, eyes, and hair. Tell them that portraits are not photographs, so their art will show what they think they look like. Invite students to tell you about their self-portraits and/or compare them to other portraits, asking how they are the same and how they are different.

**Examples:**

- **What color yarn did you use for your hair?**
  - **I noticed that you used black paint for your eyes. How did you decide to use black?**
  - **Look at (other student's name) portrait. How do you (and other student) look the same? *We both have blue eyes.* **How do you look different?** *I have long brown hair, and (name of student) has short black hair.***
- Encourage students to use complete sentences. Display the self-portraits in the classroom.

## **Classroom Library Lab | Free Reading**

Description:

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

Purpose:

- Participation in this lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading.

When You Tour:

- Point out the books or pamphlets that are in the lab. Tell students that they can come to the library lab to read. Remind students that they may use the ear and mouth cards if they would like to read a book with a friend.
- Ask students to think about which book they might choose if they were to visit this lab today to help them think about their lab plans.

Facilitate Learning:

- Engage in partner reading with a student. Reinforce the concepts of print that you have focused on so far: holding the book upright, noticing uppercase and lowercase letters, matching the title on the cover to the title page, pointing out how the pictures support the text, etc.

## **Literacy Lab | Play School**

Description:

- Students will use materials commonly found in classrooms to play school.

**Purpose:**

- Participation in this lab provides students with an opportunity to develop cognitive skills through role play and the creative use of props. It will also help to develop oral-language and literacy skills.

**When You Tour:**

- Encourage students to play school. Have students name the different roles that could be played in a school setting.
- Point out the materials available, and remind students that they can also make things they need with items from the Wonder Box.

**Facilitate Learning:**

- So as not to interrupt the play, interactions with students in this lab should be done through role play. Announce who you are (a new student, the principal, a parent, a teacher next door), and join in.

**Math Lab | Making Matches****Description:**

- Students will play a matching game using the Making Matches cards.

**Purpose:**

- This lab provides students the opportunity to practice discriminating between same and different and to identify when two objects match.

**When You Tour:**

- Point out the matching cards, and tell students they will use them to play a matching game. Ask, **Who remembers from Math Mysteries last week what we mean when we say that two things match?** Restate students' responses, noting that when things are exactly the same in every way, they match.
- Tell students that to play the game, they will lay the cards, spread out, face down on the table. They will take turns choosing two cards and turning them over to see if they are the same. If the two cards are the same, they have a match and can place them in a group match pile. If they turn over two cards that don't match, they return the cards to where they found them, and it is the next student's turn. Students will keep taking turns until all the matches have been made.

**Facilitate Learning:**

- As students play, ask them to explain how they know that they have a match. When a student picks two cards that don't match, say, **I noticed you turned the cards back over. Why? They didn't match. How do you know they didn't match? They weren't exactly the same in every way. How are they different?**
- Avoid competition among students by having them go around the table taking turns.

## Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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



If you have headphones in the lab, explain to students the importance of keeping sounds gentle for their ears, and provide frequent monitoring to ensure hearing safety.

When You Tour:

- Point out the new CD, *Learning Basic Skills Through Music, Volume 1*. Tell students that there are many songs on the CD that they may enjoy listening to and acting out.

Facilitate Learning:

- Assist students in using the CD player, computers, or other items as needed.

## Science Lab | Scientist Station: Classmates Investigation

Description:

- Students will use the scientific method to learn about their classmates.

Purpose:

- Participation in this lab will help students understand how exploration and information gathering can help scientists to learn about the world. They will use literacy and math skills in an authentic context and develop cognitive skills through play.

When You Tour:

- Explain that for the next two weeks, we will be learning all about ourselves and our classmates. In this lab, students will pretend to be scientists who are learning about students in this class. They will conduct investigations to learn information about their classmates using some special steps that real scientists use to learn about things in the world.
- Introduce the Science Steps poster.

### Step 1: I wonder...

- Explain to students that scientists often wonder why things are the way they are such as **“I wonder how many of my classmates move their hands when they talk to someone.”**

### Step 2: Make a guess.

- Then, scientists will guess the answer. **“Hmmm, I think only about ten of my classmates move their hands when they talk.”**



### Step 3: Explore to find out.

- **Scientists have to think about what they will need to do to find out the answer.** T-P-S: **What could you do to figure out how many of your classmates move their hands when they talk?** *Observe them while they are talking.* **You might need to write some notes so you can keep track of what you have learned.** Point out that scientists may leave the scientist station if they need to go to another part of the classroom to explore something.

### Step 4: Check your guess.

- **Once a scientist has explored to find out what he or she can, he or she thinks about what his or her guess was to see if it was right. When a scientist learns that his or her original guess was wrong, he or she learns new things!**

#### Facilitate Learning:

- Ask students what they are wondering about and what they will need to do to find out the answers. Provide them with ideas if necessary.

#### Examples:

- **I wonder if more students in this class have long or short hair?**
- **What is your guess?**
- **How can we explore to find out whether there are more students with long or short hair?**
- **Did you check your guess? Was it right?**

## Sand/Water Lab | Free Exploration

#### Description:

- Students will explore the properties of sand and/or water.

#### Purpose:

- Participation in this lab provides students with an opportunity to explore the properties of sand and water by experimenting with a variety of tools.

#### When You Tour:

- Tell students that the lab is open today. Remind them of any special rules or procedures for safety or clean-up.

#### Facilitate Learning:

- Reinforce the theme-related vocabulary by making comments about how the things that students are doing are the same as or different from their classmates.
- Ask open-ended questions to encourage students to speak in complete sentences.

**What does the feel of this playdough (sand, water) remind you of?**

## Writing Lab | Free-Choice Writing

### Description:

- Students will use the writing instruments and paper or journals to write about topics of their choice.

### Purpose:

- Participation in this lab provides students with an opportunity to express themselves freely in writing.

### When You Tour:

- Explain briefly that students can use whichever materials they want to write about whatever they like.

### Facilitate Learning:

- Ask students to read their writing to you. Give specific feedback about the content of what they have written. Acknowledge any writing strategies that they have used.

### Examples:

- **You drew a picture and some lines to tell your story.**
- **The main character in your story had quite an adventure!**



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



## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let's look at the calendar and say the months of the year.** After you and students say the months in order, say, **It is** (month).
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. What day is today?** *Replies.* **Today is** (day of the week).
- Ask students to look closely at the pictures on the calendar cards. **I wonder what picture will be on the card that I turn over today. Whisper to your partner which picture you think will be on the card.** Add the calendar cutout for today's date to the calendar, and ask students to say the names of the pictures with you as you point to them (e.g., crayon, glue, crayon, glue, crayon, glue, crayon, glue).

**Teacher's Note:** The cutouts referred to in this unit are the cutouts for the month of September. You might be using the cutouts for July, August, or October. Adjust your instruction as necessary.

## Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month).

## Days of School Tape

- Point to the Days of School Tape, and ask, **What number do I need to write on the tape?** (*Number of days*). **Why?** *Because we've been in school \_\_\_ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

## Hundreds Chart

- Point to the Hundreds Chart, and ask, **What number am I going to color in today?** *Replies.* Use a marker to color in the square on the Hundreds Chart. Point to the numbers, and invite students to read them with you. Then say, **Every day that we're in school, we get closer to our Hundredth Day celebration.**

**Teacher's Note:** Remember to color even numbers yellow and odd numbers blue.



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

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Serve a nutritious snack. Encourage students to talk about the ways in which they share similar facial features but look different.
- Review the Partner Challenge of the day.



**Our Partner Challenge today is to show your partner the active-listening posture.** T-P-S: **What can you do to help remember the active-listening posture?** *Look at the Active-Listening Posture poster; recite "I Am Listening."*



**Now you can take turns showing your partner the active-listening posture while you talk with them during snack.** Monitor students' conversations, providing guidance with the active-listening posture as needed. Distribute pocket point chips when students demonstrate the active-listening posture.

## Outside/Gross-Motor Play

- After reviewing the Zero Noise Signal, briefly review the playground safety rules.
- Those students who would like some structured activity may play a game of Like Me, sung to the tune of “Polly Put the Kettle On.” Remind students to use active listening when they play the game. Have students stand in a circle with you in the center to begin the game. While turning around and pointing to your nose, sing:

### Like Me

*(Tune: “Polly Put the Kettle On”)*

*Call:*

**If you have (a nose) like me,**

**If you have (a nose) like me,**

**If you have (a nose) like me,**

**Then skip around.**

- Students respond by pointing to their noses and then skipping around the circle singing:

*Response:*

**Yes, I have (a nose) like you, (Point.)**

**Yes, I have (a nose) like you, (Begin skipping.)**

**Yes, I have (a nose) like you,**

**I’ll skip around.**

- At the end of each verse, students stop skipping, and the person in the center tags a volunteer (hand raised) in the circle who then becomes the new leader in the center. The game is repeated while singing about a different body part. The idea is to see how many body parts can be named without repeating a body part. You may facilitate the game as needed by suggesting body parts: eyes, mouth, ears, head, shoulder, arm, elbow, wrist, hand, fingers, chest, stomach, back, leg, knee, ankle, foot, or toes.

**Teacher’s Note:** Be sure that students stop pointing before they begin skipping!

- Encourage students who are engaged in this structured play to use some of their gross-motor play time to exercise their large muscles in unstructured play.
- Respect students before you make the transition to the classroom, giving them five- and two-minute reminders before giving the Zero Noise Signal to gather and go inside.



As students return to the classroom, have them join you in the gathering circle area for Stepping Stones.



TIMING GOAL: 30 minutes

## Beginning Phonics

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.

## Emergent Reading

### Story Introduction

- Show a copy of *We Are the Kinderfriends*.

**Last week we read this book together as a class and with partners. Today you will get to take it home to keep for your very own. We have a new book today that we will get to read together today and tomorrow. Tomorrow afternoon you will get to bring it home, too, to add to your book collection!**

**I would like to share the new book with you in a fun way. We will play a game called What's Wrong?. If you see me doing something wrong, raise your hand! When I ask, "What's wrong?" you can shout it out.**

- Begin the game. Hold up the large version of the book *In Kindergarten* with the back cover facing the class. **Okay, I am ready to start reading.** Hopefully they will notice that you are showing the back cover. When you see hands raised, ask, **What's wrong?** and correct your behavior. Repeat this procedure with the following steps:
  - Show the front cover of the book, but hold it upside down. After students correct you, read the title, and name the author and illustrator correctly.
  - Open the book to the last page to begin reading.
  - Say the wrong verb when you read each page. For example, on page 1, say, "In kindergarten, we eat together."
- Review the skills that you have addressed.
 

**So when we read this book, we want to remember that the side with the big picture and the big words on the front is the cover. We start on the page that comes right after the cover. We can use the pictures to help us know what to say on each page.**

### Guided Group Reading

- Distribute a small copy of the book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.

- Remind students that they will remember what the page says by looking at the picture.



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Hold up two crayon boxes or two pencils that are exactly alike, and say, I have two crayon boxes (pencils).

**Do these boxes match? Put your thumbs up if the two boxes match. Demonstrate. Put your thumbs down if the two boxes don’t match. Demonstrate. You put your thumbs up, so you think they match.**

**T-P-S: How do you know they match?** *They are the same in every way.*

- Award pocket points if students are able to successfully determine that the items match.
- Ask students to sit with their partners in a circle so they can see the space in front of you.

**T-P-S: Think about what you learned during the last math time. What did you do with the bag of buttons?**



**RWE: Yes, you found matching buttons. When two or more things are exactly the same, they match.**

### Active Instruction

- Invite students to look at their socks and determine whether not they match.

**If you are wearing socks today, look at them to see if they match.**

**T-P-S: How do you know that your socks match?** *They are exactly the same. They are the same color and size.*

- Invite students to look around the classroom and see if other students have socks that are exactly like their own.

**Your socks might match each other, but do you think they match anyone else’s socks? Look around, and see if your socks are exactly like someone else’s. I’m guessing that there aren’t very many socks that are exactly the same, but I’m guessing that there are some things about the socks that are alike. Maybe some of you have tall socks, or maybe some of you have socks with stripes around the top. Your stripes might be blue, and someone else’s stripes might be yellow, but they both have stripes.**



- Invite students to listen as you read a poem about socks. Read “All Sorts of Socks.” Then use Think-Pair-Share to guide students in a brief discussion about the poem.

**WGR: What is this poem about?** *It is about different kinds of socks. Yes. The sock poem says to “Sort them, match them, put them away.” What does “match” mean in the poem?* *Finding socks that are exactly the same.*

**T-P-S: What do you think “sort” means?** *Answers will vary.*

- Tell students that you are going to sort some socks. Scatter the socks from the prepared Sorting Socks.

**T-P-S: What can you tell me about these socks?**

**Watch carefully as I sort these socks so when I’m finished, you can tell me what I did.** Sort the Sorting Socks. Make one pile of plain socks, one pile of socks with stripes, and one pile of socks with dots.

**T-P-S: What did I do?** Point to the pile of plain socks, and ask students why you put those socks together. *All the socks are plain.* Point to the pile of striped socks, and ask students why you put those socks together. *All the socks have stripes.* Point to the pile of dotted socks, and ask students why you put those socks together. *All the socks have dots.*

- Explain the concept of sorting to students.

**When I put certain things together because they’re almost the same, or similar to one another, I’m sorting. I sorted these socks into three piles. In one pile, I put all the plain socks. In another pile, I put all the socks with stripes. In the last pile, I put all the socks with dots. The socks in each pile don’t all match, but they are alike in some way. The socks in each pile share an attribute.**

- Mix the socks up, and ask students if they think there is another way to sort the socks. If no one suggests sorting the socks by size, ask if all the socks are the same size. Sort the socks by size, and ask students to explain why you put the socks in the piles that you did.

## Partner Practice

- Explain the activity.

**At your tables, you will find many different socks. These socks have different attributes. Some socks are plain, some socks have stripes, and some socks have dots. You will also find crayons to share. You will choose one sock and color it any way that you like.**

Provide time for students to select one of the Student Sorting Socks and color it.

- Divide a piece of chart paper into three columns. Label one column “Plain,” one column “Stripes,” and one column “Dotted.”
- Draw students’ attention to the chart. Tell students that they will work with their partners to sort their socks. Show students the column for each attribute. Call students by pairs to glue or tape their socks to the appropriate column.

## Recap



- Use the sharing sticks to select a few students to share about their socks. Prompt each student to tell which column he or she placed his or her sock in and why. Award pocket points if several students are able to successfully explain how they sorted their socks.



- Use Think-Pair-Share to review today’s lesson with students. Ask students questions such as **What does “matching” mean? What does “sorting” mean? Can you sort things in more than one way?**
- Tell students that they will have a chance to sort socks in the math lab tomorrow.



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

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

## Recommended Poetry Selection

- “Be Glad Your Nose Is on Your Face,” *The 20th Century Children’s Poetry Treasury*, page 77

## Introduce the Poem

**We’ve been talking about the features on our faces that are different for each of us. One of those features is our noses. I’d like to read you a poem that is supposed to make you laugh. It’s called “Be Glad Your Nose Is on Your Face.”**

- Read the poem.

**When I read those words, I had some pretty silly pictures in my head—like a nose between my toes!**



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



TIMING GOAL: 20 minutes

## Prewriting

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

**Choose someone you know. You are going to write about a way that you are the same as or different from that person.**



**What is a way that you are the same as or different from a person you know?**

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “I have brown eyes like Dana.”**

**Let’s think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **I have brown eyes like Dana**, as you scribble. **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Review the previously introduced emergent-writing strategy. Introduce a new strategy: Draw a Line.

**T-P-S: What is something that I can do if I don’t know how to write some of the words in my sentence? *Draw a picture.***

**Today I will tell you another thing that I can do. If I don’t know how to write a word, I can just draw a line for that word. Let’s watch Alphie use the draw-a-line strategy.**



- Play the Writing Strategies 2 video segment.

**I will use these things to write my sentence. You can use them when you write your sentence too.**

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

### Example:

**I am ready to write my sentence. My sentence is, “I have brown eyes like Dana.”**

- **The first word is “I.” I think I will draw a picture of myself!** Draw a simple stick figure.
  - **The next word is “have.” Hmmm. I’m not sure about that word, so I will just draw a line to stand for “have.”** Draw a line.
  - **“Brown.”** If you have a brown dry-erase marker or pen-color option on an interactive whiteboard, you may draw a picture of brown by making a brown splotch of color. Otherwise, draw a line.
  - **“I have brown eyes like Dana.” The next word is “eyes.” I can draw a picture for that word.** Draw eyes on the fourth line.
  - **The next word is “like.” I will draw another line.** Draw a line.
  - Touch each line, or picture, that you have drawn so far, and read it aloud. **“I have brown eyes like....” The last word is “Dana.”** Either draw a picture or a line.
- Reread your sentence, touching each line, or picture, as you do.
  - Add “Draw a Line” to the Writing Strategies Bank. Write the words on the chart, and either draw a line next to them or attach the icon duplicated from the KinderCorner Teacher’s Manual.

### Partner Planning

- Ask students to share what they would like to write with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

### Sharing

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



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



## Let's Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**We have been talking about how special each of us is. Although we might be the same in some ways, each of us is very different.**

- Introduce the Same or Different game to students to review the theme-related vocabulary and the concept of attributes.

**We are going to play a game to see how we are the same and how we are different. First we will all stand up in a circle.** Invite students to join you, standing, in a circle. **I will say an attribute, and all the students with that same attribute will move to the middle of the circle. For example, if I say, “Curly hair,” all the students with curly hair will move to the center of the circle. Let’s try it.**

Invite students with curly hair to move to the center of the circle.

**These students are all different, but one thing is the same; they all have curly hair. Let’s try another one.**

Invite students with a different attribute, such as those wearing red shirts, to move to the center of the circle. Students with curly hair who are not wearing red shirts should move back to their places in the circle. Emphasize that all the students in the middle of the circle are different, but they have one same attribute; they are all wearing red shirts.

Invite students with another attribute, such as those wearing shoes with laces, to move to the center of the circle. Students wearing red shirts who are not wearing shoes with laces should move back to their places in the circle. Emphasize that all the students in the middle of the circle are different, but they have one same attribute; they are all wearing shoes with laces.

Expand the concept by combining two or more attributes such as inviting students who have curly hair and are wearing red shirts.

Play several more rounds of the game, emphasizing students’ similarities each round. Try to use attributes that will apply to each student at least once.

- Invite students who created self-portraits in the art lab today to share their work. Prompt students to explain their portraits and share how their paper-plate faces look the same, or similar to, their real faces.



### Vocabulary Review

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



**One of our new words today is “same.” When things are the same, they are exactly alike. T-P-S: When did we see, hear, or use the word “same” today?**

**Another word we learned is “different.” When two things are not the same, they are different from each other. T-P-S: When did we see, hear, or use the word “different” today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

same  
different

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Same hair as Maya.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, I have the same color hair as Maya.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I am different.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Whom are you different from? Can you tell me about one way that you are different from that person?</b>



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Your Partner Challenge was to show your partner the active-listening posture. Let's select some partnerships to show us the active-listening posture.**



- Use the sharing sticks to select a student. Invite the student and his or her partner to demonstrate the active-listening posture for the class. Award pocket points if the students are able to correctly demonstrate the active-listening posture.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter for unit 2 to each student. Tell students they will find today's show when they click on the parrot.

**Today, you will watch your very first Home Link show after school! Watch today's show with someone in your family if you can. You will find today's show when you click on the parrot. You will watch a new show each day.**

- Use the parrot stamp to place an animal image on each student's hand to serve as a reminder to watch today's Home Link show.
- Read & Respond: Distribute a Read & Respond bookmark and a copy of *We Are the Kinderfriends* to each student.

**This morning, we said that you would get a copy of our book *We Are the Kinderfriends* to read at home. Today you will each get one of these bookmarks to take home too. A bookmark is a piece of paper that helps you mark your place in a book. We use a bookmark to help us remember where we stop reading in a book.** Demonstrate using a bookmark to mark your place in a book.

**When you go home tonight, I would like you to share this book with someone in your family. After you read together, ask him or her to sign your Read & Respond bookmark.**

**Tomorrow you will bring your Read & Respond bookmark back to school and place it in the homework basket.** Show students where to find the homework basket. **If most of you bring back your form signed by someone at home, we will put some pocket points into KinderRoo's pouch!**

**I will send home your bookmark every day. You will also be getting lots and lots of other books to read and add to your own personal libraries this year!**

# Day 2 | Ready, Set...

## Focus

Everyone is special. People are good at different things.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of the concepts-of-print book <i>In Kindergarten</i>, the trade book <i>I Like Myself!</i>, ear and mouth cards</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>KinderRoo puppet</li> <li>Theme vocabulary word cards for “special” and “talent” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Joey puppet</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Like Myself!</i></li> <li>Objects, small: soccer ball, lion, skeleton, bird bath, bicycle, pig, or the Story Retell Picture Cards (appendix)</li> <li>Container to hold objects (or picture cards)</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>Ten-frames added to the bottom of the calendar board</li> <li>Sticky dots or dry-erase marker</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “m” or IWB access</li> <li>“Mm” Uppercase and Lowercase Letter Card</li> <li>KinderRoo puppet</li> <li>/m/ picture cards (mittens, mop, moon) or IWB access</li> <li>Common /m/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (teacher and student copies): <i>In Kindergarten</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Attribute Shapes paper (appendix)</li> <li>Attribute spinners (appendix)</li> <li>Transparent spinners (three)</li> <li>Construction paper (one piece per student)</li> <li>Craft items of a variety of colors and sizes (e.g., feathers, buttons, precut pieces of paper)</li> <li>Glue</li> </ul>

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> <li>• “Some People,” page 65 of <i>The 20th Century Children's Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• Self-portraits from art lab</li> <li>• <i>In Kindergarten</i> student copies</li> <li>• Home Link animal hand stamp: monkey</li> </ul>

### Learning Labs—Additional Materials

Math Lab   The Sock Store
<ul style="list-style-type: none"> <li>• Several different sizes, styles, or colors of clean pairs of socks OR the paper Sorting Socks (from Math Mysteries day 1)</li> <li>• Small table(s) or box(es) to serve as the display table</li> <li>• Toy cash register and play money (or a box to serve as a register and supplies to make play money)</li> <li>• Grocery bags (cloth or paper if possible)</li> </ul>
Writing Lab   My Favorite Things
<ul style="list-style-type: none"> <li>• Magazines and circulars in the Read and Recycle box</li> <li>• My Favorite Things title on paper or sentence strip for students to copy</li> <li>• Scissors</li> <li>• Paste or glue</li> <li>• Lab coats (white shirts work well)</li> </ul>

## Day 2

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond (Offer lots of praise for students who brought back their bookmarks today!)

**Facilitate Learning**

- If any students have jobs to do before Gathering Circle, provide reminders or assistance as needed.

**Available Activities**

## Classroom Library Lab

- Display *I Like Myself!* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *In Kindergarten* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 1

## Math Lab

- Same as day 1

## Computer/Media Lab

- Same as day 1

## Writing Lab

- Same as day 1

## Other

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

## Observe Student Progress

- As you interact with students, ask several of them the following questions to measure their skill development as identified on the weekly record form. Document any demonstration of the skills on the form.

### Beginning Reading

- Observe to see whether your students turn pages correctly from left to right. This may be observed any time they are exploring books or during Stepping Stones.
- You will also need to see whether students track print from the top of a page to the bottom. There are opportunities to observe for this with the concepts-of-print book *In Kindergarten* during Stepping Stones because the sentence on each page is two lines long. This skill may be exhibited with any book that students explore even if they cannot really read the text.

### Emergent Writing

- When you conference with a student about his or her writing during Learning Labs planning or a Write Away lesson, record the code for the highest stage that he or she exhibits (before coaching) on the weekly record form.
  - **D** – Drawing
  - **S** – Linear Scribble
  - **LL** – Letterlike Shapes
  - **RL** – Random Letters
  - **AS1** – Initial Attempts at Approximated Spelling
  - **AS2** – Early Approximated Spelling
  - **AS3** – Intermediate Approximated Spelling
  - **AS4** – Advanced Approximated Spelling
  - **CS** – Conventional Spelling

### Getting Along Together

- Observe students during Gathering Circle activities and other times when they share with their partners this week to see whether they use the Say-It-Back strategy.
- Also observe to see whether they ask clarifying questions to get more information about what their partners are saying.

### Math

- Place various sizes and colors of counting bears in a pile, and ask students to place them into groups of bears that are the same in some way. Check to see whether students are able to sort the bears by at least one attribute.
- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



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



## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.

### Home Link Debrief

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

**T-P-S:** **What does Chilly the penguin do to stop and stay cool?** *Chilly takes deep breaths to calm down and gives himself a Chilly hug.*

- Use the sharing sticks to select two or three children to demonstrate Stop and Stay Cool for the whole class. Award pocket points in recognition of successful answers.



### Active Instruction

- Introduce the Getting Along Together lesson.

**We're going to play the brain game Telephone that we learned yesterday. This is a Brain Game that helps us focus.** Demonstrate the focus signal (place hands by eyes like binoculars). **This time, after you hear the message, you will repeat the message to the person who told it to you to be sure that you have the right message before you tell the next person.**

- Place students in small groups as you did on day 1. Whisper, "I walked to school today," or another brief statement to one member of each group. Wait while students pass the message, each one repeating it before he or she tells the next person in the group. When all groups finish, invite the last member of each group to state the message aloud. After they tell what they heard, restate the original message.



**T-P-S:** **What do you notice about the message at the end of the game when we played it just now? Remind students how the message changed when you played on day 1.** **RWE:** **Why do you think the message didn't change (as much) this time? When you repeated the message back to the person who told it to you, it helped you to listen better. It helped you remember what was said so you could tell the next person.**

**When you tell someone what you heard him or her say, it's called Say-It-Back. Say-It-Back is another important part of active listening. When we say back what someone says, it shows him or her that we are**

**paying attention to what he or she says and that we hear what he or she tells us. Today we will use Say-It-Back to help us remember and understand what our partners tell us after the Daily Message.**



If you have a large number of English language learners in your class, you may modify this activity by using single words or very short simple sentences for students to repeat.

## **Partner Practice**

- Have partners practice using Say-It-Back.

**Let's practice using Say-It-Back with our partners.** Quickly assign one member of each partnership as Peanut Butter and the other as Jelly. **Yesterday we talked about ways that we are the same and ways that we are different. Today we will use Say-It-Back when we tell our partners how we are the same and how we are different. Jellies, tell your partners something about the two of you that is the same. Peanut Butters, listen carefully so you can say it back to your partners. Pause for students to do this. Peanut Butters, tell your partners something that is different about the two of you. Jellies, listen carefully so you can say it back to your partners. Pause for students to do this.**

## **Partner Challenge**

- Explain the challenge.

**We've been learning ways to be good listeners. Today for our Partner Challenge, you will use Say-It-Back to help you be a careful listener when your partner tells you about something that he or she does well.**

**We just practiced Say-It-Back, and you will have a chance at snack time to do this Partner Challenge again. Practicing Say-It-Back for our Partner Challenge at snack time will help you to become a better listener. At the end of the day, during Let's Think About It, you will be able to tell what your partner does well because you used Say-It-Back when he or she told you what it is.**



## Theme Exploration

TIMING GOAL: 15 minutes



### Partnership Question of the Day

- Remind students of their homework to think about how they are the same as and different from someone in their homes.

**How are you the same as someone in your home? How are you different from that person? Tell your partner.**

- Say, **We are learning about how special each of us is. We know that we are special because we each have our own special look. Let's read our Daily Message and learn about another way that we are each special.**

### Daily Message

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Everyone is special. People are good at different things.

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- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - Circle the first period in the message. **What is this dot called? A period. Yes. Remember, a period tells us that a sentence is over. How many periods do you see in today's message? Two. There are two periods in our message, so we know there are two sentences in our message.** Underline the first sentence, stopping at the period. **One.** Underline the second sentence. **Two.**
  - Read the first sentence of the message. Have students clap out the syllables in the word “special” with you.  
**“Everyone is special.” Let's see how many claps are in the word “special.” I'll clap, and you count each time you hear me clap. Ready? Listen: Spe (Clap.) cial (Clap.). How many claps are in “special”? Two. Yes. It takes two claps to say the word “special”!**

### Theme Learning

- Use KinderRoo to explain the content of the Daily Message.

As teacher: **Our Daily Message tells us that everyone is special and that people are good at different things. KinderRoo, what are you good at doing?**

As KinderRoo: **I am a good hopper!** (Move KinderRoo in a hopping motion.)

As teacher: **You are a good hopper! That is a special talent.**

As KinderRoo: **I wonder what the students are good at doing? I bet we have some talented students!**

As teacher: **I think you're right, KinderRoo. Why don't we ask them?**



- Invite students to turn to their partners and share what they are good at doing.  
**T-P-S: We are all good at different things. What are you good at doing? Think about something that you like to do or something that you do well, and then tell your partner. Listen carefully to your partner, and be sure to say it back.** Pause while students pair.
- Invite students to share what they have learned about their partners. Call on as many pairs as you have time for. Restate students' responses in the following manner: "Jessie is good at swimming. One of Jessie's talents is swimming," or "Logan is good at helping his dad. One of his talents is being a good helper."
- Reinforce the idea that everyone has a special talent or ability.

**Even though you're all kindergartners, you each have your own things that you're good at. Some of you are good at some things, and some of you are good at other things. That will make our classroom interesting—not dull and boring!**

**What do you think it would be like if everyone in the classroom were good at only the same things? I think that if we were all good at only the same things, we wouldn't learn about new things from one another.**



- Play the digital dictionary videos for "special" and "talent."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our two new words for today are "special" and "talent."**

**When something is special, it is important in its own way. Something special is extraordinary and exceptional. I can make a sentence with the word "special."**

**Each of us is a very special human being.**

**A talent is a special ability that someone has. KinderRoo is a very good hopper. Hopping is one of her talents. I can make a sentence with the word "talent."**

**The singer has a talent for music.**



Ask students to stand up as they sing "It's Time for a Rhyme" to signal the transition to Rhyme Time.



## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Have students recite “Look at Me!” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonemic Awareness—Auditory Sound Blending

- Last week we learned a new game called Say-It-Fast. We will play the game again today with some of the words from “Look at Me!”
- Challenge students to say it fast after you say each of the words below in Joey Talk:

/k-i-ck/	<i>kick</i>	/b-i-ke/	<i>bike</i>	/s-w-i-m/	<i>swim</i>
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- Award pocket points if students are able to successfully blend the sounds to make words.



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



## STaR

Story Retell

TIMING GOAL: 20 minutes

### Review



- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?** I Like Myself!

**WGR: The author is Karen Beaumont. What does the author do?**  
*The author thinks of the story, writes the words.*

**WGR: The illustrator is David Catrow. What does the illustrator do?**  
*The illustrator paints, draws, creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “bother.” What does “bother” mean?** *Keep someone from doing what they’re doing.*

**T-P-S: Can you think of a sentence that uses the word “bother”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “stare.” *The word “stare” means to look at something for a long time.*

### Story Retell

- Introduce the picture cards, and explain their purpose.

**Today we will use some pictures to help us think about the different things that happen in the story *I Like Myself!*** Show each picture, and place it where students can see it as you reread the story.

**When I reread the story, think about the parts of the story that the pictures remind you of.**

- Reread the story.
- Place students in five groups. Select one of the cards, and model telling about the part of the story that it represents. For example, hold up the soccer ball and say, **I remember in the beginning of the story, the girl balances soccer balls on her head when she says that she likes herself and that there’s no one else she’d rather be.**

Item	Page	Represents
Soccer ball	1	The beginning of the story when the girl says that she likes herself
Lion	7	Shows that the girl can be wild. She likes herself when she’s wild and tame.
Skeleton	11	The girl likes herself on the inside and the outside.
Bird bath	16	She’s not bothered by what others call her.
Bicycle	20	The girl doesn’t mind if people stare at her.
Pig	23	The girl likes herself no matter what she looks like.

- Distribute the remaining items/pictures so each group has one. Name/describe each object/picture as you hand it to a group. Have them talk with the members of their group about what this picture/object reminds them of in the story.
- Bring the class back to a large group. Invite each group to tell about their item/picture and what happens in the part of the story that it represents. Show, or reread, the appropriate page in the book as each group shares.
- Close the activity by asking students what they like about themselves and why.



**T-P-S: Tell your partner something that you like about yourself.**



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



TIMING GOAL: 40 minutes

### Routines

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

## Dramatic Play Lab | Housekeeping

Description:

- Students will continue to use the dramatic play area as an imaginary home.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Continue to help students develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.
- Ask questions that use new theme-related vocabulary when possible, and encourage students to answer in complete sentences using the new vocabulary in their responses.

**Examples:**

**When you dress up in those clothes, you look like you're going somewhere special. Where are you going? What will you do there?**

## Blocks Lab | Build It!

Description:

Students will continue to build things with blocks.

When You Tour:

Remind students that the lab is open today.

Facilitate Learning:

Continue to engage students in conversation about their imagined scenarios.

**Examples:**

**You've built a special building. It takes a lot of skill and talent to make such an interesting building.**

## **Art Lab | Self-Portraits**

Description:

- Students will use paper plates and other art materials to create self-portraits.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Continue to engage students in conversation about their self-portraits.

**Examples:**

**It's interesting to see how different the self-portraits are even though they are all portraits of students.**

**What special material did you use to create your self-portrait?**

## **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Point out the theme-related books that you've added to the classroom library lab. Talk with each student about which book he or she chose to read and why. Ask questions about what the story is about based on the illustrations.

**Examples:**

**I see you're reading our STaR book, *I Like Myself!* What makes the girl in this story special?**

**Does the girl in the book do things that are the same as things you like to do? How is the girl different from you?**

## Literacy Lab | Play School

### Description:

- Students will continue to use materials commonly found in classrooms to play school.

### When You Tour:

- Remind students that the lab is open today.

### Facilitate Learning:

- Encourage students to expand the roles in their school. Ask them about some of the places they visited and the people they met when they toured the school last week.

### Examples:

To the student playing the teacher: **These papers need to go to the office. Is there someone who has this special job?**

**I wonder if we will have something different for lunch today than we had yesterday. How can we find out what is on the menu? Ask the cafeteria worker.**

## Math Lab | The Sock Store

### Description:

- Students will sort and organize socks for a sales display in a store.

### Purpose:

- This lab provides the opportunity for students to practice sorting objects by different attributes. Participation in this lab will help students develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

### When You Tour:

- Explain that the math lab is a store that sells only socks, but the socks are a big mess! The store employees will need to sort the socks and organize them neatly, or the customers will not buy them. Remind students that sorting is putting objects together that are the same in some way.
- Ask students to identify some of the roles they could play in the store to help them begin to think about their lab plans. As a part of the discussion, introduce the idea of switching roles. For example, perhaps in the beginning, all the students are playing the role of store employees, organizing the socks for sale. Then, once they are done, some of them can become customers and cashiers.

Facilitate Learning:

- Encourage students to use their imaginations, and reinforce theme-related vocabulary by joining in on the play. Ask questions, or make statements, that will communicate your role.

**Examples:**

As customer:

**I just can't decide which socks to buy. Can you please explain how are all the socks in each group the same? How are they different? Which ones do you recommend?**

As a fellow employee:

**The customers don't seem to be buying very many socks. I think it's the way we've sorted them. Can you think of a different way to sort them?**

### **Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

- Remind students that the lab is open today. Point out that they may wish to listen to different songs than the ones from yesterday.

### **Sand/Water Lab | Free Exploration**

Description:

- Students will learn about sand and/or water.

Purpose:

- This lab provides students with an opportunity to explore the properties of sand and water by experimenting with a variety of tools.

When You Tour:

- Tell students that the lab is open today.

## Science Lab | Scientist Station: Classmates Investigation

Description:

- Students will use the scientific method to learn about their classmates.

When You Tour:

- Invite students who played in the lab yesterday to share what they were wondering about and what they learned. Help students think of other ideas to explore. Although students should be free to choose their own ideas, you might suggest that they find out about the special talents that different classmates have.
- Talk about how the scientists might go about collecting information if they need to interview classmates who are playing in other labs. For example, if a group is playing house in the dramatic play lab, then the scientists can knock on the front door and ask politely if they might have a moment to ask some questions.

## Writing Lab | My Favorite Things

Description:

- Students will cut out pictures from magazines and circulars to create a book about their favorite things.

Purpose:

- This lab provides the opportunity for students to explore their unique characteristics through art and to develop fine-motor and oral-language skills.

When You Tour:

- Tell students that they will be creating a book called *My Favorite Things*. They will look through magazines and circulars from the Read and Recycle box. When they find things they like, they will cut them out and paste them in their books. Point out the Read and Recycle box, the My Favorite Things book cover, and any other new materials that you have added to the lab.

Facilitate Learning:

- Ask students open-ended questions about their *My Favorite Things* book to foster oral-language development. Encourage students to answer in complete sentences.

**Examples:**

- **Tell me about why chose this.**
- **What do like about...?**
- **Tell me what makes this special.**



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Cut out the four ten-frames, and mount them directly under the Days of the Week pockets. You will use the sticky dots or dry-erase markers to record the date on the ten-frames. Before introducing the ten-frames, be sure to add the appropriate number of dots that correspond to the day's date. The ten-frames should be filled from left to right, beginning with the top row. When the top row is full, continue onto the bottom row, beginning from the left again. For example, if today is the fourth day of the month, you would have one dot in each of the first four boxes of the top row, starting from the left. Each day you will place a dot in each subsequent box. Continue doing this until twenty-eight, thirty, or thirty-one squares (depending on the month) have been filled. Make sure to update the ten-frames after weekends and holidays.

### Calendar



- Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let's look at the calendar and say the months of the year.** After you and students say the months in order, say, **It is** (month).
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.** **WGR: What day is today? Today is** (day of the week).
- Ask students to look closely at the pictures on the calendar cards. **The last time in Math Mysteries, we learned how to sort objects. Do you think we could sort the picture cards on the calendar? Yes. How? Replies. We could put all the crayon picture cards together and all the glue picture cards together, or we could put all the cards with one number in one pile and all the cards with two numbers in another pile. But those are just two ways to sort the cards; there are other ways.**
- Add the calendar cutout for today's date to the calendar, and say, **Today is** (day of the week), (month and date).

### Days of the Week

Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month).

### Days of School Tape

- Point to the Days of School Tape, and ask, **What number do I need to write on the tape? (Number of days). Why? Because we've been in school \_\_\_ days.** Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

This activity will help students to recognize numbers that represent items organized on a ten-frame. They will use 5 and 10 as anchors to determine other numbers.

## Ten-Frames

- Point to the ten-frames that have been added to the bottom of the calendar board. Ask students to think of something to say about what they see. Select several students to share with the class. *Possible responses include: boxes; some of the boxes have dots; or each big box has ten little boxes.* Restate students' responses.
- **The boxes are called ten-frames. Why do you think they are called ten-frames? Because they have ten little boxes. Let's count the boxes.** Point to the boxes in one ten-frame as you count. **Yes, each ten-frame has ten boxes—five on the top and five on the bottom. Ten-frames are a tool for counting that helps to make the total easier to see. Ten-frames organize things into groups of five and ten. If the ten-frame has one row filled, you have five. If both rows are filled, you have ten.**
- **I have filled some of the boxes. I put one dot for every day of the month. Today is (date), so I put (number same as the date) dots in the ten-frame.** For example, if the date were September 17, you would have seventeen dots on the ten-frames.
- **I'm going to touch and count the dots. You may count with me if you would like to.** Point to and touch the dots as you count aloud. When you finish counting, say, **Today is the (date), and we have (same number as the date) dots in our ten-frame. Tomorrow we'll add one more dot. We'll keep adding dots until the month ends. Then we'll start the new month with empty ten-frames and fill them again as the month goes on.**

## Hundreds Chart

- Point to the Hundreds Chart, and ask, **Which number am I going to color in today? Replies.** Use a marker to color in the square on the Hundreds Chart. Point to the numbers, and invite students to read them with you.



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

# Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

## Snack

- As you eat a snack, talk with students about the things they do well. Ask them why they are good at these things. It may be because it's something they like to do or something they practice a lot. Discussing things they are good at in a relaxed atmosphere while sharing snack will help students with the Partner Challenge.



- Review the Partner Challenge for the day.

**Our Partner Challenge today is for you to use Say-It-Back to help you be a careful listener when your partner tells you about something that he or she is good at doing. T-P-S: What do you do when you use Say-It-Back? Listen carefully so you can repeat what someone just told you. What is another part of active listening that we learned about? The active-listening posture. Using the active-listening posture and Say-It-Back will help you focus on what your partner tells you so you will be able to tell us later today.** Allow time for students to tell what they are good at and for their partners to say it back.



- Distribute pocket points when you hear students using Say-It-Back correctly.

## Outside/Gross-Motor Play

- Invite students who desire or need structured play to play a variation of the game Like Me that they learned yesterday. After playing a few times, suggest a variation of the game. Students may play in a group with a leader or with a partner. The person in the center, or one partner, may choose to do one of the following action verses:

**I can (jump) and (jump).**  
**I can (jump) and (jump).**  
**I can (jump) and (jump).**  
**I'll do it now.**

- Students or partners respond using Say-It-Back.

**You can (jump) and (jump).**  
**You can (jump) and (jump).**  
**You can (jump) and (jump).**  
**You are (jumping) now.**

- Other actions you may wish to incorporate into the game include hopping on one foot and balancing on one foot.

**Today we will learn a new song that we will sing as we are moving to Stepping Stones. In Stepping Stones today, we will begin learning sounds that letters make. Learning letters' sounds will help you learn to read!**



Ask students to walk under the bridge made by two students while all sing “Step, Step, Stepping Stones.”

**Step, Step, Stepping Stones**

*(Tune: “Row, Row, Row Your Boat”)*

**Step, Step, Stepping Stones**

**Step along each sound**

**Sounds together making words**

**Sounds are all around**

- As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /m/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.

#### Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /m/ sound at the beginning of each word by stretching or extending it.

**The man marches on mountains.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “man,” “marches,” and “mountains”?**
- Explain that /m/ is a stretched sound. We can make it longer without bouncing it.



- Use My Turn, Your Turn to have students repeat each of the words that begin with /m/, stretching the /m/ sound at the beginning of each word.

**Let's practice that sound.**

<b>Teacher:</b> /m/ an	<b>Students:</b> /m/ an
<b>Teacher:</b> /m/ arches	<b>Students:</b> /m/ arches
<b>Teacher:</b> /m/ ountain	<b>Students:</b> /m/ ountain

Mnemonic Picture

- Show the picture side of the key card for “m.” Explain that the picture we have to help us remember the sound /m/ is a man about to march over two mountains.



**Let's watch our funny cartoon about /m/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /m/. Point out that the man makes the /m/ sound as he picks up the rocks and climbs the mountain.

People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /m/. Explain that KinderRoo has brought some pictures and objects that begin with /m/. Say the name of each picture or object as you present it, and emphasize the /m/ sound.

- mittens
- moon
- mop

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.



Making the Sound

- Ask students to think about what is happening in their mouths as they make the /m/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - Is your mouth open or closed when you make the sound?
  - What is your tongue doing when you make the sound?
  - Gently touch your throat. Can you feel a vibration when you make the sound?

Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.



**How are the two letter shapes the same? How are they different?**

## Forming the Letter

Introduce the shape of /m/.

- Explain that now you will show students how to write the letter that makes the /m/ sound. Trace the letter with your finger as you say the letter-writing cue, **“From the man go down, climb one mountain and another.”** Ask students to say the cue with you two or three times as you trace the letter again.

Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

### Example:

- **What picture does this letter look like?** *Replies.* **Yes, this letter looks like a man standing next to two mountains.**

Write /m/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the man and the mountains. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /m/ several times, as you recite the cue with them each time.
- Ask students to examine their partners' letters for the /m/, and have them circle the best one. Encourage them to tell their partners why they think it's the best.
- Celebrate the fact that students have learned their very first letter with a cheer! Tell them they will practice it again tomorrow.

## Emergent Reading

### Story Review

- Show the large version of the concepts-of-print book *In Kindergarten*.

**Yesterday we read this story, *In Kindergarten*, that talks about many different kinds of things that kindergartners do at school. We have already done some of those things in our class!**

- Distribute a small copy of the book to each student. Review the focus skills.

**Remember that when we read this book, we want to remember three things. We will start with the cover. That's the side that has the big picture and big words on it. Everyone, touch the title on the cover of the book. Check to ensure that all students are touching the title. Let's read the title together.**

**Now we have to remember where to start reading.** Open to the first page. Check to ensure that all students are on page 1.



**Our last thing to remember is that the pictures can help us to know what to say on each page.** T-P-S: *What are the students doing with their teacher on the first page? Reading.* So we will read, “In kindergarten, we read together.”

### Partner Reading

- Distribute an ear and mouth card to each student. Review the partner reading process.

**Last week we learned how to do something called partner reading. If you are the Peanut Butter, you should have the ear card first today. Jellies will have mouth cards. When you read a story with your partner, the friend with the mouth card will read first. He or she gets to read the title. Today that means the Jellies will read the title.**



**Jellies, go ahead, and read the title to your partners. Wait for the Jellies to read. Now you will trade cards and turn to the first page.** WGR: *Who will read the first page? The Peanut Butters.* RWE: *The Peanut Butters will read the first page. It is the job of the Jellies to help them if they have a problem.*

- Have students read the story with their partners, alternating pages. When they finish, they should read the story again, alternating parts.



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know

- Review primary color words.

**Stand up if you are wearing something yellow.**

- Acknowledge students who are standing. Then ask them to sit down. Repeat with the colors blue and red.
- Award pocket points if students are able to identify the colors they are wearing.
- Ask students to sit with their partners in a circle so they can see the space in front of you.



T-P-S: *Think about yesterday. What did you do with the paper socks? Sort them.*



RWE: *Yes, we sorted socks. “Sorting” means putting things together because they are alike in some way.*

## Active Instruction

- Tell students that you will do another sorting activity today.

**I am going to give each of you a piece of paper. We're going to sort all of you by what your piece of paper looks like.**

- Pass out one Attribute Shape paper to each student. Use Think-Pair-Share to invite students to share what they notice about their papers.



**Look at your paper. T-P-S: What can you tell me about your piece of paper? Answers will vary. You have come up with lots of ways to describe your pieces of paper. Some are squares, some are triangles, and some are circles. Some are big. Some are little. Some are red. Some are blue. Some are yellow. Now that we know what our pieces of paper look like, we're going to play the Sorting Game.**

- Invite students to stand in a circle. Show them the attribute spinners, and explain the game to them.

**I have three spinners. The first spinner shows the colors of the pieces of paper. The second spinner shows the sizes of the pieces of paper, and the third spinner shows the shapes of the pieces of paper. I'm going to spin the color spinner and call out the color it lands on. If you are holding a piece of paper that is this color, you'll move to the center of the circle.**



- Spin the color spinner, and call out the color to which it points. Students holding that color of paper should move to the center of the circle. Ask students in the center of the circle to hold up their pieces of paper.

**WGR: Who should be standing in the center of the circle? We have sorted the pieces of paper into two groups—those that are (color spun) and those that are not (color spun). Let's try again.**

- Ask students in the center of the circle to go back to their places. Spin the color spinner several more times, having students move to the center of the circle if they are holding the appropriate color. Emphasize how the papers are sorted after each spin.

**WGR: We just sorted the pieces of paper. How did we sort them? We sorted them by color.**

- Tell students you will play again, but with a different attribute. Review the rules of the game with students.

**We're going to play again. This time I am going to spin the size spinner. Some of the pieces are large, and some are small. If I spin "small," all of you who are holding small pieces of paper will move to the center of the circle. If I spin "large," all of you who are holding large pieces of paper will move to the center of the circle.**

**T-P-S: If you are not sure whether your piece of paper is large or small, how could you find out? Compare the piece of paper to a friend's.**

- Allow students time to compare their pieces of paper to those of several friends. Then spin the size spinner, and call out the size to which it points. Students holding that size of paper should move to the center of the circle. Spin the spinner several more times, asking students with the designated size to move to the center of the circle.

T-P-S: **How did we sort the pieces of paper this time?** *We sorted them by size.*

- Invite students to look at their pieces of paper one more time.

**We have sorted the pieces of paper by color and size.** T-P-S: **Do you think there's another way to sort them?** *We could sort them by shape.*

- If time allows, play the game again using the shape spinner.

## Partner Practice


- Explain the activity.

**At your tables, you will find some pieces of paper and some craft items. The first thing you will do is fold your paper in half.** Demonstrate to students how to do this. **Then, you will look at the craft items.** Show students examples of the items that area available to them.

**You will choose several of these items. For example, you might take six feathers, or you might take seven buttons. Once you have your craft items, you will sort them. You might sort your items by color. You could place all of your red feathers, buttons, and shapes on this side of the paper.** Point to one folded half of the paper.

**You could place all of your blue feathers, buttons, and shapes on the other side of the paper.** Point to the other half of the folded paper. **You could also sort by size. You might place some big objects on one side of the paper and some small buttons on the other side. Do not glue your objects down yet.**

- Provide time for students to lay their objects on their papers without glue. Then ask students to think about how they sorted their objects.

 When preparing the materials for this activity, do not sort craft items that come in a variety of colors or sizes (e.g., blue feathers and red feathers) in separate piles. Students will have to figure out how to sort the items based on color or size.

- When students are done, ask them to check their partners' papers and confirm that the objects are sorted properly. Once students are confident that both papers represent sorting by color or size, they may glue the items on the papers.

## Recap



- Use the sharing sticks to select a few students to share about their sorting pictures. Prompt each student to tell how he or she sorted his or her objects. Award pocket points if several students are able to successfully explain how they sorted their craft items.



- Reinforce the concept of sorting by showing “Color Tones Musical Instruments” video.



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

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Some People,” *The 20th Century Children’s Poetry Treasury*, page 65

### Introduce the Poem

**When we talked yesterday and today and said that everyone is special and different, we talked about how they look different. We also learned this morning that people are good at different things.**

**There’s another way that people are different. Some people make us happy to be around them. When we’re around them, we feel smart, and we like to share our good ideas with them. There are some people who are difficult to be around. They might make fun of us or make us feel like our ideas aren’t important or that we’re not very smart.**

**The person who wrote the poem I want to read today was thinking that she feels happy around some people and sad around other people. The people who make her feel happy make her feel that her thoughts and ideas are wonderful, and so she keeps thinking lots of good ideas.**

- Read the first stanza very slowly and the second stanza with lively expression.



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

# Write Away

TIMING GOAL: 20 minutes

## Prewriting

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

**Everyone is good at something. You are going to write about something that you are good at.**



**What can you do well?**

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “I can run.”**

**Let’s think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **I can run, as you scribble. Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Display the Writing Strategies Bank. Review previously introduced emergent-writing strategies.

**T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, or draw a line.**

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.

### Example:

**I am ready to write my sentence. My sentence is, “I can run.”**

- **The first word is “I.”** Draw a stick picture of yourself, or draw a line.
  - **The next word is “can.” I can’t really draw “can,” so I will draw a line for that word.** Draw a line.
  - **“Run.” I will draw a picture for “run.”** Draw a stick figure running.
- Reread your sentence, touching each line or picture as you do.

## Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

## Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

## Sharing

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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap

- Invite students to sit in a circle. Place a special chair or seat next to you in the circle.
- Invite each student to sit in the special seat, one at a time. Make a brief statement about each student, and invite the class to say it back with you. For example, if you select a student’s self-portrait from the art lab, you might say, “Tiffany is a great artist,” and wait for the group to say it back to you. Or if you select a student’s writing journal, you might say, “Luke is becoming a great writer,” and allow them time to say it back.



**What happens when you repeat what I say about each person in our class? T-P-S: It helps you to remember something about the person so you can get to know him or her better.**

- Select a few of the following suggestions, or use your own ideas, to celebrate each student’s uniqueness. There should be something that focuses on each student—something that each student is willing to have you present or that he or she wishes to present about himself or herself.
- Share a positive quality you have seen that student exhibit in your classroom.
- Share some picture/word stories about the student’s favorite things to do.
- Share some picture/word stories about something the student is proud that he or she can do.
- Invite students who created self-portraits in the art lab today to share their work. After each student shares his or her portrait, make an “I notice that…” comment. Prompt students to explain their portraits and share how their paper-plate faces look the same, or similar to, their real faces.



### Vocabulary Review

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



**One of our new words today is “special.” The word “special” describes something that is important or extraordinary. T-P-S: When did we see, hear, or use the word “special” today?**

**Another word we learned is “talent.” A talent is a special ability, or something that you are able to do very well. T-P-S: When did we see, hear, or use the word “talent” today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

Theme Vocabulary:  
special  
talent

- Use the suggestions below to help foster oral-language development.

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>My talent dancing.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, <b>My talent is dancing.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>I have a talent.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us more about what your talent is?</b>



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is for you to use Say-It-Back to help you be a careful listener when your partner tells you about something he or she is good at doing.** Ask for a partnership to volunteer to show how they used Say-It-Back for the Partner Challenge.

**Using Say-It-Back helps you to listen carefully.** Invite several partnerships to share what their partners told them they are good at doing.



- Award pocket points when students demonstrate the Say-It-Back strategy correctly.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned at school today.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).



The concepts-of-print book for days 3 and 4 is about birthday parties, which are not celebrated in some cultures. If students in your area do not celebrate birthdays, you may wish to keep the *In Kindergarten* books at school for use on days 3 and 4.

- Remind students to watch tonight's Home Link show. Tell students to click on the monkey for today's show.
- Read & Respond: Distribute the *In Kindergarten* books. **You get to bring these books home with you today! Share *In Kindergarten* or another book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the monkey stamp to place an animal image on each student's hand as a reminder to watch today's Home Link show.

# Day 3 | Ready, Set...

## Focus

Our names are unique.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Literacy Lab: Materials for tactile letter activities such as zip-top baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc.; key card for “m”</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>KinderRoo and Joey puppets (Tuck Joey into KinderRoo’s pouch so he can’t be seen.)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Key cards for all letters of the alphabet (“a” – “z”)</li> <li>Students’ name cards</li> <li>Theme vocabulary word card for “unique” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Joey puppet</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Little Chick</i> “The Kite That Would Not Fly”</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Nutritious snack that begins with /m/ such as milk or melon (optional)</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “m” or IWB access</li> <li>KinderRoo puppet</li> <li>/m/ picture cards (mittens, mop, moon) or IWB access</li> <li>Common /m/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (student copies): <i>The Party</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Plastic bags of manipulatives (one bag per student)</li> <li>Sorting organizers (appendix), one per student</li> <li>Crayons or markers</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“Robert, Who is Often a Stranger to Himself” on page 79 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>Writing Strategies Bank or IWB access</li> <li>“Write Sounds That You Know” writing-strategy icon duplicated from KinderCorner Teacher’s Manual (optional) or IWB access</li> </ul>
<b>Let’s Think About It</b>	<ul style="list-style-type: none"> <li><i>Learning Basic Skills Through Music, Volume 1</i> CD</li> <li>Home Link animal hand stamp: koala</li> </ul>

## Learning Labs—Additional materials

### Literacy Lab | Play School: /m/ is for Macaroni

- Macaroni
- Glue
- Copies of /m/ blackline master (appendix)

## Day 3

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond (Offer lots of praise for students who brought back their bookmarks today!)

**Facilitate Learning**

- Show students how to use the materials that you have added to the literacy lab for tactile letter formation. Encourage them to practice forming the letter “m.” Say the letter-writing cue as you demonstrate. (From the man go down, climb one mountain then another.)

**Available Activities**

## Classroom Library Lab

- Same as day 2

## Literacy Lab

- Show students how to use the tactile letter-formation materials to practice forming the shape of “m.”

## Math Lab

- Same as day 2

## Computer/Media Lab

- Same as day 2

Writing Lab

- Same as day 2

Other

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



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

## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.

### Home Link Debrief



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

T-P-S: **What did you find that begins with the letter “m” in your house?**



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

### Active Instruction



- Introduce the Getting Along Together lesson.
- After greeting students, have them recite “I Am Listening.” Review the active-listening posture, if necessary, using the poster as a visual reminder. Address students by saying something such as, “I feel happy today,” and invite students to Say-It-Back to you. T-P-S: **Why did I ask you to use Say-It-Back after I told you how I feel today? To help us listen better, to remember what you said.**
- Have KinderRoo join the group with Joey hidden in her pouch.

As KinderRoo: **I have something that makes me feel happy hiding in my pouch.**

As teacher: **Will you tell us what it is?**

As KinderRoo: **No, you will have to figure it out.**



**T-P-S: How can we figure out what KinderRoo has in her pouch?** If no one mentions asking questions, guide students to this answer. **RWE: We can ask KinderRoo questions about what she has in her pouch. Let's use the active-listening posture so we can hear all the questions and answers.**

Give the Active-Listening Signal, and pause while students settle into the active-listening posture.

**Now that you're ready to listen, I want you and your partner to think of a question that you can ask KinderRoo to find out what she has in her pouch.** It may be necessary to give a few clues to help students begin thinking of questions. Call on partnerships, one at a time, to ask their questions. Have KinderRoo provide the answers to their questions. If necessary, remind students to listen to one another's questions to keep them from repeating questions. It may be necessary for you to model a question or two to help point them in the right direction.



- When they have figured out that KinderRoo has Joey in her pouch, take him out, and congratulate students on guessing that Joey was in KinderRoo's pouch. **WGR: What did you do to help you figure out what KinderRoo had in her pouch? Asked questions. How did asking questions help you to know Joey was in KinderRoo's pouch? Asking questions is another important part of active listening. Asking questions helps us to better understand what our partners and others are saying.**

**Today you can earn pocket points to put in KinderRoo's pouch when you ask questions. We'll count up the points at the end of the day. Give a pocket point chip to each partnership that asked a question, and have them place them in KinderRoo's pouch.**

## Partner Practice

- Have partners practice asking questions as part of active listening.

**Let's practice asking questions to help us become better at active listening.** Remind students that after they recited "I Am Listening," you told them that you feel happy today. **To practice asking questions, you and your partner will think of a question to ask me about my feelings today.** Give students enough time to formulate a question. Invite several partnerships to ask their questions. Remind them to use the active-listening posture so they will hear the questions and answers.

- You may want to use Say-It-Back before answering each question to model the skill that students learned on day 2. For example, if a partnership asks, "Did you feel happy when you woke up?" you may say, "You asked if I felt happy when I woke up," and then give them your answer.

**Today you can earn pocket points when you ask questions to help you better understand what someone tells you.**



- Award pocket points to students who asked questions, and have them place them in KinderRoo’s pouch.

### Partner Challenge

- Explain the challenge.

**Today we learned about asking questions to help us become active listeners. For our Partner Challenge, you will tell your partner how you feel today. Then your partner will ask you a question to learn more about the way you feel.**

- Provide a moment for students to tell their partners how they feel today. Encourage them to practice asking their partners questions. Remind students that they will have time to ask questions at snack time and at other times throughout the day.

**You will earn pocket points when you ask questions to help you become a better listener.**

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



- Why do we have names? Talk with your partner about why people have names.

**Say, We are learning about how special each of us is. We know that each of us has a special look. I know something else that makes us special—our names. Let’s read our Daily Message and learn about how our names make us special.**

### Daily Message

---

Our names are unique.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - Have students clap out the syllables in each word of the sentence with you. **“Our names are unique.” Let’s see how many syllable, or claps, there are in each word of our sentence. Let’s say the sentence again and clap as we say each part of each word.** Lead students in clapping along with the syllables as you read the words.
  - Point out that the last word, “unique,” has more claps than the other words.



## Theme Learning

- Explain the content of the Daily Message.

**Each of us is special. Each of us is unique. That means each of you is the only one who is like you. Say “unique” with me. *U-nique*. We each have our own features, we each have things we like to do, and we each have things we don’t like to do, so none of us is exactly the same.**

**Our message tells us that our names are unique. I know that unique means special and different. One way our names are unique is the letters that make up our names.**



- Explain the concept of having a unique name.

**WGR: What makes each child in our class unique? His or her name. Do you each have your own name? Yes. Of course. We each have our very own name. We each have our own special name. We have many names in our classroom.** Say the name of each student in your class, looking at the student as you say his or her name.



**If more than one student has the same first name, discuss the middle or last names to illustrate the uniqueness of their names.**

- Distribute students’ nametags. Have them put their pointer fingers on the first letters of their names.

**I am going to show the letters of the alphabet. When you see the letter of your first name, stand up. Ready? Listen carefully, and look at the letter cards.**

- Show each letter card and name the picture on each. Invite students to stand up when they see the letters that begin their own names or hear the same sounds that begin their names.
- Each time a student or group of students stands up, ask the entire class to say, “Good morning (names of students with same first sounds/letters),” before you have the student or students sit back down.
- Play the dictionary video for “unique.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.



**Our new word for today is “unique.”**

**“Unique” means one of a kind. When something is unique, it is different from everything else. I can make a sentence with the word “unique:”**

**We are each unique because there is no one else in the world just like each of us.**



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

# Rhyme Time

TIMING GOAL: 5 minutes

## Say the Rhyme

- Have students recite “Look at Me!” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



## Develop Phonemic Awareness—Auditory Sound Segmenting

- Present the Joey puppet. Introduce Break-It-Down.


**We’ve been playing a game called Say-It-Fast with some of the words from our rhymes. Today we will learn a new game called Break-It-Down. We will see if you can talk like Joey and say all the sounds in a word.**

**Joey will whisper a word in my ear.** Hold Joey up to your ear. **Joey said, “Ball.” Say “ball.” Ball.** Now tell me the sounds that are in “ball.” **Joey will jump to show us when it’s time to say the next sound. What’s the first sound you hear in “ball”?** Have Joey jump when students say /b/. **Okay, then comes....** Have Joey jump again as students say /o/. **And the last sound is....** Have Joey jump again as students say /l/.

**Let’s play Break-It-Down with some of the words from our “Look at Me!” rhyme.**

- Ask students to listen carefully to the following words. After you say each word, have them break it down to say each word in Joey Talk.

<b>kick</b>	/k-i-ck/	<b>bike</b>	/b-i-ke/	<b>swim</b>	/s-w-i-m/
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 When Joey jumps, move him from right to left so students will see him move from left to right.



- Award pocket points if students are able to successfully produce the sounds in each word.



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

**STaR Words:**

cheer

dragged

TIMING GOAL: 20 minutes

**Little Chick***“The Kite That Would Not Fly”**Written by Amy Hest**Illustrated by Anita Jeram*

This book consists of three Little Chick stories. In each, Little Chick attempts to do things with patience and persistence, but things don't always turn out the way she would like. With the help of the wise Old Auntie, she recognizes that even when things don't work out the way she wants, there are still benefits from her efforts.

**Interactive Story Reading****Before Reading**

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



**The name of this book is *Little Chick*.** WGR: **What do we call the name of a book?** *The title.* **Amy Hest is the author.** WGR: **What job did she have for this book?** *She wrote the words.* WGR: **Anita Jeram is the illustrator.** **What did she do?** *She made the pictures.*

Open the book to the table of contents. **This book has more than one story about Little Chick, so the author wrote the names of the stories on this page. This page is called the table of contents.** Read the titles of the three stories.

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

WGR: **What animal is this?** *Replies. Yes, this is a chick. A chick is a baby chicken.* Read the title. **The title doesn't give us much information about what the story will be about. Let's see if we can find some more clues about the story.** Open the book so students can see the front and back covers. Ask students what else they see in the illustration.



Point to the hen on the back cover, and say, **This is a hen. A hen is a grown-up female chicken.** T-P-S: **Who do you think this hen is?**

**Today we're going to read one of the stories in the book, “The Kite That Would Not Fly.”** Turn to page 18, and point to the title as you read it. Point to Little Chick on page 18, and say, **I see Little Chick, and I know from the table of contents that this is a story about Little Chick.** T-P-S: **Where is the kite that would not fly?** If no one mentions that Little Chick is pulling a leaf on a string like a kite, say, **I see that Little Chick has a string tied to a leaf, and I know that people tie string to kites to fly them. I wonder if this leaf is Little Chick's kite. Let's read the story to find out about the kite that would not fly.**

- Introduce the story vocabulary words.

**There are some new words that you will hear in our story today. One word is “cheer.” We cheer someone on when we want him or her to do well. I remember that my parents cheered me on when I was learning to tie my shoes. They encouraged me to keep trying until I could do it.**

**T-P-S: Tell your partner about a time when someone wanted you to try to do something well and cheered you on.**

**Another new word is “dragged.” When something is dragged, it is pulled. Let’s pretend that we are dragging something. Stand up, and show me how you drag something behind you.**



Making predictions during a story

- Introduce the good-reader skill for today.

**Good readers ask themselves questions about what might happen next as they read a story. As I read the story today, think about what you want to know.**

After reading one page, say, **I wonder...** (if Old Auntie will help Little Chick fly her kite.)

After reading another page, ask, **What does this page make you wonder about?**

#### During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Page 18:** T-P-S: **Why do you think Little Chick’s kite would not fly?**
  - **Page 21:** **I heard our new word “cheer.” Old Auntie comes along to encourage Little Chick to try to fly her kite.**
  - **Page 23:** T-P-S: **What does Little Chick do to try to make her kite fly?** *She tells it to fly, and she skips and pulls her kite with the string.*
  - **Page 25:** T-P-S: **Why does Little Chick lean up against Old Auntie?** **I wonder if Old Auntie will help Little Chick to fly her kite.**
  - **Page 26:** **Old Auntie doesn’t help Little Chick solve her problem. Sometimes people who love you want to help, but they can’t. Old Auntie wants Little Chick to know that she loves Little Chick even though she can’t make things better.** **Little Chick feels sad, but she keeps walking with her kite.** T-P-S: **What does this page make you wonder about?**
  - **Page 31:** T-P-S: **What happens to Little Chick’s kite when she skips across the hill?** *It lifts off the ground, and the wind helps the kite to fly.*
  - **Page 32:** T-P-S: **How do you think Little Chick feels now?**

#### After Reading

**Flying a kite can be fun, but Little Chick has to work hard to make her kite fly. Sometimes it takes hard work to do something that’s fun. Little Chick is lucky to have Old Auntie to encourage her. That reminds me of our new word “cheer.” Let’s make a sentence together using the word “cheer.”**

- Use students' ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the word "dragged."
- Review some of the students' questions about what would happen next in the story. Did the story answer their questions?



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

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routines

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

### **Dramatic Play Lab | Housekeeping**

Description:

- Students will continue to use the dramatic play area as an imaginary home.

When You Tour:

Remind students that they may play with the dress-up clothes in the lab.

### **Blocks Lab | Build It!**

Description:

- Students will continue to build things with blocks.

When You Tour:

- Remind students that the lab is open today.

### Facilitate Learning:

- Continue to engage students in conversation about their block building activities.

#### Examples:

- What a **unique** building you made! Tell me about how you stacked the blocks to make this building (tower or whatever the student tells you it is).

### Art Lab | Self-Portraits

#### Description:

- Students will continue to use paper plates and other art materials to create self-portraits.

#### When You Tour:

- Remind students that the lab is open today.

#### Facilitate Learning:

- Talk with students about their own and others' self-portraits. Encourage students to use the word "unique" and other theme-related vocabulary in their responses.

#### Example:

- Say something such as "The person in each portrait has **unique** features."
- Ask, **What do you see that is unique about** (name of student)'s **portrait**?

### Classroom Library Lab | Free Reading

#### Description:

- Students will continue to explore books independently or with a friend.

#### When You Tour:

- Remind students that the lab is open today. Point out that the books *I Like Myself!* and *In Kindergarten* have been added to the lab.

### Literacy Lab | Play School: /m/ is for Macaroni

#### Description:

- Students will have the opportunity to glue macaroni noodles to the letter "m."

#### Purpose:

- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds. Tactile letter activities help students associate the shape and sound of the letter in their minds. Using the activity in a play-school setting also develops cognitive skills associated with imaginary play.

When You Tour:

Explain that in their imaginary school today, students can glue the macaroni to the “m” sheets.

Facilitate Learning:

Pretend to be a new student in the class, and ask the other students to explain the assignment to you. Encourage them to tell the sound that “m” makes. Reinforce the letter-writing cue by saying, So I can glue the macaronis down the man, then over one mountain, and then over the other mountain?

## **Math Lab | The Sock Store**

Description:

- Students will continue to sort and organize socks for a sales display in a store.

When You Tour:

- Remind students that the lab is open today. Remind students that the Making Matches game will also be available to play in this lab if they don’t want to play sock store.

Facilitate Learning:

- Encourage students to use their imaginations and reinforce theme-related vocabulary by joining in on the play. Ask questions, or make statements, that will communicate your role.

### **Examples:**

As a customer:

- **Oh, you have some wonderful socks in this store! This pair is really unique. It looks different from all the others. How much do these cost?**

## **Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Continue to assist students, as needed, with the various types of equipment.

## **Sand/Water Lab | Free Exploration**

Description:

- Students will continue to learn about sand and water.

### **When You Tour:**

- Remind students that the lab is open today.

## **Science Lab | Scientist Station: Classmates Investigation**

Description:

- Students will use the scientific method to learn about their classmates.

When You Tour:

- Remind students that they may continue to conduct investigations to learn about their classmates today. You might suggest that they look for ways that each classmate is unique.

Facilitate Learning:

- Continue to reinforce the steps for scientific exploration in this lab. Refer to the Science Steps poster as students work with the materials.

### **Examples:**

- **What are you wondering about today?**
- **What do you think is true? What's your guess?**
- **What can you do/are you doing/have you done to find the answer?**
- **What did you find out?**

## **Writing Lab | My Favorite Things**

Description:

- Students will continue to cut out pictures from magazines and circulars to create books about their favorite things.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Reinforce the new theme-related vocabulary. Talk with students about what makes their favorite things special, unique, or different. Encourage them to use these words in their responses to your questions.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let's look at the calendar and say the months of the year.** After you and students say the months in order, say, **It is** (month).
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. What day is today?** *Replies.* **Today is** (day of the week).

### Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month).

### Days of School Tape

- Point to the Days of School Tape, and ask, **What number do I need to write on the tape?** (*Current number of days*). **Why?** *Because we've been in school \_\_\_ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

### Ten-Frames

- Point to the ten-frames, and ask students if they remember what they are called. *Ten-frames.* Ask, **Why are these called ten-frames?** *Because each big box has ten little boxes.* **Yes, each ten-frame has ten boxes—five on the top and five on the bottom. If the ten-frame has one row filled, you have five. If both rows are filled, you have ten.**

**I place one dot in the ten-frame for every day of the month. I need to add a dot for today.** Add a dot in the appropriate spot, and say, **Now there should be** (number) **dots on the ten-frame. Please count with me as I count the dots.** Point to and touch the dots as you count aloud. When you finish counting, say, **Today is the** (date), **and we have** (same number as the date) **dots on our ten-frames. Tomorrow we'll add one more dot.**

### Hundreds Chart

- Point to the Hundreds Chart, and ask, **What number am I going to color in today?** *Replies.* Use a marker to color in the square on the Hundreds Chart. Point to the numbers, and invite students to read them with you.



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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Use snack to reinforce thematic concepts. Highlight the beginning sound of /m/ snacks if you serve any or if some students brought any. (“Mmmaria is mmmunching some mmmelon.”)
- Review the Partner Challenge of the day.



**Our Partner Challenge today is for you to tell your partner how you feel. Then your partner will ask you a question to learn more about the way you feel. T-P-S: Why do we ask questions when someone tells us something? Asking questions helps us to be better listeners.**

- Allow time for partnerships to tell how they feel and ask questions to get more information.
- Distribute pocket points when you observe students asking questions that address their partners’ feelings.



### Outside/Gross-Motor Play

- Invite students to talk with a partner about what they did during Learning Labs time. Have one partner tell something about what he or she did, and the other partner should Say-It-Back. Then have partners reverse roles. Comment on how repeating what their partners say helps them to remember what was said. Give pocket point chips to partners when they use Say-It-Back.
- Invite students who wish some structured activity to join in and play the game Did You Ever See a Lassie/Laddie? Explain that in the country of Scotland, a girl is called a lassie, and a boy is called a laddie. Students form a circle with the leader in the center. Students on the circle clap hands while singing:

**Did You Ever See a Lassie/Laddie?**

**Did you ever see a lassie, a lassie, a lassie?**

**Did you ever see a lassie go this way and that?**

- At this time, the leader decides on an action, such as balancing on one foot, hopping, walking in place, running in place, jumping, turning around, standing high/low, etc., and demonstrates what students are to do. Then students sing while performing the demonstrated action:

**Go this way and that way and this way and that way?**

**Did you ever see a lassie go this way and that?**

- The leader can then close his or her eyes, turn around, and point to another student, who becomes the new leader, and the game is repeated.



As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /m/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.

#### Review the New Sound

##### Silly Sentence

- Present the KinderRoo puppet and the key card from the previous day. Remind students that KinderRoo brought a new sound the previous day.
- Say the alliterative phrase two or three times, emphasizing the /m/ sound at the beginning of each word by stretching or extending it.

**The man marches on mountains.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “man,” “marches,” and “mountains”?**
- Remind students that /m/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /m/, stretching the /m/ sound at the beginning of each word.



**Let’s practice that sound.**

**Teacher:** /m/ an

**Students:** /m/ an

**Teacher:** /m/ arches

**Students:** /m/ arches

**Teacher:** /m/ ountain

**Students:** /m/ ountain



### Mnemonic Picture

- Review the mnemonic picture /m/.

**Let's watch our funny cartoon about /m/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /m/. Point out that the man makes the /m/ sound as he picks up the rocks and climbs the mountain.

### Students' Words

- Remind students that yesterday KinderRoo brought some pictures and objects that begin with /m/.

**Ask, What words can you think of that begin with /m/? Work with your partner to think of some words. Then together, decide which word you'd like to share with the class.**

- Have KinderRoo share any pictures or objects from the previous day that students did not name.



### Making the Sound

- Ask students to think again about what is happening in their mouths as they make the /m/ sound. Have them face their partners and make the sound several times as you ask the following questions:

- **Is your mouth open or closed when you make the sound?**
- **What is your tongue doing when you make the sound?**
- **Gently touch your throat. Can you feel a vibration when you make the sound?**

- Review the uppercase form of the sound with the uppercase card. Attach the card under or over the key card for /m/ in the wall frieze.

### Forming the Letter

Review the shape of /m/.

- Trace the letter with your finger as you say the letter-writing cue, "From the man go down, climb one mountain and another." Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### Example:

**What picture does this letter look like? Replies. Yes, this letter looks like a man standing next to two mountains.**

Write /m/.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /m/ several times. Recite the cue with them each time.



- Ask students to examine their partners' letters for the /m/, and have them circle the best one. Encourage them to tell their partners why they think it's the best.
- Award pocket points for successful attempts at forming the shape of the letter "m."
- Congratulate students for learning their very first letter with a cheer. Tell them they will learn another letter tomorrow.

## Emergent Reading

### Story Introduction



If students in your area do not celebrate birthdays, continue to offer hands-on practice with reading books during this time using *We Are the Kinderfriends* or *In Kindergarten*.

- Show the cover of *The Party*.
- Introduce the title and author.

**We have a new story to read today! The title of the story is *The Party*, and it was written by Barbara Wasik. The illustrator is Stephanie S. Rice.**

- Guide students to make predictions based on the cover illustration.



**Look at the picture on the cover. T-P-S: What kind of party do you think this book is about? *A birthday party.***

- Introduce the skills for the story.

**We know that in our books, we can use the pictures to help us remember what the words say on each page. This book also has a word that you know on every page. Write "I see cake!" on the board. These are the words from the first page. Do you see a word that you have seen before? Walk to the word wall as a hint. The word "I" is one of the words on our word wall! We remember that word when we see it, so we can use the pictures AND the words to read this book!**

**Look at the end of the sentence. This is not a period, is it? This mark is called an exclamation mark. We see this mark when we should read a sentence with a lot of expression like we are very excited. So we don't say (in a somewhat monotone voice), "I see cake." We say (with great expression), "I see cake!"**

**There are lots of exclamation points in our book. Listen to the expression in my voice as I read each page.**

- Read the story to students.

### Guided Group Reading

**Now it's your turn to read the story!**

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.



Invite students to sing "March to Math" to signal that it is time for Math Mysteries.



## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



Ask students to use their bodies to make themselves as large as they can. Then ask students to use their bodies to make themselves as small as they can. Students will complete this task in a variety of ways. Encourage their appreciation of one another's inventiveness as you describe the different ways their classmates made themselves large and small.

Award pocket points if students are able to use their bodies to make themselves as large and as small as possible.



**T-P-S: Think about what you learned in Math Mysteries yesterday. What kind of game did you play with the paper shapes? Replies.**



**RWE: We sorted the paper shapes by color and size (and shape). You are going to practice sorting again today.**

### Active Instruction

- Invite students to sit next to their partners at tables. Give each student a bag of manipulatives and a sorting organizer. Ask students to look at the objects in their bags. Invite them to share what they notice about the objects in their own bags with their partners.
- Ask students to take the objects out of their bags and place them in the center of their sorting organizers.



**You'll be sorting the objects in your bag. You'll look at your objects and decide how you're going to sort them. What were some of the ways that we sorted the pieces of paper in our game yesterday? By color, size, and shape. Can you sort your objects by color? Can you sort them by size? Can you sort them by shape? Decide on a way to sort your objects.**

Show how to use the sections around the edge of the sorting organizer to place the different groups of objects as you sort. For example, place red bears in one section, blue bears in another, yellow bears in another, and green bears in another.

- As students work, circulate, and assist those students who might be struggling with the activity. Ask them to tell you what is alike and what is different about their objects. Then lead them into sorting. For example, if they say the objects are different sizes, ask if they could make one group of big items and one group of small items.
- After most students have had an opportunity to sort their objects, invite them to share how they sorted their items with their partners.

**Some of you sorted by size. Some of you sorted by color. Some of you sorted by shape. There are many different ways to sort.**

## Partner Practice

- Prompt students to try sorting their objects in a different way. For example, if they sorted by color the first time, they could sort by shape this time.
- Provide time for students to sort their objects in a different way. Then ask students to check their partners' sorting organizers to see if their partners' objects have been sorted properly.
- Once students are confident that both sorting organizers reflect proper sorting, encourage them to use markers or crayons to create permanent versions by recreating the counters or manipulatives with drawings.

Demonstrate with a sample sorting organizer. For example, prepare a sorting organizer with red, blue, green, and yellow marks colored in the appropriate places on the organizer. Cover each mark with a color-respective manipulative. Show students how they should carefully remove each manipulative and recreate it by drawing on the paper.

## Recap

- Invite a few students to share about their sorting organizers. Prompt each student to tell how he or she sorted his or her manipulatives.
- Award pocket points if several students are able to successfully explain how they sorted their manipulatives.



**T-P-S: What does “sorting” mean? Is there more than one way to sort a group of objects?**

- Reinforce the concept of sorting by showing “Dicey Matches Sorting” video.

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

## Let's Daydream

**TIMING GOAL:** 25 minutes

### Routine

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

## Recommended Poetry Selection

- “Robert, Who is Often a Stranger to Himself,” *The 20th Century Children’s Poetry Treasury*, page 79

## Introduce the Poem

Many of you have been looking in the mirror as you create your self-portraits or as you try on different clothes in the dramatic play lab.

Another word for “mirror” is “looking glass.” Model a Think Aloud by saying, “Looking glass”—that’s a name that makes sense. It is made of glass, and you look into it.

The author of today’s poem is writing about someone named Robert who, when he looks in the mirror or looking glass, sometimes is surprised to see the way he looks. Here is the poem called “Robert, Who Is Often a Stranger to Himself.” A stranger is someone you don’t know.

- Read the poem.



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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


**Today you’re going to write about something that begins with the same sound as your name.**



**What sound does your name begin with? What is something that also begins with that sound?**

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

**I think that I will write a sentence that says, “Mrs./Ms./Miss/Mr. (last name) sounds like milk.”**

-  You may change the example to use your own name, but including words with the /m/ sound will allow you to better demonstrate the new strategy. If your own name does not begin with an “m,” use an appropriate student’s name if possible.

**Let’s think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **Mrs./Ms./Miss/Mr. (last name) sounds like milk, as you scribble. Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Display the Writing Strategies Bank. Review previously introduced emergent-writing strategies. Then introduce the new strategy—Write Sounds That You Know.

**T-P-S: What are some things that I can do if I don't know how to write some of the words in my sentence?** (Refer to the Writing Strategies Bank to emphasize that students can always access the strategies here.) *Draw a picture or draw a line.*

**We have begun to learn about letter sounds in Stepping Stones, so we are ready for a new strategy! If we don't know how to write a word, we can write the sounds that we know that we hear in the word.**

**Let's watch Alphie write a sentence using the sounds that he knows.**



- Play the Writing Strategies 3 video segment.

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.

#### **Example:**

**I am ready to write my sentence. My sentence is, “Mrs./Ms./Miss/Mr. (last name) sounds like milk.”**

- **The first word is “Mrs./Ms./Miss/Mr. (last name).” /mmmmm/. Mrs./Ms./Miss/Mr. (last name). I hear /m/ at the beginning of that word. I know that to write /m/ I can think about the man and the mountains.** Say the letter-writing cue as you write an “m.” (From the man go down, climb one mountain and another.) **“Mrs./Ms./Miss/Mr. (last name).” I don't hear any other sounds that I know, so I will just leave the “m.”**
- **The next word is “sounds.” I will draw an ear to stand for “sounds.”** Draw an ear.
- **The next word is “like.” Hmm. I don't hear any sounds that I know, and I can't really draw it, so I will draw a line.** Draw a line.
- **“Mrs./Ms./Miss/Mr. (last name) sounds like milk.” WGR: What sound do you hear at the beginning of “milk”? /m/. Write another “m,” repeating the letter-writing cue as you write it.**

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

### **Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### **Writing**

- Distribute pencils and either writing journals or paper.

- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.
 

**We each have a unique name. Let’s sing a song about each of our names. Our song is called “What Is Your Name?” When we sing the words “What is your name?” I’ll point to one of you. If I point to you, you sing, “My name is,” and then you say your own name. Let’s stand up and try it.**
- Play the song “What Is Your Name?” on the *Learning Basic Skills Through Music, Volume 1* CD. As you sing the song with students, begin by pointing to yourself first so you can model the response “My name is (your name).”
- Invite students to sing the song again, this time using Say It Back.

**We’re going to sing the song again, but this time you will tell your partner the answer to the question “What is your name?” and your partner will Say-It-Back to you.** Demonstrate with a student. Sing “What is your name?” and have your partner respond, “My name is (name of student).” Then you repeat his or her response by singing, “Your name is (name of student).”

### Teacher’s Notes:

- Because the song is long and students are practicing with partners, you can sing the song without the CD so both partners have the opportunity to answer and say it back.
- Continue to use this song periodically during morning activities and transition times.
- Invite students who created self-portraits in the Art Lab today to share their work. After each student shares his or her portrait, make an “I notice that…” comment.

Prompt students to explain their portraits and share how their paper plate face looks the same, or similar to, their real face.



### Vocabulary Review

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



**Our new word today is “unique.” The word “unique” describes something that is one of a kind. T-P-S: When did we see, hear, or use the word “unique” today?**



- Ask partners to work together to think of a sentence that uses the word. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

Theme Vocabulary:  
unique

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Unique name.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <b>We can say, I have a unique name.</b>
The student responds in a complete, but not very elaborate, sentence. <b>I am unique.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Can you tell us more about what makes you unique?</b>



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today was for you to tell your partner how you feel. Then your partner had to ask you a question to learn more about the way you feel.** Allow time for students to review what they did during snack time.

Select a partnership to demonstrate how to take turns telling how each one feels and asking questions about the other's feelings. T-P-S: **How did asking questions help you better understand your partner's feelings?**



- Award pocket points when students ask questions about their partners' feelings.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the koala bear for today's show.
- Read & Respond: **Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the koala stamp to place an animal image on each student's hand.

# Day 4 | Ready, Set...

## Focus

I am special because of the things that I enjoy doing.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• <i>Learning Basic Skills Through Music Volume 1</i> CD</li> <li>• Classroom Library Lab: A few copies of the concepts-of-print book <i>The Party</i> and the trade book <i>Little Chick</i></li> <li>• Literacy Lab: Materials for tactile letter activities such as zip-top baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc.</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Joey puppet</li> <li>• Jump rope</li> <li>• Theme vocabulary word cards for “favorite” and “hobby” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Little Chick</i> “The Kite That Would Not Fly”</li> <li>• Little Chick Sequencing Cards (see appendix), one set per group of four students</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Nutritious snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>• Key card for “a” or IWB access</li> <li>• “Aa” Uppercase and Lowercase Letter Card</li> <li>• KinderRoo puppet</li> <li>• /a/ picture cards (alligator, ambulance, ant) or IWB access</li> <li>• Common /a/ objects (optional)</li> <li>• Individual writing boards and writing implements</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Concepts-of-print book: <i>The Party</i> (student copies)</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Index cards (at least eight)</li> <li>• Graphing mat (one)</li> <li>• Graphing Shoes (appendix)</li> <li>• Crayons (four colors only)</li> <li>• Tape</li> </ul>

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> <li>• “The Secret Place” on page 78 of <i>The 20th Century Children's Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• <i>The Party</i>, one copy per student</li> <li>• Home Link animal hand stamp: leopard</li> </ul>

### Learning Labs—Additional Materials

Science Lab   Sort It Out
<ul style="list-style-type: none"> <li>• Manipulatives from Math Mysteries, day 3</li> <li>• Sorting bowls (or mats)</li> </ul>

# Day 4



## Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

### Homework

- Read & Respond (Offer lots of praise for student who brought back their bookmarks today!)

### Facilitate Learning

- As students become more independent in their arrival activities, you will have more free time to engage with students by asking open-ended questions to foster their expressive language. Use theme-related vocabulary often to enrich students' receptive language and to build their vocabularies.

**What are you doing?**

**What do the illustrations in that story remind you of?**



- Encourage students to work with partners and use Say-It-Back. Award pocket points when they use Say-It-Back.

### Available Activities

#### Classroom Library Lab

- Place the STaR book *Little Chick* in the lab so students can explore it. Also place a few copies of *The Party* in the lab. Encourage students to practice reading the books with a friend.

#### Literacy Lab

- Students may work on their macaroni “m” if they did not do so in Learning Labs yesterday.

Math Lab

- Same as day 3

Computer/Media Lab

- Have “What Is Your Name?” on the *Learning Basic Skills Through Music Volume 1* CD playing on the CD player during this period, and encourage some students to play the game as directed in the song.

Writing Lab

- Same as day 3

Other

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



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

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.

### Home Link Debrief

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

**T-P-S: What is one word you would use to describe Lulu’s hair in last night’s story?**

- Use the sharing sticks to select two or three children to share their pictures of Lulu’s hair with the whole class. Award pocket points in recognition of students’ efforts.



## Partner Challenge



- Explain the challenge.

**Last week we learned the Active-Listening Signal and the active-listening posture. This week we have learned more about active listening. T-P-S: What can we do to help us be better at active listening? Use Say-It-Back and ask questions.**

**Our Partner Challenge today is to tell your partner one of the parts of active listening.**

- Provide a moment for students to review the parts of active listening with their partners. Remind them that they will have more time to talk about active listening during snack and other times during the day.

## Brain Game

- Explain the game.

**We've been playing brain games to help us exercise our mind muscles. Our game this week is Telephone. Give the focus signal. Telephone helps our brains focus.**

- Place students in small groups of five or six as you did on day 1. **Today when we play the game, someone in your group will start the message.** Invite one person in each group to start the game. Visit each group to have that student tell you the message before he or she starts. If necessary, help the student think of a simple message. Explain that because you will play the game at other times, each student will have a turn to start the message.

When the message arrives at the last person in each group, have one group at a time share the ending message and the original one. Compare the two messages. **Did the original message change?** If the messages were different, use Think-Pair-Share to have students answer the question “Why were the two messages different?” *They didn't use active listening.* If the messages were the same at the end and the beginning, ask, “Why were they alike?” *They used active listening.*

**Teacher's Note:** You may want to write down each group's message so you can remember the original message for each group.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



- Remind students of their homework to ask a grown-up in their families about why the students' were given their names.
- Yesterday I asked you to ask a grown-up at home about why you were given your name. Why do you have the name that you have? What makes your name special? Tell your partner.

**We know that our names are unique. Let's read our Daily Message and learn about what else is unique about us.**

### Daily Message

We have favorite things to do.



- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **I see a word from our word wall! Listen as I say the message again.** Read the message aloud. **Which word from our word wall did you hear? "We." Yes. Circle "We."**
  - Have students clap out the syllables in the word "favorite" with you. **I see a long word in our message—"favorite." This word has a lot of sounds in it. Let's see if we can clap out the word.** Lead students in clapping along with the syllables as you read **fa-vor-ite**.

### Theme Learning

- Explain the content of the Daily Message.
 

**Our Daily Message tells us that we each have favorite things to do. There are many things I like to do, but there are some things I love to do! I love to read and paint pictures. I also like children and love helping them learn! Now let's find out what Joey likes to do.**
- Present the Joey puppet with a jump rope.
 

**WGR: Look at what Joey is holding. What hobby does Joey enjoy? *Jumping rope.* **Jumping rope is one of Joey's favorite things to do.****
- Explain the concept of a hobby.
 

**There are many sports and activities that people do for fun. We call these things hobbies. A hobby is something that you like to do for fun.**

- Use Think-Pair-Share to have students share their favorite hobbies or activities.

**Please think about something you really love to do. Pair with your partner, and then say your hobby, or what you love to do. Answers will vary.**



- Randomly select students to share.
- Play the digital dictionary videos for “favorite” and “hobby.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our new words for today are “favorite” and “hobby.”**

**When something is your favorite, you like it better than everything else. For example, if chocolate is your favorite flavor of ice cream, that means you like chocolate better than any other flavor of ice cream. I can make a sentence with the word “favorite.”**

**Dancing is one of my favorite things to do.**

**A hobby is something that you like to do for fun. Some people practice their hobbies every day. Other people only practice their hobbies every once in a while. I can make a sentence with the word “hobby.”**

**Reading books is one of my hobbies.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme “Me!”

**Today we will begin to learn a new rhyme about ourselves. Listen carefully to the /m/ sounds in this rhyme.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.

#### **Me!**

**Me! Let me tell you ‘bout me!** (Point both thumbs toward chest.)

**Magical, marvelous, magnificent me!** (Continue previous action.)

**Sometimes silly** (Make a silly face.); **sometimes serious** (Make a serious face.)

**But always—super** (Hold one arm out to the side.)—**special**—(Hold the other arm out to the side.) **me!** (Hug self.)

## Develop Phonological Awareness—Blending Onsets and Rimes of Single-Syllable Spoken Words

- Gather students to sit in a circle on the floor. Tell students that you heard the /m/ sound many times in the rhyme.
- Ask students to listen as you recite the rhyme by yourself. Tell students to count how many times they hear you say /m/.
- Say the rhyme, stretching the /m/ sound at the beginning of words that begin with that sound.
- Tell students to listen carefully as you say a short phrase. Students should give the thumbs-up sign if all the words begin with /m/. If all the words do not begin with /m/, students should give the thumbs-down sign.

Demonstrate: **Molly makes muffins. I heard a lot of /m/'s in that phrase. Mmmolly mmmakes mmmuffins. /Mmm/. That gets a thumbs up!** Show thumbs up. **Michael likes magic. Michael /ll/likes. No, “likes” does not begin with /m/. That gets a thumbs down.** (Show thumbs down.)



- Invite students to put their thumbs up or down after each of the following phrases:

**Monkeys make music.** Students respond with thumbs up.

**Many mad martians.** Students respond with thumbs up.

**Ten more mittens.** Students respond with thumbs down.

**Many Monday mornings.** Students respond with thumbs up.

**Mice might bite.** Students respond with thumbs down.



Celebrate success by awarding pocket points.



TRANSITION

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



TIMING GOAL: 20 minutes

### Review



- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?** *“The Kite That Would Not Fly.”*

**WGR: The author is Amy Hest. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Anita Jeram. What does the illustrator do?** *The illustrator paints, draws, and creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “cheer.” What does “cheer” mean?** *To encourage someone to do well.*

**T-P-S: Can you think of a sentence that uses the word “cheer”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “dragged.” *The word “dragged” means pulled.*

## Story Retell

- Tell students that today they will use sequencing cards to tell the Little Chick story “The Kite That Would Not Fly.”
- Reread the story without stopping to ask questions.
- Form groups of four by combining partnerships. Distribute a set of sequencing cards to each group of students. Guide students to help them place the cards in the order in which they happened in the story. Keep a set of cards so you can model placing the cards in sequential order from left to right.

**Look at these cards. They are pictures of what happens in the story about Little Chick. We’re going to work together to put them in the order in which they happen in the story. Answer this question in your teams. What does Little Chick try to do in the beginning of the story?** Allow enough time for students to talk with one another about the beginning of the story.

**Look at the cards to find the picture of Little Chick when she tries to fly a kite made of a leaf and a string.** Ask students to hold up the appropriate card. Invite them to look around to determine whether all groups agree. Place the card with Little Chick pulling the leaf on a string where all can see it.



**Old Auntie comes along to cheer Little Chick on, but her kite still doesn’t fly. Little Chick gets tired. T-P-S: What does she do when she gets tired?** *Rests on Old Auntie’s leg.* **Look for the card that shows Little Chick resting, and hold it up.** When students are in agreement about which card to display, place it to the right of the first card.

**T-P-S: Where do Little Chick and Old Auntie go now?** *Up a hill.* **Look for the card that shows Little Chick and Old Auntie.** When all are in agreement, display the picture of Little Chick following Old Auntie up the hill. Place this card to the right of the previous card.

**T-P-S: What blows in Little Chick’s face that helps her with the kite?** *The wind.* **What happens at the end of the story?** *Little Chick’s kite flies.* **Hold up the card that shows what happens at the end of the story.** Place the card that depicts Little Chick flying her kite to the right of the previous one. Briefly review the sequence of the cards.

Invite students to place their group’s cards in the same order. Monitor students, helping them to place the cards in the proper order from left to right.

Close the activity by using Think-Pair-Share to have students tell how Little Chick feels at the end of the story. T-P-S: **How do you think Little Chick feels when she gets her kite to fly?**



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

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

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

### Helping Students with Lab Plans



- After students have selected their labs, show the Lab Plan 2 video to model the process of planning for labs and receiving feedback through a teacher conference.
- We have learned some new things that we can do to help us write: Draw a line and write sounds that you know. Alphie is learning these things too. Let’s watch him write his lab plan today.

### Dramatic Play Lab | Housekeeping

Description:

- Students will continue to use the dramatic play area as an imaginary house.

### When You Tour:

- Remind students that the lab is open today.

### Facilitate Learning:

- Continue to facilitate by taking on a role in students' dramatic play. Reinforce the use of new theme-related vocabulary in your dialog.

#### Examples:

- When you are at home, what do you like to do for fun? What is your hobby?
- Do you have a favorite meal that you like to fix for your family?
- Is there a special story that you read to the baby before bed?

### Blocks Lab | Build It!

#### Description:

- Students will continue to build things with blocks.

#### When You Tour:

- Remind students that the lab is open today.

#### Facilitate Learning:

- Ask students to describe their buildings, telling how they are unique. Encourage them to answer in complete sentences using theme-related vocabulary.

#### Examples:

- How is your building different from buildings you've seen before?
- How is your building the same as buildings you see every day?
- What makes your building unique?

### Art Lab | Self-Portraits

#### Description:

- Students will continue to use paper plates and other art materials to create self-portraits.

#### When You Tour:

- Remind students that the lab is open today.

#### Facilitate Learning:

- Continue to engage students in conversation about their own and others' self-portraits. Model using complete sentences and theme-related vocabulary.

### Classroom Library Lab | Free Reading

#### Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Continue to promote the concepts of print such as holding books in the proper orientation, turning pages from front to back, and tracking from left to right.

### **Literacy Lab | Play School: /m/ is for Macaroni**

Description:

- Students will continue to practice making the letter shape for /m/ and to review the letter sound.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Continue to reinforce the /m/ sound at the beginning of words. Stretch the /m/ sound as you say words that begin with /m/.

**Examples:**

- **What other words do you know that begin with /m/?**
- **What sound do you hear at the beginning of “mice,” “me,” “mom,” etc.?**

### **Math Lab | The Sock Store**

Description:

- Students will continue to sort and organize socks for a sales display in a store.

When You Tour:

- Remind students that the lab is open today. Remind students that the Making Matches game will also be available to play in this lab if they don't want to play sock store.

Facilitate Learning:

- Encourage students to use their imaginations, and reinforce theme-related vocabulary by joining in on the play. Ask questions, or make statements, that will communicate your role.

**Examples:**

As a customer:

- **Wow, these are the perfect socks for my new hobby, playing tennis!**
- **These are really nice! Which ones are your favorite?**

### Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open today.

### Sand/Water Lab | Free Exploration

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

### Science Lab | Scientist Station: Classmates Investigation

Description:

- Students will use the scientific method to learn about their classmates.

When You Tour:

- Remind students that they may continue to conduct investigations to learn about their classmates today. Suggest to students that they might try to find out the most popular hobby among their classmates.

### Writing Lab | My Favorite Things

Description:

- Students will continue to cut out pictures from magazines and circulars to create books about their favorite things.

When You Tour:

- Remind students that they may continue to work on their favorite things books today.



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



# 15-Minute Math

TIMING GOAL: 15 minutes

## Calendar

- Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let's look at the calendar and say the months of the year.** After you and students say the months in order, say, **It is** (month).
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. What day is today?** *Replies. Today is* (day of the week).

## Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month).

## Days of School Tape

- Point to the Days of School Tape, and ask, **What number do I need to write on the tape?** (*Current number of days*). **Why?** *Because we've been in school \_\_\_ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

## Ten-Frames

- Point to the ten-frames, and say, **I have placed one dot for every day of the month in the ten-frames. I need to add a dot for today.** Add a dot in the appropriate spot, and say, **Now there should be** (number) **dots on the ten-frames. Jump right in, and count the dots with me.** Point to and touch the dots as you count aloud. When you finish counting, say, **Today is the** (date), **and we have** (same number as the date) **dots on our ten-frames. Tomorrow we'll add one more dot.**

## Hundreds Chart



- After determining which number to color in and reading the numbers colored in on the chart, ask, WGR: **How many more squares do I need to color before I have one whole row colored? How do you know?** *I counted the squares that are not colored.*



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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Use snack time to reinforce thematic concepts.

During snack time, as you eat with students, discuss with them their favorite foods and the differences in texture, smell, and color.



Invite students to talk with a partner about their favorite foods and use Say-It-Back to repeat what their partners tell them about these foods. Provide pocket points chips for students to put in KinderRoo's pouch when they use Say-It-Back. Ask students how they feel when someone listens carefully to what they say and uses Say-It-Back.

- Review the Partner Challenge of the day.

**Our Partner Challenge today is to tell your partner one of the parts of active listening.** Monitor students' conversations, providing reminders about the parts of active listening as needed. You may want to point out the Active-Listening Posture poster to help students remember this part of the skill.



- Distribute pocket points when you observe students naming the parts of active listening.

### Outside/Gross-Motor Play

- For those students who need or want structured activities, repeat the circle game Did You Ever See a Lassie/Laddie?, which might have been played yesterday. Encourage the student in the center to lead the others in an activity that he or she is good at. Remind students that everyone has things that he or she is good at doing. You may facilitate the game by helping students to think of new movement patterns as appropriate.

**Teacher's Note:** Following are the approaches to wrap up the outside play and to make the transition to the next classroom activity. We'll assume that they are now part of your routine and won't restate them in detail each time.

- Respect students before you make the transition to the classroom, giving them five- and two-minute reminders before the Zero Noise Signal to gather and go inside.



As students return to the classroom, have them sing "Step, Step, Stepping Stones" as they join you in the gathering circle area for Stepping Stones.

# Stepping Stones

TIMING GOAL: 30 minutes



## Beginning Phonics: /a/ – a stretched sound

### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /m/.

### Introduce the New Sound

#### Silly Sentence

- Present the KinderRoo puppet. Explain that he has a new sound for them to learn—a sound that they will hear in the silly sentence he has brought.
- Say the alliterative phrase two or three times, emphasizing the /a/ sound at the beginning of each word by stretching or extending it.

**Alphie asks for apples.**

- Introduce the Alphie character.

**Alphie is the name of a silly alligator that we will see in some videos this year.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “Alphie,” “asks,” and “apples”?**



- Explain that /a/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /a/, stretching the /a/ sound at the beginning of each word.

**Let’s practice that sound.**

**Teacher:** /a/ lphie

**Students:** /a/ lphie

**Teacher:** /a/ sks

**Students:** /a/ sks

**Teacher:** /a/ pples

**Students:** /a/ pples

#### Mnemonic Picture

- Show the picture side of the key card for “a.” Explain that the picture we have to help us remember the sound /a/ is an apple.



**Let’s watch our funny cartoon about /a/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /a/. Point out that the bear says /aaa/ when the apples hit her on the head. She also says /aaa/ when she finally gets to taste an apple.

#### People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /a/. Explain that KinderRoo has brought some pictures and objects that begin with /a/. Say the name of each picture or object as you present it, and emphasize the /a/ sound.

alligator  
ambulance  
ant

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_?** as they name each one.



#### Making the Sound

- Ask students to think about what is happening in their mouths as they make the /a/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

#### Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.

**How are the two letter shapes the same? How are they different?**

#### Forming the Letter

Introduce the shape of /a/.

- Explain that now you will show students how to write the letter that makes the /a/ sound. Trace the letter with your finger as you say the letter-writing cue, “Left around the apple and down the leaf.” Ask students to say the cue with you two or three times as you trace the letter again.

Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### Example:

- **What picture does this letter look like? *The apple.* Yes, this round part of the letter looks like an apple. The straight line looks like the leaf and stem of the apple in our picture.**

Write /a/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the apple. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /a/ several times, as you recite the cue with them each time.
- Ask students to examine their partners' letters for the /a/, and have them circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write the other letter that they have learned. Encourage them to say the cue as they write it.
  - /m/ **From the man go down, climb one mountain and another.**

## Emergent Reading

### Story Review

- Briefly review the concepts-of-print book *The Party*.
- Review the focus skills.

**You will read our story *The Party* with your partners today.** Point to the word “I” on the word wall. **What does this word say? I. Remember that we can read this word on each page. The pictures will help us know what the other words say.**



Draw an exclamation mark on the board. T-P-S: **What is this mark called? An exclamation mark.** WGR: **How should we read a sentence when we see this mark? With a lot of expression, like we're excited. Remember to read with lots of expression today because every single page has an exclamation mark.**

### Partner Reading

- Distribute a book and an ear or mouth card to each student.
- Review the partner reading process as needed.
- Have students read the story with their partners, alternating pages. When they finish, they should read the story again, alternating parts.



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



## Math Mysteries

TIMING GOAL: 25 minutes



### Show What You Know

- Draw two lines on the board, making one line longer than the other. Ask students to look at the lines.

WGR: **Which line is longer?**

Award pocket points if students are able to identify the longer line.



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rwe

T-P-S: **Think about what you learned during the last math time. What manipulatives did you sort, and how did you sort them?**

RWE: **Some of you sorted by size. Some of you sorted by color. Some of you sorted by shape. There are many different ways to sort.**

### Active Instruction



- Tell students that today they will sort their shoes. Prompt students to identify ways that their shoes could be sorted.

**Today we're going to sort something that we are wearing. We're going to sort our shoes.** Ask each student to take off one shoe and place it in the center of the circle. **Look at all the different kinds of shoes! How are they alike? How are they different?**

**Do you think we can sort these shoes? Yes. How can we sort them? By color, by size, by type of shoe, etc.**

- Ask students to decide how to sort the shoes.

Make labels on index cards, and place the labels in separate areas of the floor. For example, if they decide to sort the shoes by type, you would make one label with "tie" written on it, one labeled "slip-on," one labeled "buckle," and one labeled "hook and loop." Draw an illustration to go with each word label.

Invite each student to place his or her shoe in the correct pile.

- Tell students that they will organize their shoes on a graph.

**Now that we have sorted all the shoes, we are going to organize them onto a graph. A graph will make it easier for us to see the different kinds of shoes we're wearing.**

- Place the graphing mat on the floor.

T-P-S: **What do you notice about the mat?**

- Tell students that the graphing mat has rows of boxes and that they will place the shoes in the boxes. Label each row by removing the index cards from the piles and placing them on the graph.

Read the first label, and ask, **Which shoes should be place in this row?** Select a student to place all the shoes from that pile on that row of the graph. Ask students

to place the first shoe in the first box on the row, the second shoe in the second box, and so on.

After all the shoes from that pile are on the graph, read the second label, and select another student to place all the shoes from that pile on that row of the graph. Continue until all the shoes have been placed on the graph.

- When the graph is completed, ask students to look at the shoes on the graph. Discuss how each row starts in the same place to make it easier to see which row has more than any other row and which row has fewer than any other row.

**Raise your hand if you can tell from looking at the graph which type of shoe more of you are wearing than any other type.** Select students to respond. *Answers will vary. How do you know? That row of shoes is longer than any other row. Yes. The row that has the kind of shoe that most of you are wearing is longer than the other rows.*

**How can we tell how many of you wear that type of shoe?** *We can count them. Yes. If we counted the shoes in that row, we would know how many students are wearing that kind of shoe today.*

**Which type of shoe did the fewest of you wear today?** *Answers will vary. How do you know? That row of shoes is shorter than any other row. Yes. The row that has the kind of shoe that the fewest of you are wearing is shorter than the other rows. How many students are wearing that type of shoe?* *Answers will vary. How do you know? I counted. Yes. You know how many students are wearing that kind of shoe today because you counted the shoes in that row.*

- Invite several students at a time to collect their shoes and put them back on their feet.

### Partner Practice

- Explain the activity.

**We are going to make a new shoe graph that we can keep in our classroom today. At your tables, you will find paper shoes and some crayons. You will choose one shoe and color it with one color. When you and your partner are ready, you will come and add your shoe to the graphing mat. We will graph our shoes by color.**

- While students are coloring their paper shoes, replace the labels from the graphing mat with new, colorful labels that designate the crayon colors that are available to students.
- As pairs finish coloring their shoes, invite them to bring their paper shoes to the graphic mat. Encourage pairs to work together to place their shoes in the appropriate boxes. Provide students with pieces of tape to affix their paper shoes to the graphing mat.

## Recap



- Have students gather information from the graph.

**What color shoe is there the most (least) of? How do you know?**

**How many (color) shoes are there?**



- Award pocket points if several pairs are able to successfully gather information from the graph.
- Use Think-Pair-Share to review today's lesson with students. Ask students questions such as "How did we sort our paper shoes?" "How many different colors of shoes did we have?" "Could we have sorted them a different way?" "What does the graph tell us?"



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

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

## Recommended Poetry Selection

- "The Secret Place," *The 20th Century Children's Poetry Treasury*, page 78

## Introduce the Poem

**We have talked today about some of our favorite things to do. This morning we told one another what things we love to do. We love to do different things. Some of us love painting, some love sports, and some love building or singing.**

**This is the poem I want to read today for you to think about as you daydream and rest. It is about a secret place inside the author, Dennis Lee, where he likes to be. Perhaps when you are resting today you can find a secret place in yourself where you will feel comfortable like Dennis Lee.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today you're going to write about one of your favorite things to do.**

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**What are some of your favorite things to do?**

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, "I love making cookies."**

**Let's think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **I love making cookies**, as you scribble. **Other kindergartners do this.** Say your sentence again as you draw a line of loops.




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

- Review previously introduced emergent-writing strategies.

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**T-P-S: What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, and write sounds that I know.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

 If students point out that the word "I" is on the word wall, go ahead, and include the word in your sentence. Copy a Word is a strategy that will be formally introduced in unit 4, but if students begin to notice word-wall words earlier, you may include them in your sentences and even add that strategy to the chart before unit 4.

Likewise, if students call out letters for sounds that you have not formally introduced yet, include them in your sentence as well, even if they are not correct. For example, they may suggest that you add an "s" for "city." Write whatever letters or sounds they suggest.

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

**Example:**

**I am ready to write my sentence. My sentence is, "I love making cookies."**

- **The first word is "I."** Draw a line.
- **"I love."** Draw a heart.

- “I love making cookies.” The next word is “making.” I hear /mmmmm/ in “making.” Write “m.”
  - The last word is “cookies.” I’m going to draw a picture for that word. Draw a cookie.
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for these students on the weekly record form.

### Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme Learning Recap

- Review the learning focus of the day.

**Today we have been talking about our hobbies, or our favorite things to do.**

- Introduce the game of charades to students.

**Now is an opportunity, or chance, for some of us to see what good guessers we are and for some of us to see what good actors we are. I would like you to think of a way to tell us what your favorite thing to do is without using words.**

**Then if you would like to act out your favorite thing to do, you may raise your hand. I'll call on you, and you can come up to the front of the group and act out your favorite thing to do. The rest of us will watch you, think about what you are doing, and then raise our hands when we think we know your favorite thing to do.**

**Ready? Think about how to act out your favorite activity. When you're ready, raise your hand.**

- If necessary, get the ball rolling by pantomiming one of your favorite activities.
- When acting volunteers are selected, remind the others to be an attentive audience and to keep their guesses quiet until called on by the actors. You might settle the audience by reciting a version of "I Am Listening." (I am watching. Can you tell? / I am watching very well. / See my eyes? They look at you. / And my mouth gets quiet too. / I am watching. Can you tell? / I am watching very well.)
- Play the game as time allows.
- Invite students who created self-portraits in the art lab today to share their work. After each student shares his or her portrait, make an "I notice that..." comment. Prompt students to explain their portraits and share how their paper-plate faces look the same as, or similar to, their real faces.



### Vocabulary Review

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



**One of our new words today is "favorite." When something is your favorite, it is the thing you like the best. T-P-S: When did we see, hear, or use the word "favorite" today?**

**Our other new word today is "hobby." A hobby is something you like to do for fun. T-P-S: When did we see, hear, or use the word "hobby" today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

favorite  
hobby

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Blue is favorite.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, <b>Blue is my favorite color.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>I have a favorite color.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Can you tell us more about why blue is your favorite color?</b>



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

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner one of the parts of active listening.** Give students time to review what they talked about during snack.



- Use the sharing sticks to select students and their partners to name the parts of active listening. Award pocket points when students correctly identify the parts of active listening.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the leopard for today's show.
- Read & Respond: Distribute the *The Party* books. **You get to bring these books home with you today! Share *The Party* or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the leopard stamp to place an animal image on each student's hand.

# Day 5 | Ready, Set...

## Focus

I am becoming more independent as I grow.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>Literacy Lab: Key card for “a”</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
Theme Exploration	<ul style="list-style-type: none"> <li><i>In Kindergarten</i></li> <li>Theme vocabulary word card for “grow” or IWB access</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
STaR	<ul style="list-style-type: none"> <li>A storybook to read for free-choice day</li> </ul>
15-Minute Math	<ul style="list-style-type: none"> <li>Our Birthday Graph (15-Minute Math Kit)</li> <li>Birthday Cutouts (15-Minute Math Kit)</li> <li>Dry-erase or overhead marker</li> <li>Masking tape</li> <li>Clothespin</li> </ul>
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>
Stepping Stones	<ul style="list-style-type: none"> <li>Key card for “a” or IWB access</li> <li>“Aa” Uppercase and Lowercase Letter Card</li> <li>KinderRoo puppet</li> <li>/a/ picture cards (alligator, ambulance, ant) or IWB access</li> <li>Common /a/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>A concepts-of-print book to read for free-choice day (student copies)</li> </ul>
Math Mysteries	<ul style="list-style-type: none"> <li>Linking cube towers</li> <li>Paper cups filled with ten to fifteen bear counters (one set per student)</li> <li>Sorting organizers from day 3 (appendix), one per student</li> <li>Graphing grids (appendix), one per student</li> <li>Crayons – red, blue, yellow, and green only</li> </ul>
Let’s Daydream	<ul style="list-style-type: none"> <li>“Me” on page 5 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>No new materials</li> </ul>

**Additional Materials Needed Today**

**Let's Think About It**

- No new materials

**Learning Labs—Additional Materials**

**Literacy Lab | Play School: /a/ is for Apple**

- Bottle caps
- Red construction paper
- Glue
- Scissors
- Crayons or markers
- Copies of /a/ blackline master (appendix)

## Day 5

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond (Offer lots of praise for students who brought back their bookmarks today!)

**Available Activities**

## Classroom Library Lab

- Same as day 4

## Literacy Lab

- Encourage students to use the tactile letter-formation materials to practice forming the shape of “a.”

## Math Lab

- Same as day 4

## Computer/Media Lab

- Same as day 4

## Writing Lab

- Same as day 4

## Other

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



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

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.

### Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
T-P-S: **What is your favorite thing to do after school?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

### Class Council

- Review the rhyme "I Am Listening."
- Welcome students to the Gathering Circle.

**At the end of each week, we will have a Class Council. A Class Council is a little meeting when we all come together so we can talk to, listen to, and help one another with any problems that we have in our class. We've already learned an important skill called active listening. We can use active listening to help avoid problems when we listen carefully to what others have to say. Sometimes though, we will still have problems, and we can bring them to the Class Council so everyone can help solve them together.**

**As the year goes on, we will learn how to use Stop and Stay Cool and how to walk the Peace Path that we saw in the videos last week. These will help us to solve problems in our class.**



- **T-P-S: Is there a problem you'd like to talk about now?** If there are multiple problems, help students come to a consensus to determine one problem to work on today. If the problem focuses on a particular student or students, reword the issue to reflect the general nature of this sort of problem. For example, a student names another as always pushing to get to a piece of playground equipment first. Restate the situation, saying something such as “Alexi says that sometimes on the playground, friends push so they can be first.” Have students help you use active-listening skills to work through the problem.

If there isn't a particular problem at this time, you may guide students through the process of using active listening to work through classroom problems using the following example.

**One day Jaylin** (or name of student not in your class) **went to the writing lab to make a special card for his mother because she wasn't feeling well. When he got there, Kaylee** (or name of student not in your class) **was already there drawing a picture of her family. When Kaylee saw Jaylin sit down, she gathered up all the markers and put them close to her so Jaylin couldn't use them. Jaylin was sad because he didn't have any markers to use. Think about the active-listening skills we've learned** (the Active-Listening Signal, the active-listening posture, Say-It-Back, and asking questions). **T-P-S: How can Jaylin use those skills to help with this problem?**

**Let's see how things can work out if these students use active listening to try to fix this problem. The first thing Jaylin has to do is get Kaylee's attention. T-P-S: What can he do to let Kaylee know that he wants her to listen carefully to what he has to say? Use the Active-Listening Signal. Show how Jaylin can get Kaylee's attention.**

**Kaylee notices Jaylin giving the Active-Listening Signal, and she uses the active-listening posture to get ready to talk with Jaylin. Show what Kaylee looks like when she is using the active-listening posture. Jaylin uses the active-listening posture, too, and now they are ready to talk to each other.**

**T-P-S: What can Jaylin do next? Jaylin can tell Kaylee that he wants to use the markers. T-P-S: Why would Kaylee use Say-It-Back when Jaylin tells her that he wants to use the markers? To be sure that she hears him correctly so she understands what he tells her.**

**T-P-S: What question(s) can Kaylee ask Jaylin to help her better understand that Jaylin wants to use the markers?**

**When Kaylee uses active-listening skills, she understands that Jaylin wants to use the markers to make a get-well card for his mother. She listened to Jaylin and is willing to share the markers with him. They are getting along together.**

If time and students' interest permit, have partners act out the scenario while you prompt each step.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**What can you do now that you could not do as a baby? Tell your partner. You can do a lot of things now that you couldn't do when you were small. Our Daily Message is going to tell us more about growing up.**

### Daily Message

---

We are growing up. We are learning more and more each day.

---



- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **I see a word from our word wall: “We.”** Circle the first “we” in the message. **This word is in another place in our message. Watch as I drag my finger along the message. Each time my finger reaches the word “we,” raise your hand.** Drag your finger slowly along the message. Congratulate students who recognize either instance of the word “we.”
  - Read the message again. This time, emphasize the /m/ sound as you read the words “more and more.”  
**You’re learning more and more every day! I hear a sound we know! / Mmmore/ starts with /m/! Circle both “m”s in the message.**
  - If students notice the “a”s in the Daily Message in the words “are” and “learning,” remark on their letter-recognition skills, but do not focus on the words that they are in because they do not make the /a/ sound.

### Theme Learning

- Explain the content of the Daily Message.
 

**Our Daily Message tells us that we are growing up. “Growing” up means getting older. Our Daily Message also tells us that we are learning more and more each day. Each day in kindergarten, we learn many new things.**
- Read *In Kindergarten*. Some students may remember some of the words from earlier this week.
- Then reread, focusing on one page at a time. Engage students in discussions about what they have learned so far in kindergarten. For example, on page 1, “In kindergarten we read together,” ask something like, “What words have you learned to read? What word can you read on our word wall?” and on page 2, “In kindergarten we write together,” you might ask, “What are some letters (or words) that you have learned how to write?”

- Summarize the reading.

**This year we will learn to read books, write words, and count big numbers! We learn when we are sitting here, in our circle, and when we are sitting at our tables. We even learn when we are outside playing with our friends!**

- Invite students to share other learning from the past two weeks in kindergarten.
- Reinforce the daily focus.

**You should feel proud of the way that you're growing up. You're learning more and more every day. You're each growing in your own way. Some of you like to do some things, and some of you like to do other things. Some of you are great at running, and some of you are great climbers.**

**You're all making friends in our class. There is someone in the class who likely will want to do what you want to do. If there is something that you aren't very good at yet, there may be someone in the class who could teach you that thing, and then you could teach someone else something that you're good at.**



- Play the digital dictionary video for “grow.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss each one.

**Our new word for today is “grow.” You can grow two ways. You can grow bigger in size, and you can grow better at something. As we grow up, we get bigger and smarter. I can use the word “grow” in a sentence:**

**You will grow a lot in kindergarten this year.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Have students recite “Me!” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 4), or play the video.



### Develop Phonological Awareness—Recognize Alliteration

- Gather students to sit in a circle on the floor. Tell students that you heard the /m/ sound many times in the rhyme.

- Ask students to listen as you recite the rhyme by yourself. Tell students to stand up each time they hear a word beginning with /m/. Read the rhyme slowly enough to allow students time to stand up and sit down again.
- Ask all students to stand. Explain that there are also many words that begin with the /s/ sound. Read the rhyme again. This time have students jump every time they hear a word that begins with /s/.
- Award pocket points if several partnerships are able to successfully identify the initial /m/ in words.
- Invite students to repeat the entire chant again with enthusiasm.



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



**TIMING GOAL:** 20 minutes



- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.



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



**TIMING GOAL:** 40 minutes

**Routine**

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

## Dramatic Play Lab | Housekeeping

Description:

- Students will continue to use the dramatic play area as an imaginary home.

When You Tour:

- Remind students that the lab is open today.

## Blocks Lab | Build It!

Description:

- Students will continue to build things with blocks.

When You Tour:

- Remind students that the lab is open today.

## Art Lab | Self-Portraits

Description:

- Students will continue to use paper plates and other art materials to create self-portraits.

When You Tour:

- Remind students that the lab is open today.

## Classroom Library Lab | Free Reading

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today. Point out that the books *Little Chick* and *The Party* have been added to the lab.

Facilitate Learning:

- Continue to reinforce concepts of print. Encourage the use of theme-related vocabulary in your conversations.

**Examples:**

- Which of these books is your favorite?
- In the story “The Kite That Would Not Fly,” how is **Little Chick** different from Old Auntie?
- Do you think flying a kite is Little Chick’s hobby? Why (or why not)?

## Literacy Lab | Play School: /a/ is for Apple

### Description:

- Students will have the opportunity to practice making the letter shape for /a/ and to review the letter sound.

### Purpose:

- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.

### When You Tour:

- Explain that students can use bottle caps to trace circles on red paper. Then they can cut out the circles, glue them to the /a/ blackline master, and draw stems to make apples. Model how to trace and cut out apples.

### Facilitate Learning:

- Ask students what sound they hear at the beginning of “apple.” Explain that “a” makes the /a/ sound. Ask students if they can think of other words that begin with the /a/ sound.

### Examples:

- Can you think of a word that begins with the same sound as “apple”?

## Math Lab | The Sock Store

### Description:

- Students will continue to sort and organize socks for a sales display in a store.

### When You Tour:

- Remind students that the lab is open today. Remind students that the Making Matches game will also be available to play at this lab if they don’t want to play sock store.

## Computer/Media Lab | Free Exploration

### Description:

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

### When You Tour:

- Remind students that the lab is open today.

## Sand/Water Lab | Free Exploration

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Encourage students to use a variety of materials to experiment with the properties of the medium. Model the use of complete sentences in your conversations by restating some of the students' answers to your questions.

**Examples:**

- **How are the measuring cups (or other containers) alike?**
- **The sand castle that you made is unique. How did you make it?**

## Science Lab | Scientist Station: Classmates Investigation

Description:

- Students will use the scientific method to learn about their classmates.

When You Tour:

- Remind students that they may continue to conduct investigations to learn about their classmates today. Suggest to students that they might try to find out the most popular hobby among their classmates.

## Writing Lab | My Favorite Things

Description:

- Students will continue to cut out pictures from magazines and circulars to create books about their favorite things.

When You Tour:

- Remind students that the lab is open today.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let's look at the calendar and say the months of the year.** After you and students say the months in order, say, **It is** (month).
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. What day is today?** *Replies.* **Today is** (day of the week).

### Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month).

### Days of School Tape

- Point to the Days of School Tape, and ask, **What number do I need to write on the tape?** (*Current number of days*). **Why?** *Because we've been in school \_\_\_ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

**Teacher's Note:** If today is the tenth day of school, use a green marker to record the number 10. Then use a red marker to circle the number 10. Ask students to look at the tape, and say, **What do you notice about our Days of School Tape?** *The 5 and the 10 are written in green; the 10 has a red circle around it. I wrote the 5 and 10 in green because they are special numbers. Any numbers on our Days of School Tape that end in 5 or 0, like the number 10, will be written in green. We'll be able to skip count by 5s and 10s by reading the numbers written in green.* Point to the numbers on the tape as you read, **5, 10.** Then read, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10. We have been in school ten days.**

### Ten-Frames

- Add a dot to the ten-frame, and say how many dots there should be. Remember to add dots from left to right, beginning with the top row and moving to the bottom row only after the top row is full. Invite students to count aloud with you the number of dots as you point to each one. When you finish counting say, **Today is the** (date), **and we have** (same number as the date) **dots on our ten-frames.**



## Hundreds Chart

- Point to the Hundreds Chart, and ask, WGR: **Which number am I going to color in today?** Use a marker to color in the square with the number on the Hundreds Chart. Invite students to read the numbers in the colored boxes with you.

**Teacher's Note:** If this is the tenth day of school, point out to students that when you colored in the number 10, you completed one row on the Hundreds Chart.

This activity will introduce students to data organized on a graph. They will be able to count how many students have birthdays in each month and also to make simple comparisons between months.

## Birthday Graph

- Say, **All this week we have been talking about what makes you a unique and special person. One of those things is the date of your birthday.** Point to the birthday graph that you added to the 15-Minute Math board, and say, **This is a graph that shows when your birthday is. We made a shoe graph yesterday in Math Mysteries. Graphs make it easy to see information. Our shoe graph showed us what kinds of shoes you were wearing. The birthday graph shows us in which month you were born.**
- Point to the bears on the graph, and say, **Each bear on our graph is a month of the year.** Read the months. **Each honey pot has the name of one of you written on it. I have attached the honey pot next to the month when that student has his or her birthday.** Point to each month, and read the names of students whose birthdays fall during that month.

**Teacher's Note:** You might like to clip a clothespin onto the graph to show the current month.

- Ask, **What month has the most birthdays?** *Answers will vary.* **How do you know?** *That row of honey pots is longer than any other row.* **Which month has the fewest number of birthdays?** *Answers will vary.* **How do you know?** *That row of honey pots is shorter than any other row.* **Are there any months on the birthday graph when only one person has a birthday?** *Answers will vary.* **Are there any months on the birthday graph when no one has a birthday?** *Answers will vary.* Tell students that they will answer more questions about the graph another day.



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

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Use the snack to reinforce thematic concepts.

You might serve an apple-related snack such as apple slices, applesauce, apple juice, etc. Invite students to pretend to take a big bite of an apple to make the /aaa/ sound!

### Outside/Gross-Motor Play

- As you observe students in structured and unstructured gross-motor activities, observe which students have developed gross-motor coordination for balancing, walking, running, hopping, jumping, spinning, or moving up/down while sensing their direction in space.
- Students may wish to continue to play the games that were played during the week, Like Me and Did You Ever See a Lassie/Laddie? If they choose to play Like Me, have students use Say-It-Back as they did on day 2 when the game was introduced.



As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /a/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /m/.

#### Review the New Sound

##### Silly Sentence

- Present the KinderRoo puppet and the key card from the previous day. Remind students that KinderRoo brought a new sound the previous day.
- Say the alliterative phrase two or three times, emphasizing the /a/ sound at the beginning of each word by stretching or extending it.

**Alphie asks for apples.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “Alphie,” “asks,” and “apples”?**



- Remind students that /a/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /a/, stretching the /a/ sound at the beginning of each word.

**Let’s practice that sound.**

**Teacher:** /a/ lphie

**Students:** /a/ lphie

**Teacher:** /a/ sks

**Students:** /a/ sks

**Teacher:** /a/ pples

**Students:** /a/ pples

Mnemonic Picture

- Review the mnemonic picture /a/.



**Let’s watch our funny cartoon about /a/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /a/. Point out that the bear says /aaa/ when the apples hit her on the head. She also says /aaa/ when she finally gets to taste an apple.

Students’ Words

- Remind students that yesterday KinderRoo brought some pictures and objects that begin with /a/.



**Ask, What words can you think of that begin with /a/? Work with your partner to think of some words. Then together, decide which word you’d like to share with the class.**

- Have KinderRoo share any pictures or objects from the previous day that students did not name.



Making the Sound

- Ask students to think again about what is happening in their mouths as they make the /a/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**
- Review the uppercase form of the sound with the uppercase card. Attach the card under or over the key card for /a/ in the wall frieze.

## Forming the Letter

Review the shape of /a/.

- Trace the letter with your finger as you say the letter-writing cue, “**Left around the apple and down the leaf.**” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

### Example:

- **What picture does this letter look like? *The apple.* Yes, this round part of the letter letter looks like an apple. The straight line looks like the leaf and stem of the apple in our picture.**

Write /a/.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /a/ several times. Recite the cue with them each time.
- Ask students to examine their partners’ letters for the /a/, and have them circle the best one. Encourage them to tell their partners why they think it’s the best.
- Have students write the other letter that they have learned. Encourage them to say the cue as they write it.
  - /m/ **From the man go down, climb one mountain and another.**

## Emergent Reading

### Free Choice

- Invite students to select one or more concepts-of-print books to read with their partners.
- Monitor students as they read together. Record the demonstration of any skills that are observed on the weekly record form.



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



## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Hold up two towers of linking cubes. (One tower should be made up of fifteen red cubes, and the other tower should be made of ten blue cubes.) Ask students to look at the towers of cubes and decide which tower has fewer cubes. Have several students share their thoughts with the class. Then ask how they knew there were fewer blue cubes. *The blue tower is shorter.*
- Award pocket points if students are able to identify the tower with more cubes.



- Ask students to sit in a circle with their partners.

**T-P-S: Think about what we did yesterday. What did you do with your shoes? Made a graph.**



**RWE: Yesterday we sorted our shoes and then made a graph to help us easily see the kinds of shoes that we were wearing.**

### Active Instruction

- Introduce today's lesson.

**Today you're going to have the opportunity to make your own graph. Each of you will get a paper cup of bear counters, a sorting organizer, and a graphing grid to work with.**

- Give students their materials. Ask them to place the bear counters in the center of their sorting organizers. Tell students to look at their bears and think about the different ways that they could organize them.

**Look at your bears. T-P-S: What are some different ways that you might sort your bears? By color or size.**

**After you decide how you want to sort your bears, move them to the different sections on your sorting organizer.**

- After students have finished sorting their bears, tell them that they will make a graph of their sorted bears. Remind students how they helped to make the shoe graph in the previous lesson. Use Think-Pair-Share to have students identify what they should do first.

Ask students to take the bears off one section of their sorting organizers and to place them in the first row of boxes on the graphing grids. Remind them to start in the first box and to put only one bear in a box.

When students have completed one row, ask them to take the bears off another section of their sorting organizers and to place them in the second row of the graphing grids. Continue until all students have completed their graphs.

- Invite students to share with their partners about what their graphs show.

**Tell your partner how you sorted your bears. Did you sort by color or size?**

**Now tell your partner what each row on your graph shows. For example, if you sorted by color, the first row might show how many red bears you have, and the second row might show how many blue bears you have.**

**Tell you partner which kind of bear your graph shows that you have the most of and how you know. Now tell your partner which kind of bear your graph shows that you have the fewest of and how you know.**

### Partner Practice

- Ask students to return their bear counters to their cups and to switch cups with a friend.
- Explain the activity.

**We are going to make graphs that we can keep today. First, use your sorting organizer to help you sort your bear counters by color. Then, move one color of bears from your sorting organizer to your graphing grid.**

**Next, carefully take one bear away from the first row of the grid, and color in the space. For example, if you take a blue bear away from your sorting organizer, color one box blue on your graphing grid. Each time you take another blue bear away from your sorting organizer, color the next box blue.**

Demonstrate how to do this. You may recommend that students first make a blue dot in each box that contains a blue bear, then remove the bears, and finish coloring in the boxes.

 Only red, blue, yellow, and green crayons should be provided for this activity.

- Invite students to sort their bears and color in the first row of their graphs. Once students have colored the first rows of their graphs, have students check their partners' work. If a student has three boxes colored blue, the partner should see three blue bear counters in the work area.
- Continue in this manner until students have completed their graphs.

### Recap

- Ask students to look at their graphs. Ask students to stand up if their graphs have more blue than any other color. Encourage students to show their graphs and point to the blue bar. Repeat this process with the remaining three colors.
- Award pocket points if most students are able to successfully determine the column with the most boxes colored in on their graphs.
- Use Think-Pair-Share to review today's lesson with students. Ask students questions such as "Is there more than one way to sort the bears?" "What can we find out by looking at our graphs?"



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



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Me,” *The 20th Century Children’s Poetry Treasury*, page 5
- Introduce the Poem

**Today I want to read you a silly rhyming poem. In her poem, the author is describing herself in a very funny way. Listen, and see if you think she would look lovely.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today you are going to write about something that you can do by yourself.**

**What can you do by yourself?**

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “I can read a map.”**

**Let’s think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **I can read a map, as you scribble. Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Review previously introduced emergent-writing strategies.

**T-P-S: What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, and write sounds that I know.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

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

**Example:**

**I am ready to write my sentence. My sentence is, "I can read a map."**

– **The first word is "I."** Draw a stick picture of yourself.

– **The next word is "can."** **I think I will draw a line for that word.**  
Draw a line.

– **"Read."** **I will draw a book.** Draw a book.

– **"A."** **I'll just draw a line for "a."** Draw another line.

– **"Map."** **Hey! I hear some sounds that we have learned. What sounds do you hear in "map"?** (Hopefully students will hear /m/ and /a/.) **Yes! "Map" starts with /m/, like the "man" and the "mountains," and /a/ like the "apple."** If students do not say /p/ or "p," then just leave it off since that sound has not yet been introduced.

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

**Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



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



TRANSITION

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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the week, incorporating the theme-related vocabulary words for the week.

**This week we have been learning all about how special and unique each of us is. We know that we have similarities, but each of us is different. We each have our own look and our own unique name. We have hobbies and favorite activities that we enjoy doing. We are all good at different things, and we have many talented students in our class. Each day we learn more and more. We are growing up.**

- Quickly place students in groups of five or six members, and have them form circles with their groups.
- Tell students that they will play a game of Telephone with the new words that they have learned this week. Remind students how to play the game as needed.
- Quietly say, “I am unique,” to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their groups. Have students give a thumbs down if the message changed in their groups.
- Continue playing several rounds of Telephone using the following theme-related vocabulary words in short sentences.

talent	special
same	grow
favorite	



### Vocabulary Review

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



**Our new word today is “grow.” You can grow bigger in size, and you can grow better at doing things such as reading and writing. T-P-S: When did we see, hear, or use the word “grow” today?**



- Ask partners to work together to think of a sentence that uses the word. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

Theme Vocabulary:  
grow

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Grow tall.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, I will grow tall.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I will grow.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell me more about one of the ways that you will grow?</b>



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



## Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

**Theme Exploration: This weekend, ask someone in your family to tell you something that you could not do when you were younger, but you can do now.**

**Read & Respond: Share a story like *In Kindergarten* or *The Party* with a grown-up at home this weekend.**

**I'll be so excited to see you when you come back to school next week!**



# Day 6 | Ready, Set...

## Focus

Everybody has feelings.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Weekly record form for unit 2—week 2</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Common classroom items that make an identifiable sound (e.g., marker with top that snaps when closed, stapler, paper to tear, bells or other musical instrument, etc.)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Joey puppet</li> <li>Trade book: <i>Lots of Feelings</i></li> <li>Theme vocabulary word cards for “happy” and “sad” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li><i>Jamaica’s Find</i></li> <li>A worn, faded object such as an old stuffed animal</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>Our Birthday Graph</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (teacher and student copies): <i>Look at Me Now!</i></li> <li>Word wall word card for “look”</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Stuffed animal</li> <li>Cardboard box (large enough to contain the stuffed animal)</li> <li>Boxes and bags</li> <li>Paper cups, one per student</li> <li>Bear counters, one per student</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“Moving” on page 65 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Let’s Think About It</b>	<ul style="list-style-type: none"> <li><i>Getting to Know Myself</i> CD</li> <li>Read &amp; Respond bookmarks</li> <li>Home Link animal hand stamp: lion</li> </ul>

## Learning Labs—Additional Materials

### Dramatic Play Lab | Birthday Party

- Books that include birthday parties
- Props for a birthday party (e.g., empty cake boxes, mixing bowl, egg carton, whisk or spoon, ribbons, signs, wrapping paper, real balloons, boxes to use as gifts)
- Optional—Wonder Box containing materials for students to make their own props (e.g., colored paper for ribbons, signs, wrapping paper, tape, scissors, markers or crayons, scissors, paste). Or place materials in the art lab, and give students permission to get materials from there.

### Art Lab | Creation Station

- Optional materials for students to make their own birthday props (e.g., colored paper for ribbons, signs, wrapping paper, tape, scissors, markers or crayons, scissors, paste). Or place materials in the Wonder Box for the dramatic play lab.

### Literacy Lab | Play School: Name Creation

- Construction paper
- Pencils
- Craft materials (cotton balls, ribbon, buttons, glitter)
- Glue

### Science Lab | Scientist Station: Families Investigation

- Magnifying glasses
- Picture books that depict families (can be imaginary such as *The Three Bears*)

### Writing Lab | Party Invitations

- Optional—sample party invitations

## Day 6

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond
- Ask students if one of their family members told them about what they could not do when they were younger.

**Facilitate Learning**

- Encourage oral-language development, and learn more about your students by asking open-ended questions about what they did over the weekend.

**Available Activities**

## Classroom Library Lab

- Same as day 5

## Literacy Lab

- Students may decorate their “a” shapes with apples if they did not do so in Learning Labs on day 5.

## Math Lab

- Same as day 5

## Computer/Media Lab

- Same as day 5

## Writing Lab

- Same as day 5

#### Other

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

### Observe Student Progress

- As you interact with students, ask several of them the following questions to measure their skill development as identified on the weekly record form. Document any demonstration of the skills on the form.

#### Phonological Awareness: Rhyme Production

**We've been talking about words that rhyme. Words that rhyme sound the same at the end. Do "fox" and "box" rhyme? What about "tree" and "leaf"?**

- Students must respond correctly to both questions to demonstrate mastery of the skill.

#### Beginning Reading

- Observe to see whether your students turn the pages of a book one page at a time, without skipping any pages. This may be observed any time they are exploring books or during Stepping Stones.

#### Emergent Writing

- When you conference with a student about his or her writing during Learning Labs planning or a Write Away lesson, record the code for the highest stage that he or she exhibits (before coaching) on the weekly record form.
  - **D** – Drawing
  - **S** – Linear Scribble
  - **LL** – Letterlike Shapes
  - **RL** – Random Letters
  - **AS1** – Initial Attempts at Approximated Spelling
  - **AS2** – Early Approximated Spelling
  - **AS3** – Intermediate Approximated Spelling
  - **AS4** – Advanced Approximated Spelling
  - **CS** – Conventional Spelling

#### Getting Along Together

- Observe students during Gathering Circle activities to see whether they are able to use the Feelings Thermometer to show the intensity level of their feelings. There will be many opportunities to observe for this skill as students practice the Partner Challenge throughout the week.

#### Math

- Check to see whether each student can count to 10 by rote. **Show me how you can count to 10.**

- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



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

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

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

### Partner Challenge

- Explain the challenge.

**Today for our Partner Challenge, you will practice showing your partner the active-listening posture when he or she gives the Active-Listening Signal.**

**Let's practice this now.** To review the Active-Listening Signal, invite all students to give the Active-Listening Signal with you. Quickly assign one member of each partnership to be Peanut Butter and the other to be Jelly. Invite the Peanut Butters to give the Active-Listening Signal. Have the Jellies demonstrate the active-listening posture. Then reverse the roles.

**You may practice this Partner Challenge today with your partner while you are working in the Learning Labs. At snack time, we will practice again so you will become experts at the active-listening posture.**

## Brain Game

- Explain the game.

**We play brain games to help us exercise our mind muscles. Our game this week is Silly Sounds. Give the focus signal (hands by eyes like binoculars). This game helps us to focus. Using active-listening skills will help you focus when you play this game.**

- Bring out the objects that you have gathered for this game. Hold up each item, one at a time. Name the object, and have students repeat the object's name. Use the object to make the sound that is associated with it, and put it aside. Do this with all the items for this game.



- Have students close their eyes (or place the object out of their sight where they can still hear its sound). Use one of the items to make a sound (e.g., tearing a piece of paper, snapping the lid on the marker, etc.). T-P-S: **Tell your partner which object made the sound.** Use the sharing sticks to select students and their partners to name the item. Continue making sounds with the items until all the objects are identified.

**We will play this game at other times during the week to help exercise our mind muscles that help us focus.**

**Teacher's Note:** Use the focus signal each time you play this brain game with students throughout the day.

## Cool Kid

- Introduce the Cool Kid component.

**The next thing we will do is choose someone to be the Cool Kid for today and tomorrow. At the end of each day, we will give the Cool Kid compliments about things he or she did well. A compliment is something you say that is kind or encouraging about a person.** Select the name of a student by randomly drawing a sharing stick. **This week's Cool Kid is** (name of student).

- Model giving the selected student a compliment about something done well such as "(Name of student), you used all the parts of the active-listening posture during Gathering Circle today."

**Today and tomorrow we will think about how** (name of student) **uses the active-listening skills that we learned about to help us be a class of friends who care about one another and who learn together when we give our compliments.**



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Present the Joey puppet to students. Ask Joey the partnership question of the day.

**How are you feeling today?**

- Have Joey respond, **“I feel full...I ate too much for breakfast this morning! I also feel kind of sleepy.”** Have Joey yawn. **“I am happy though too. I like coming to school with all these boys and girls!”**



tps

**T-P-S: Joey has a lot of feelings today! How are you feeling today? Tell your partner how you feel.**

**We are going to learn about feelings this week. I think our Daily Message will tell us more about feelings. Let’s see what it says.**

### Daily Message

---

I have feelings. I am happy today!

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - Underline the two occurrences of “I” in the message. As you point, say, **This is the word “I.” I write this whenever I want to say “I.” Notice that when I read the message, I say, “I,” as I point to this word. Listen again as I read.** Point to each word as you read, stressing the word “I.” Read, **“I have feelings. I am happy today!”**
  - **Let’s take a look at our word wall. So far, we only have one word on our word wall. I think it’s time to add another word.** Point to “I” in the message. **We will see the word “I” a lot this year, so I think this is a good word to add to our word wall.** Add the word “I” to the word wall, and invite students to say the word aloud with you.
  - **How many times is the word “I” in our message today? Two. Yes, the word “I” is in our message two times. Let’s count.** Point to the first “I.” **One.** Point to the second “I.” **Two. Two “I”s.**

### Theme Learning

- Explain the content of the Daily Message.

**Our Daily Message tells us that we have feelings. There is a feelings word in our message—“happy.” When I am happy, I smile. Smile. Sometimes I laugh too. Being here with all of you makes me happy.**

- Introduce the book *Lots of Feelings* to students. Invite students to gather close to the book so they can see the pictures.

**I'd like to read a book that helps us name how we feel and shows us some ways that we can tell how others are feeling by the way they look. This book is called *Lots of Feelings*. The author is Shelley Rottner.**

- Go through the book slowly without comment. Simply point to and read the word at the bottom of each picture, and show the picture, making sure that each student sees it. Students may make comments, but you should not at this point. After reading, say, **There were lots of feelings words in that book!**
- Show students the pictures on pages 4 and 5. Prompt students to identify which child is happy and which is sad. Use Think-Pair-Share to have students describe how they can tell how each child feels.



These questions refer to the large photos on these pages.



**One of these pictures shows someone who is happy. The other one shows someone who is sad. Point to the one that shows someone who is happy.**

T-P-S: **What is it about this child's face that tells you that he is happy?**

RWE: **Many of you said that he looks happy because he is smiling and his eyes look happy. You can guess how someone feels by looking at that person's face, can't you?**

Point to the child on page 4. **Since you said this is the picture that shows someone who is happy, this other one must show someone who is sad. Is there something about his face that makes you think he is sad?** RWE: **He isn't smiling, that's true. He could just be thinking and daydreaming, except for the things on his cheeks. They are tears. Show the picture around, making sure that each student can see the tears.**

**We usually have tears when we're sad or when we're hurt, don't we? Sometimes we feel sad or hurt and we don't cry, but usually if we see tears, we know that someone is feeling sad or hurt.**

- Reinforce the theme for the week.

**This week we'll talk about feelings. We'll look again at this book and at some storybooks and talk about when we feel certain feelings. We'll also talk about how we know how other people feel.**



- Play the digital dictionary videos for "happy" and "sad."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our new words for today are "happy" and "sad."**

**When you are feeling happy, you are feeling glad. When people feel happy, they are usually in a good mood. I can make a sentence with the word "happy."**

**I am happy to be here with you today!**

**Sad is not the same as happy. When you feel sad, you might feel down in the dumps or blue. You might feel like crying or not talking to anyone. I can make a sentence with the word "sad."**

**Sometimes I cry when I feel sad.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme “I Am Listening.”

**Today we will begin to learn a new rhyme about listening. Remember, we have a special way of listening called the active-listening posture. Let’s practice the active-listening posture. Once everyone is in the active-listening posture, I will teach you the rhyme.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.



#### **I Am Listening**

**I am listening. Can you tell?** (Cup hand to ear.)

**I can listen very well.** (Nod head.)

**See my eyes?** (Point to eyes.) **They look at you.** (Point to a friend.)

**And my mouth gets quiet too.** (Bring finger in front of mouth.)

**I am listening. Can you tell?** (Cup hand to ear.)

**I can listen very well.** (Cup both hands to ears.)

### Develop Phonological Awareness—Recognizing Rhyming Words

- Introduce the concept of rhyming words.

**Last week we learned a chant called “Me!” “Me” and “see” start with different sounds, but they sound the same at the end. “Me” and “see” rhyme with each other.**

**T-P-S: What do you hear at the end of “mop,” “top,” and “pop”? /op/**

**RWE: “Mop,” “top,” and “pop” rhyme with one another because they end the same. They all end with the sound /op/.**

**Words that sound the same at the end rhyme.**

- Ask students to listen carefully as you say the chant “I Am Listening.” Say the rhyme slowly and precisely, emphasizing the rhyming words in each couplet.
- Repeat the two rhyming words, and show that they are the same at the end.



**“Tell” and “well” rhyme. They sound the same at the end of the words. They end with /ell/. “You” and “too” rhyme. They sound the same at the end of the words. They end with the sound /oo/.**



- Invite students to listen carefully to two more rhyming words. Say “cat” and “hat.” Then prompt students to identify nonrhyming words as such.

**WGR: Do “tell” and “cat” rhyme? No. No, “tell” and “cat” don’t end with the same sound—/ell/ and /at/ aren’t the same sound.**

- Tell students you will play a rhyming game. You will say two words. If the words rhyme, students should give thumbs up. If the words do not rhyme, students should give thumbs down.

**“Me”...“be.”** Students respond with thumbs up.

**“Eye”...“fly.”** Students respond with thumbs up.

**“Name”...“special.”** Students respond with thumbs down.

**“Sad”...“glad.”** Students respond with thumbs up.



- Award pocket points if most students are able to successfully recognize rhyming and nonrhyming words.



- Use Think-Pair-Share to have students recall which part of rhyming words sound the same. *The end of the words.*



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



## STaR Interactive Story Reading

**TIMING GOAL:** 20 minutes

### STaR Words:

worn  
probably

### Jamaica’s Find

*Written by Juanita Havill*

*Illustrated by Anne Sibley O’Brien*

Today in the park, Jamaica finds a very worn stuffed dog. Instead of turning the dog into the park’s Lost and Found, she takes it home with her. After much thought, she decides to return the dog to the Lost and Found, where her caring about the feelings of another person helps her to find a new friend.

## Interactive Story Reading

### Before Reading

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

**The title of today’s story is *Jamaica’s Find*. WGR: What does the title of a story tell us? *The name of the story.* The person who wrote the words for this story is **Juanita Havill**. WGR: What do we call the person who writes**

**the words for a story? *The author.* WGR: Who is the person who makes the pictures? *The illustrator.* Anne Sibley O'Brien is the illustrator of *Jamaica's Find*.**

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

**Let's look at the front and back covers of the new STaR book to help us predict what it might be about. Pause for students to examine the picture and comment if they choose to.**

**Sometimes the title of a book gives us a clue about what the story will be about. Point to the title. *Jamaica's Find* is the title of this story. Model a Think Aloud, and say, I wonder if Jamaica is the name of the girl on the cover of the book. There's a beautiful island country called Jamaica. I wonder if this little girl is named after that beautiful place.**



**T-P-S: What do you think Jamaica might find? Your guesses tell me that you're really thinking and looking for clues in the picture.**

**T-P-S: How do you think the girl on the cover feels? It's a little difficult to tell how she is feeling, isn't it? It looks to me as though she might be thinking about this little stuffed dog.**

- Introduce the story vocabulary words.

**One of the new words you will hear in our story today is "worn." We often hear this word used to describe something that is old. We say something is "worn out." Show and describe something from the classroom that is worn and faded. Sometimes we keep something that is worn because we like it a lot, and we don't want to replace it with something new. Perhaps you have something that is worn, but you keep it anyway. T-P-S: Tell your partner about something you have that is worn.**

**Another new word is "probably." "Probably" means most likely. We use this word when we're almost sure about something. T-P-S: Tell your partner something you will probably do in the Learning Labs today.**



Compare text to self

- Introduce the good-reader skill for today.

**Good readers think about how they are the same as or different from the characters in the story. As I read the story today, think about the feelings of Jamaica. Would you feel the same way that Jamaica does, or would you feel differently?**

#### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Page 8: I heard our new word "worn" in this part of the story. The stuffed dog that Jamaica finds is worn. T-P-S: Do you think this stuffed dog is under the slide because it is worn and the child it belongs to doesn't want it any longer, or do you think there is another reason? Why do you think that?**
  - **Page 15: T-P-S: Why do you think Jamaica's mother tells her that she should have returned the dog?**





After the story, you might want to create a small Lost and Found box where students can place found items. Label the box with a Lost and Found sign.

Describe the Lost and Found as a place where you can put something that you found which someone else lost. A person who lost something can look in the Lost and Found to find what he or she lost.

- **Page 17:** T-P-S: **How do you think Jamaica feels about the things her mother, father, and brother say to her? How would you feel if you found the dog and someone said those things to you?**
- **Page 23:** T-P-S: **How do you think Jamaica feels when her mother puts her arms around Jamaica and squeezes for a long time? Why do you think her mother is holding her?**
- **Page 29:** After reading the sentence “What did you lose?” invite students to predict what Kristin lost. **Good thinking! You remembered that the stuffed dog was found at the playground and that maybe Kristin lost it.**
- **Page 31:** T-P-S: **Why do you think Jamaica is smiling “her biggest smile”? You know that Jamaica is happy because she is smiling. Would you feel the same way that Jamaica feels about Kristin finding her dog, or would you feel differently? Why would you feel this way?**
- T-P-S: **How do you think Kristin feels about finding her dog? Kristin is looking at Jamaica. How do you think Kristin feels about Jamaica? You’re good at figuring out how people feel by looking at their faces!**

After Reading



T-P-S: **Let’s think about how Kristin’s feelings change in our story. When Kristin first comes to the park, how do you think she feels? Why?**

**How does Kristin feel after Jamaica takes her to the Lost and Found where she gets back her stuffed dog named Edgar? At first, Kristin feels sad. Then, she feels happy. People’s feelings change.**

**Jamaica finds a stuffed dog that is stained and missing its nose at the playground. That makes me remember our new word “worn.” Let’s make a sentence together using the word “worn.”** T-P-S: **Talk to your partner about ideas that you have for our sentence.**

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



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



## Learning Labs

TIMING GOAL: 40 minutes

### Routine

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

### Helping Students with Lab Plans



- After students have selected their labs, show the Lab Plan 3 video to model the process of planning for labs and receiving feedback through a teacher conference.

### Dramatic Play Lab | Birthday Party

If your students do not celebrate birthdays, modify the lab using the broader term "party."

#### Description:

- The dramatic play area will be a house where a birthday party will take place. Students will be able to prepare for the party by cooking, decorating, making signs, wrapping presents, etc.

#### Purpose:

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

#### When You Tour:

- Explain that today the dramatic play area will be someone's house where we are having a birthday party. Use Think-Pair-Share to have students identify the different roles they could play at a party. *Kids at party, parents, the birthday child, etc.* Remind students to specify which role they would like to play as they write their lab plans. Use Think-Pair-Share to have students discuss how to get ready for a birthday party and what they like to do at birthday parties.
- Point out the different props they will find in the Wonder Box (or in the art lab). Invite students to share their ideas about how they could use the props that are provided or make others.

Facilitate Learning:

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

**Examples:**

- **What are we going to make for our guests to eat?**
- **I wonder what games we can play?**
- **How do you feel about having a party with family and friends?**

## **Blocks Lab | Build It!**

Description:

- Students will continue to build things with blocks.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Ask questions, or make comments, that will encourage students to expand or move into new imaginary scenarios. Try to infuse thematic vocabulary into your comments and questions whenever possible. For best results, jump in, and join the play as you interact with students.

**Examples:**

- **Hello. I want to buy a house for my family. I understand that you've been building some unique buildings at this construction site. Do you have a home for my family?**
- **Can you tell me if I can grow a garden by the house?**

## **Art Lab | Creation Station**

Description:

- Students will use open-ended materials to freely create.

Purpose:

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

When You Tour:

- Point out the birthday materials that you have added to the lab if you are not putting them in the Wonder Box for the dramatic play lab.

## Facilitate Learning:

- When interacting with students about their creations, try to focus on the techniques or materials that students have used rather than on the products. Help them to expand their responses into complete sentences using the theme-related vocabulary.

**Examples:**

- **You used lots of different colors here. Which one is your favorite?**
- **I can see that you were really thinking about different ways to paint with the sponge.**
- **You really took your time with this part.**
- **What I notice first about your painting is...**
- **Which part did you do first?**

**Classroom Library Lab | Free Reading**

## Description:

- Students will continue to explore books independently or with a friend.

## When You Tour:

- Remind students that the lab is open today. Point out any recent additions to the library. Ask students to think about what book they might choose if they were to visit this lab today to help them think about their lab plans.

## Facilitate Learning:

- Engage in partner reading with a student. Reinforce the concepts of print, and engage students in conversation about the story line. Ask questions that help students relate what happens in the story to their personal experiences.

**Examples:**

- **Have you ever seen someone flying a kite?**
- **Did you find something that someone else lost? What did you do with it?**
- **What would you do if that happened to you?**

**Literacy Lab | Play School: Name Creation**

## Description:

- Students will write and decorate their names on pieces of construction paper.

## Purpose:

- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.

When You Tour:

- Point out the new materials (glue, glitter, cotton balls, ribbon, buttons, etc.) that have been added to the lab.

**Today in your imaginary school, you might like to make a name creation. Write your name on a piece of construction paper** (model by writing your name in the center of a sheet of construction paper), **and then decorate your name using the craft materials.**

- Glue a few buttons or cotton balls around or on your name. Emphasize that each name creation should be unique—just as unique as each student is.

Facilitate Learning:

- Some students may not yet write their names, so offer to write the names lightly with a pencil so students can trace over and decorate them. Ask, Where might you look if you're not sure how to write your name? *On nametags, the sign-in sheet.* Invite students to tell you what makes their names unique.

## Math Lab | Free Exploration

Description:

- Students will continue to sort manipulatives by their appearance.

When You Tour:

- Remind students that the math lab is open today. Encourage students to sort the manipulatives that they find in the lab.

Facilitate Learning:

- Ask questions, or make comments, that will encourage students to use theme-related vocabulary as they work with the manipulatives from Math Mysteries and other materials in the lab.

## Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open today.

## Sand/Water Lab | Free Exploration

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Reinforce the theme-related vocabulary by making comments about the imaginative play in this lab.

**Examples:**

- **It looks like you're doing something special with the** (name of item/tools). **Tell me more about what you're doing.**

## **Science Lab | Scientist Station: Families Investigations**

Description:

- Students will use the scientific method to learn about their families from storybooks.

Purpose:

- Participation in this lab will help students understand how exploration and information gathering can help scientists to learn about the world. They will use literacy and math skills in an authentic context and develop cognitive skills through play.

When You Tour:

- Tell students that today they will find storybooks that have lots of characters in them in the labs. They may look at the pictures in the books to learn think about what questions they might have about the characters' families.
- Give some examples of possible topics for investigations:
  - **I wonder how many of the families in our stories have children. Do they have boys, girls, or both?**
  - **What are some of the things that the families do together?**

Facilitate Learning:

- Ask students what they are wondering about and how they will explore to find out.

## **Writing Lab | Party Invitations**

Description:

- Students will use the writing materials to create party invitations.

Purpose:

- This lab provides students with an opportunity to use writing for a purpose.

When You Tour:

- Explain briefly that students can create invitations for the birthday party in the dramatic play lab. Point out sample birthday invitations if you have added them to the lab.

Facilitate Learning:

- Ask students to read their writing to you. Give specific feedback about the content of what they have written. Acknowledge writing strategies that they have used. Review the features of sample birthday invitations if students want to write their own.

**Examples:**

- **What information does the person you invite need to know about the party?**
- **Is this a special party?**
- **Are you inviting your favorite friends?**



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



## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let's look at the calendar and say the months of the year.** After you and students say the months in order, say, **It is** (month).
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. What day is today? Replies. Today is** (day of the week).

### Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month).

## Days of School Tape

- Point to the Days of School Tape, and ask, **What number do I need to write on the tape?** (*Current number of days*). **Why?** *Because we've been in school \_\_\_ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

## Ten-Frames

- Add a dot to the ten-frame, and say how many dots there should be. Remember to add dots from left to right, beginning with the top row and moving to the bottom row only after the top row is full. Invite students to count aloud with you the number of dots as you point to each one. When you finish counting, say, **Today is the** (date), **and we have** (same number as the date) **dots on our ten-frames.**

**Teacher's Note:** If today falls on a Monday, add two dots to the ten-frames for Saturday and Sunday before students arrive.

## Hundreds Chart

- Point to the Hundreds Chart, and ask, WGR: **What number am I going to color in today?** Use a marker to color in the square with the number on the Hundreds Chart. Invite students to read the numbers in the colored boxes with you.

**Teacher's Note:** If this is the eleventh day of school, point out to students that when you colored in the number 11, you completed one row plus one more square on the Hundreds Chart.

## Birthday Graph

- Point to the birthday graph, and ask, **What do we call this?** *Our birthday graph.*

**Have you made a graph before?** *Yes, we made a shoe graph and a graphs with our bear counters.*

**The shoe graph told us what kinds of shoes you wear, and the bear graphs told us what kinds of bears you had in your plastic bags. Raise your hand if you remember what information this graph gives us.** *It tells us which months our birthdays are in.*

**What does each honey pot stand for?** *Someone's birthday.* **What does each bear stand for?** *A month of the year.*

**Let's read the graph to see whose birthday is in this month. Point to and read the names on the honey pots, if there are any.**



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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Use snack to reinforce thematic concepts.

As students share a nutritious snack, talk with them about Jamaica's happy feelings in the story *Jamaica's Find*.

- Review the Partner Challenge of the day.



**Our Partner Challenge for today is to show your partner the active-listening posture when he or she gives the Active-Listening Signal.**

If students need help determining which partner goes first, you can refer to their Peanut Butter-and-Jelly assignments and tell them which partner gives the signal first. Monitor students as they give the signal and demonstrate the active-listening posture. Distribute pocket points when you observe students demonstrating the active-listening posture correctly.

### Outside/Gross-Motor Play

- Invite students to sing the song and play the game If You're Happy And You Know It. Invite students to stand in a circle while you stand in the center, as the leader, to start the game. Start by chanting and clapping:

#### **If You're Happy And You Know It**

**If you're happy and you know it, clap your hands.**

**If you're happy and you know it, clap your hands.**

**If you're happy and you know it, then your face will surely show it.**

**If you're happy and you know it, clap your hands.**

- Students on the circle walk around the circle while chanting and doing what the leader says and does. At the end of the verse, the leader selects a volunteer to be the new leader. The new leader selects a new feeling and/or a corresponding action, or you select them if necessary. The game continues with the new leader using the feelings word and action while you and the others on the circle imitate as before.

#### **Examples:**

- **If you're confused and you know it, flap your hands.**
- **If you're excited and you know it, jump up and down.**
- **If you're sad and you know it, pat your thighs.**
- **If you're silly and you know, give a grin.**
- **If you're funny and you know it, make a face.**
- **If you're mad and you know it, stomp your foot.**
- **If you're lonely and you know it, bow your head.**



As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.



## Stepping Stones

TIMING GOAL: 30 minutes

### Beginning Phonics

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



### Emergent Reading

#### Story Introduction

- Show the cover of *Look at Me Now!* Introduce the title and author.
- Preview the story.

**We have been learning about how special we all are and how we are changing as we grow older. This story is about some of the things that we learn to do that we couldn't do when we were babies.**

- Introduce the skills for the lesson.



Point to the exclamation mark in the title. **There is a mark that we saw in our story last week, *The Party*, in the title of our story.** T-P-S: **What is that mark called, and what does it tell us to do?** *Exclamation mark. It tells us to read with a lot of expression like we are excited.*

**Some of the sentences in our book today have exclamation marks, and some have periods. We will have to be careful to look at the punctuation so we will know what kind of expression to use when we read each page.**

**We also want to practice moving from one page to another correctly. If we miss a page when we read this story, it won't make any sense!**

Show the word card for “look.” **We will see this word, “look,” a lot in our story today. Let's add that word to the word wall.**

**Just like our other little books that we've been reading, the pictures will help us remember what the words say on each page.**

- Read the book to students. Invite them to relate each page to what they can currently do and what they want to learn to do or learn to do better. Ask whether they are the same as or different from the people pictured on each page.

**Example:**

- **Page 2: Look at how much the boy in this picture has changed since he was a baby. He is much taller, and his hair is longer. He has teeth now, and his cheeks aren't as full. He looks different now. Do you look the same as or different than you did when you were a baby?**

**Guided Group Reading**

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.
- After reading each page, ask students to point to the words on the next page to ensure that they are moving correctly from page to page. Check to ensure that everyone is in the correct place before you read a new page.
- Encourage students to read the pages that say “Look at me now!” with great expression (and with more expression than the other pages to emphasize the difference that an exclamation mark makes).



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

 **Math Mysteries**

**TIMING GOAL:** 25 minutes

**Show What You Know**



- Ask students to describe where they are sitting or where they were in line as they marched to Math Mysteries. Students might say that they are sitting between Mario and Chance or that they were in line right after Jamie. Listen carefully to the vocabulary that students are using to better understand the position words that they are bringing to today's lesson.
- Award pocket points if several students are able to use position words.



**T-P-S: Think about what you learned during the last math time. What kind of graph did you make?**

**RWE: Yes, you sorted your bears and made a graph. The graph made it easy to see which colors or sizes of bears you had more or fewer of.**

**Active Instruction**



- Introduce the concept of position to students by prompting them to identify the terms “inside” and “outside.”

**Today we're going to do a new kind of activity.** Bring out the box with the stuffed animal inside. **I've brought a friend to help us with our math activity today.**

**WGR: Where do you think my friend is? Inside the box. You're right! My friend is inside the box.** Take the stuffed animal out of the box.

**WGR: Where is my friend now? Outside the box.**

- Introduce the stuffed animal to your class. Take a moment to discuss what kind of stuffed animal he is and what his name is.
- Explain that the stuffed animal is very frisky and has a hard time staying in one place. Prompt students to identify the terms “under,” “beside,” and “between.”

**I want you to help me keep track of him by telling me where he is.** Place the stuffed animal under a chair. **Where did he go? Under the chair. He's been inside the box, outside the box, and under the chair. He sure moves around a lot!** Move the stuffed animal so it is sitting next to one of the students, and ask where he is. *Beside (student's name).* **Yes, he's sitting beside (student's name).** Move the stuffed animal so it is between two students. **Now he's between (one student's name) and (other student's name).**

- Review these position words with students.

**The words “inside,” “outside,” “under,” “over,” “beside,” and “between” are just a few of the words we can use to describe where things are. Words like that come in handy when you're trying to keep track of a frisky friend like mine!**

**Now you're going to have a chance to show me that you understand some of these words. You'll practice using words that tell where something is, without pointing.**

- Give each student a paper cup and a bear counter. Ask students to place their bear counters inside their cups.

**WGR: Where is your bear? Inside the cup.** Each time students respond, restate what they say, using the correct position word and a complete sentence. (“Yes. The bear is inside the cup.”)

Ask students to place their bears beside their cups. **Ask, Where is your bear? Beside/outside the cup.** Restate. **Please hold the bear above the cup.** As soon as students are holding their bears above their paper cups, ask, **Where is your bear? Above the cup.** **Please put him under the cup.** As soon as students have placed their bears under their paper cups, ask, **Where is he? Under the cup.**

Continue to ask students to move their bears with requests such as “Please hold the bear below your chin” and “Please put him on your lap.”



- Use Think-Pair-Share to have students think of some other places their bears could go. As they share, ask the other students to follow the suggestions using their bear counters and cups. For example, partners might suggest putting their bears between two cups.

## Partner Practice

- Explain the activity.

**You will now play a game called Where Is the Bear? with your partners. When it is your turn, you will close your eyes while your partner hides a bear counter. When the bear is hidden, the hider will say, “Where is the bear?” When you hear your partner say, “Where is the bear?” you may open your eyes. You will have to ask your partner questions to find out where the bear is hidden. You might ask, “Is the bear inside the cup?” or “Is the bear between the chairs?” When you find the bear, you and your partner will switch roles, and it will be your turn to hide the bear.**

- Provide boxes and bags in addition to the cups from the previous activity to assist students in hiding their bears.
- Provide time for students to play the game. Encourage students to use position words to find the hidden bears.

If a student is having difficulty, ask him or her to put the bear inside the box or beside the paper cup. After the student has placed the bear, ask, “**Where is the bear?**”

Students for whom this activity is not challenging might enjoy a more complicated version of the game that is similar to I Spy. Have one partner identify a secret object in the classroom. Have the student give his or her partner clues to help him or her find the secret object. (For example, the secret object is above the door. The secret object is between the windows.) Encourage students to use position words in their clues.

## Recap



- Hold the stuffed animal above the box. Use Think-Pair-Share to have students identify where the stuffed animal is. Move the stuffed animal to two other places, each time prompting students to identify where the stuffed animal is.



- Award pocket points if several pairs are able to successfully identify the stuffed animal’s position.
- Use Think-Pair-Share to review today’s lesson with students. Ask students, **What are some words that we can use to describe where things are?** *Answers will vary.* Please show me what “beside” means. Make similar requests using other position words.



- Play “Over/Under Dog” video to reinforce position words.
- Tell students that the bear counters, boxes, bags, and cups will be available at the math lab tomorrow so they can play the guessing game again.



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



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Moving,” *The 20th Century Children’s Poetry Treasury*, page 65

### Introduce the Poem

**We talked today about some of our feelings and feelings that other people can have.**

**I’d like you to think about the words of this poem as you daydream and rest. When the author of this poem wrote it, she was feeling sad about moving away. The title of her poem is “Moving.”**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today you’re going to write about a time when you were happy or sad.**

**When was a time that you were happy or sad?**



- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence about when I was sad. My sentence will say, “I lost my apple.”**

**Let's think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, "Insert teacher sample sentence," as you scribble. **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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



- Review previously introduced emergent-writing strategies.

**T-P-S: What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, and write sounds that I know.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

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

**Example:**

**I am ready to write my sentence. My sentence is, "I lost my apple."**

- **The first word is "I."** Draw a stick picture of yourself.
- **The next word is "lost."** Draw a line.
- **"Mmmmmmy."** **That word begins with the /m/ sound. Do you hear a sound that we know?** Write "m."
- **"I lost my apple."** **"Aaaapple."** **What sounds do you hear in "apple"?** Write letters to represent any sounds that students say.

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

**Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day. Prompt students to show happy and sad faces.

**This week we are learning about how we feel. We know that sometimes we feel happy, and sometimes we feel sad. How do you feel when you are happy? Show me with your face.** Demonstrate making a happy face. Invite students to make their own happy faces. **Yes. When we are happy, we smile. Now show me with your face how you feel when you are sad.** Demonstrate making a sad face. Invite students to make their own sad faces.

- Introduce the song “Feelings” on the *Getting to Know Myself* CD.

**Let’s listen to a song about feelings. The singer of this song sings about many different feelings. When he sings about a feeling, I would like you to act out that feeling. We already know how to act out happy by smiling. Smile. We also know how to act out sad by frowning or pouting.** Frown, or pout.

- Play “Feelings.” Encourage students to act out the feelings in the song.
- As time allows, play a few rounds of If You’re Happy And You Know It with students.



### Vocabulary Review

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

**Our new words today describe feelings.**



**One of our new words is “happy.” When you feel happy, you are in a good mood. You might feel glad. T-P-S: When did we see, hear, or use the word “happy” today?**

**Another word we learned is “sad.” When you feel sad, you feel unhappy. Sad is a gloomy feeling. T-P-S: When did we see, hear, or use the word “sad” today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

happy  
sad

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>I cry sad.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, I cry when I feel sad.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I feel sad.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us more about why you feel sad?</b>



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

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge for today is to show your partner the active-listening posture when he or she gives the Active-Listening Signal.** Provide an opportunity for each member of the partnerships to demonstrate the active-listening posture in response to the Active-Listening Signal given by his or her partner.

Use the sharing sticks to select students to demonstrate the active-listening posture in response to the signal. Award pocket points for those who correctly demonstrate the active-listening posture.



- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills, particularly those for active listening.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the lion for today's show.
- **Read & Respond:** Distribute a new Read & Respond bookmark to each student. **Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the lion stamp to place an animal image on each student's hand.



# Day 7 | Ready, Set...

## Focus

Sometimes we can look at a person and know how he or she feels.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of the concepts-of-print book <i>Look at Me Now!</i> and the trade book <i>Jamaica's Find</i>, ear and mouth cards</li> <li>Computer/Media Lab: CDs representing different genres of music</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>KinderRoo puppet</li> <li>Feelings Faces cards (appendix)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Lots of Feelings</i></li> <li>Theme vocabulary word cards for “excited” and “grumpy” or IWB access</li> <li>Chart paper (one sheet) and marker</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Joey puppet</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Jamaica's Find</i></li> <li><i>Jamaica's Find</i> Sequencing Cards (appendix)</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “s” or IWB access</li> <li>“Ss” Uppercase and Lowercase Letter Card</li> <li>KinderRoo puppet</li> <li>/s/ picture cards (soap, socks, star) or IWB access</li> <li>Common /s/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (teacher and student copies): <i>Look at Me Now!</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Stuffed animal and box from day 6</li> <li>Position Cards sets #1 and #2 (appendix), one set of cards for each group of four students, cut apart</li> <li>Position-Card-Sorting Mat (appendix), one for each group of four students</li> </ul>

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> <li>• “Mad Song” on page 64 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• <i>Getting to Know Myself</i> CD</li> <li>• <i>Look at Me Now!</i> student books</li> <li>• Home Link animal hand stamp: walrus</li> </ul>

### Learning Labs—Additional Materials

Math Lab   Where Is the Bear?
<ul style="list-style-type: none"> <li>• Bear counters</li> <li>• Boxes</li> <li>• Paper cups</li> <li>• Paper bags</li> </ul>

# Day 7



## Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

### Homework

- Read & Respond

### Available Activities

#### Classroom Library Lab

- Display *Jamaica's Find* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Look at Me Now!* in the lab. Encourage students to practice reading the books with a friend.

#### Literacy Lab

- Same as day 6

#### Math Lab

- Students may explore a variety of manipulatives. Ask questions, or make comments, to reinforce position words such as “over,” “under,” and “beside.”

#### Computer/Media Lab

- Encourage students to dance or move to the recorded music and to talk about how some music has a feeling associated with it.

#### Writing Lab

- Same as day 6

#### Other

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



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

# Gathering Circle

TIMING GOAL: 20 minutes

## Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Remind students about the responsibilities of the Cool Kid.

## Home Link Debrief



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

**T-P-S: What are some things that make you feel happy?**

- Use the sharing sticks to select two or three children to share their "happy" drawings with the whole class. Award pocket points in recognition of students' efforts.



## Active Instruction

- Introduce naming our feelings.

**We've learned a lot about feelings since we've been in kindergarten. It's important to be able to name our feelings so we can use words to tell people how we feel.**

**We can each have many different feelings. We sang about some of our different feelings when we sang the song "If You're Happy And You Know It." Sing one or two verses from the song to help students remember different feelings (e.g., happy, sad, angry, frightened).**



**T-P-S: Tell your partner the name of a feeling. Invite several partnerships to share their ideas.**

**Let's play a game called Name That Feeling.** Bring out KinderRoo to model how to play the game. **KinderRoo, the other day I made a cake for dessert. There was only one piece left when I came to school yesterday. All day I thought about eating that piece of cake for my dessert last night. When I got home, someone else had already eaten the cake. Make a sad face.**

**KinderRoo, let's see if you can name that feeling. Guess how I felt by looking at my face.** Pause for KinderRoo to look at your face and make a guess. Invite students to make guesses too. Comment on their guesses, acknowledging feelings other than sad. Explain that you felt sad, but not everyone would feel the same way about the situation.

**T-P-S: How could you tell that I felt sad when you looked at my face?** *Mouth turned down, eyes cast down, etc.* **Others can tell how we feel by looking at our faces. I have some pictures of faces that show different feelings. Let's see if we can name the feelings in the pictures.** Show the Feelings Faces cards, and have students name the feeling that is portrayed on each card.

## Partner Practice

- Have partners practice naming feelings.

**Now it's your turn to play Name That Feeling.** Hold up the cards, one at a time, and review the feelings that are depicted on them.

**When I give you a card, look at it, and hold it so only you can see it. You will have to make a face that shows the feeling on the card. Your partner will name the feeling that you're showing.** Distribute one Feelings Faces card to each partnership. Allow time for the partner who will make the face to think about what he or she will do. **Make a face that shows your partner what the feeling on your card is.** Pause. **Partners, try to guess what feeling your partner is showing.** Pause for the partners to guess. When students have guessed the feelings and their partners have confirmed the feelings that they have named, collect the cards. Distribute the cards again, this time to the partners who guessed the last time. When you distribute the cards, give partnerships a different feeling than before.

Allow time for partners to show the feelings and name them.

**Learning about feelings is important. We will keep learning about our feelings so we can work well with one another in kindergarten.**

## Partner Challenge

- Explain the challenge.

**We've been naming and talking a lot about feelings, so today for our Partner Challenge, you will tell your partner the name of a feeling.**

Use Think-Pair-Share to review active-listening skills. **RWE: How do you show your partner that you are ready to listen carefully to what he or she has to say? When you use the active-listening posture, your partner can tell that you are ready to listen to what he or she has to say.** **T-P-S: What else did we learn that you can do to help you be a good listener?** **RWE: You can use Say-It-Back to let your partner know that you heard what he or she said. You can also ask questions to help you better understand what your partner says.**

Give students some time to think about the Partner Challenge, allowing them to tell one another the name of a feeling now. **Let's practice naming feelings with partners right now. Pause. You will have more time to talk about the Partner Challenge later today and during snack.**

Remind students that you will give pocket points when you see them using the parts of active listening when they talk with their partners about the Partner Challenge.

Remind students that they will give compliments to the Cool Kid at the end of the day.





## Theme Exploration

TIMING GOAL: 15 minutes



### Partnership Question of the Day

T-P-S: **When someone is feeling sad, what can you do to help him or her feel better?**

**Some of you did things at home last night to help someone feel happy.**

Invite students who helped someone for the Home Link assignment to share what he or she did.

- We are learning about our feelings this week. Let's see what today's Daily Message tells us about feelings today.

### Daily Message

---

I have feelings.

I am excited today!

---



- Write the Daily Message in front of students, reading each word as you finish writing it. Write the word "I" of the second sentence under the "I" of the first sentence. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **What do you notice about the words that I wrote?** *Answers may vary.* Respond to comments on either the content of the message or the printed words.
  - If mentioned or not, underline the two "I"s. **Here is the word "I."** **Remember that I said yesterday that I write this letter shape whenever I want to say "I."** Yesterday we read "I" in our Daily Message, and we added it to our word wall. We also read "I" in *Look at Me Now!* every time we read the words "I learned."
  - **Both of the sentences in today's message start with "I."** I'm glad we added this word to our word wall. We are seeing this word a lot!

### Theme Learning

- Explain the content of the Daily Message.

**Our Daily Message has the word "excited" in it.**



T-P-S: **What do you think the word "excited" means? Do you think someone who is excited is usually happy or sad?** *Happy.*

- Use the book *Lots of Feelings* to introduce the concepts of feeling excited and feeling grumpy. Show pages 6 and 7. Invite students to gather close so they can see the pictures well. Use Think-Pair-Share to have students describe what it looks like when someone is grumpy.

Let's look at our book *Lots of Feelings* again. I'll show you two pictures. One shows "**grumpy**," and one shows "**excited**." Please point to the picture that you think shows someone who is **grumpy**. Pause. Please think, pair with your partner, and then tell each other which boy in the picture you think feels grumpy and why he might feel **grumpy**. Another word for "**grumpy**" is "**angry**."

T-P-S: What do you notice about his body or face that makes you think he feels **grumpy** or angry? *He looks like he is frowning.*

- Point to the picture on page 7. Use Think-Pair-Share to have students discuss why the little boy might be excited.

If the other picture shows someone who is **grumpy** or angry, this must be the picture that shows someone who is excited. You said you thought that someone who is excited was more happy than sad. I think you're right. From looking at this picture, I'd say this boy is happy. He is smiling; his eyebrows are up. "**Excited**" means to have strong feelings about something. It usually means that you show a lot of energy too. What do you think this little boy might be excited about? *Answers will vary.*

- Reinforce the theme for the week.

I am excited about two things today. The first thing is that I'm always excited just to be with you every day! The second thing I'm excited about is that we're going to learn another sound today during Stepping Stones!



- Play the digital dictionary videos for "excited" and "grumpy."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our new words for today are "**excited**" and "**grumpy**."

When you feel excited, you are feeling very, very happy! When you feel excited, you might feel very strongly about something. I can make a sentence with the word "excited."

I am excited to learn and play with you today!

When you are **grumpy**, you are in a very bad mood. You might feel angry or cranky when you are **grumpy**. I can make a sentence with the word "**grumpy**."

Sometimes when I am **grumpy**, I don't want to talk to anyone else.

- Write "Feelings Words" at the top of the chart paper. Explain the chart.

We have already learned some feelings words this week. Yesterday we learned "**happy**" and "**sad**." Today we learned "**excited**" and "**grumpy**." We will learn other feelings words this week too. We want to be able to remember all those words, so I will write them on this chart. Each time we learn other feelings words, we will add them to our chart as well.

Write "happy," "sad," "excited," and "grumpy" on the chart. Draw a face next to each word to illustrate the feeling.



Ask students to stand up as they sing "It's Time for a Rhyme" to signal the transition to Rhyme Time.

## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Have students recite “I Am Listening.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.



### Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:

/t-e-ll/	tell	/l-oo-k/	look	/m-ou-th/	mouth
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- Award pocket points if students are able to successfully blend the sounds to make words.



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

## STaR Story Retell

TIMING GOAL: 20 minutes

### Review



- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title? Jamaica’s Find.**

**WGR: The author is Juanita Havill. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Anne Sibley O’Brien. What does the illustrator do?** *The illustrator paints, draws, creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “worn.” What does “worn” mean?** *Old.*

**T-P-S: Can you think of a sentence that uses the word “worn”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.

- Repeat this process with the word “probably.” *The word “probably” means most likely.*

## Story Retell

- Tell students they will use sequencing cards to retell the story *Jamaica’s Find*. **After I read the story *Jamaica’s Find* again today, we will use sequencing cards to put the story in the correct order.**
- Reread the story without stopping to ask interactive questions.
- Form groups of four students by combining partnerships. Distribute a set of sequencing cards to each group of students. Keep a set of cards so you can model placing the cards in sequential order from left to right.

**Look at these cards that show what happens in the story. Talk with your friends about what’s happening in the pictures on the cards.** Allow time for students to describe what’s depicted on the cards within their groups. **We will work together to put these cards in the order in which things happen in the story.**

**In the beginning of the story, Jamaica goes to the park on her way home. She finds something at the park. What does Jamaica find? A stuffed dog. Look for the picture that shows what Jamaica finds.** Ask students to hold up the appropriate card. Invite them to look around to determine if all groups have the same card. If they are all in agreement about which card shows what happens first in the story, place the card where all students can see it.

**Jamaica is happy that she found this dog. She goes home and shows the dog to her family. Her mother tells Jamaica she should have taken the dog to the Lost and Found. T-P-S: What does Jamaica do after dinner? Goes to her room, decides to return the dog. Find the card that shows what happens when Jamaica is at home.** Invite students to hold up the cards they chose. When students are in agreement about which card to display, place it to the right of the first card.

**The next day Jamaica goes back to the park. T-P-S: Where does she go before she goes to play? To give the dog to the man in the park house.** Find the card that shows what happens in this part of the story. Have students hold up the cards they chose. When all are in agreement, place the card depicting Jamaica talking to the man behind the counter to the right of the previous card.

**T-P-S: What happens at the end of the story? Jamaica takes the girl who lost the stuffed dog to the Lost and Found to get it back.** Place the card with the two girls to the right of the previous card.

- Invite students to place their groups’ cards in order. Monitor students, helping them place the cards in order from left to right as needed.
- Close the activity by asking students to talk in their groups about a time when they lost something.



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



TIMING GOAL: 40 minutes

### Routine

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

## Dramatic Play Lab | Birthday Party

### Description:

- The dramatic play area will continue to be a house where a birthday party will take place.

### When You Tour:

- Remind students that the lab is open today.

### Facilitate Learning:

- Encourage the use of the new theme-related vocabulary.

### Examples:

- **How do you feel about your party?**
- **How will your friends and family feel when they get here?**
- **Is it hard to wait for the party to start? Why (or why not)?**

## Blocks Lab | Build It!

### Description:

- Students will continue to build things with blocks.

### When You Tour:

- Remind students that the lab is open today.

## Art Lab | Creation Station

### Description:

- Students will use open-ended materials to freely create.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- As you talk with students about their creations, help them to expand their responses into complete sentences using theme-related vocabulary.

**Examples:**

- **I notice that you have used different materials for your artwork. Tell me about your choices.**
- **When I look at what you've made, it makes me feel** (feelings word from theme-related vocabulary). **How did you feel while you were making it?**

### **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Reinforce STaR vocabulary as you talk with students about what they choose to read.

### **Literacy Lab | Play School: Name Creation**

Description:

- Students will continue to write and decorate their names on pieces of construction paper in their imaginary school.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Continue to reinforce theme-related vocabulary.

### **Math Lab | Where Is the Bear?**

Description:

- Students will work in pairs to locate objects using position words.

Purpose:

- This lab allows students to build their vocabularies as they describe the position of one object in relationship to another.

When You Tour:

- Point out the boxes, paper cups, paper bags, and bear counters. Ask students what they might do with these manipulatives.
- Prompt students to review what they did with the paper cups and bears in Math Mysteries the previous day. Say, **You might like to try to find all the different places that you can put the bear counters, using the cups, boxes, and bags.**

Facilitate Learning:

- Encourage students to talk with their partners about where they are placing the bear counters. If a student is having difficulty, ask him or her to put the bear inside the box or beside the paper cup. After he or she has placed the bear, ask, “Where is the bear?”
- Engage students in the active-listening skill of asking questions by encouraging them to play a guessing game with a partner using the bear counters and the cups, boxes, and bags.
- Have one partner close his or her eyes while the other hides a bear counter. Encourage the partner who closed his or her eyes to ask questions to determine where the bear counter is hidden.
- Students for whom this activity is not challenging (i.e., those who are comfortable with position words) might enjoy complicated sorting activities. For example, you might ask them to sort the bears by two attributes (e.g., large green bears, small green bears, large red bears, small red bears).

### **Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

- Remind students that the lab is open today.

### **Sand/Water Lab | Free Exploration**

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

### **Science Lab | Scientist Station: Families Investigations**

Description:

- Students will continue to use the scientific method to learn about their families from storybooks.

When You Tour:

- Remind students that the lab is open today.

## Writing Lab | Party Invitations

Description:

- Students will continue to use the writing materials to create party invitations.

When You Tour:

- Remind students that the lab is open today and that they can make birthday invitations or do other writing projects.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

**Teacher's Note:** If this is the twelfth day of school, point out to students that when you colored in the number 12, you completed one row plus two more squares on the Hundreds Chart.

### Birthday Graph

- Point to the birthday graph, and ask, **What do we call this?** *Our Birthday Graph.* **What does each honey pot stand for?** *Someone's birthday.* **What does each bear stand for?** *A month of the year.* **How many birthdays are in the month of January?** *Answers may vary.* **How do you know?** *Answers may vary.* Count the honey pots to confirm the number of birthdays. Then say, **Let's read the graph to see whose birthday is in January.** Read the names of students whose birthdays fall in January. Then point to the bear for the month of February, and ask, **What month comes after January?** *February.* **Whose birthday is in February?** *(Names of students).* Point to February and April, and ask, **What month is between February and April?** *March.* **How many birthdays are in March?** *Answers will vary.* **What month comes next?** *April.* Continue in this fashion. Stress the position words when asking about the months.



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

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Talk with students as you share a nutritious snack.

Start a conversation about how much you enjoy being able to eat a snack and chat about the things students did during Learning Labs. Ask them to share their feelings about some of today's lab activities. Encourage the use of a variety of adjectives to describe their feelings.

- Review the Partner Challenge of the day.



**Our Partner Challenge today is to tell your partner how you show him or her that you are ready to listen carefully to what he or she has to say.** Use Think-Pair-Share to review the parts of active listening if needed.



- Distribute pocket points when you hear students naming active-listening skills that help them demonstrate that they are ready to listen to their partners.

### Outside/Gross-Motor Play

- For those students who want or need structured play, continue with the game and song "If You're Happy And You Know It."



As students return to the classroom, have them sing "Step, Step, Stepping Stones" as they join you in the gathering circle area for Stepping Stones.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /s/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /a/.



## Introduce the New Sound

### Silly Sentence

- Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /s/ sound at the beginning of each word by stretching or extending it.

#### The snake slides and slithers.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “snake,” “slides,” and “slithers”?**
- Explain that /s/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /s/, stretching the /s/ sound at the beginning of each word.



#### Let's practice that sound.

**Teacher:** /s/ nake

**Students:** /s/ nake

**Teacher:** /s/ lides

**Students:** /s/ lides

**Teacher:** /s/ lithers

**Students:** s/ lithers

### Mnemonic Picture

- Show the picture side of the key card for “s.” Explain that the picture we have to help us remember the sound /s/ is a snake.



#### Let's watch our funny cartoon about /s/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /s/. Point out that the snake curls his body as he slides and slithers on the floor.

### People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /s/. Explain that KinderRoo has brought some pictures and objects that begin with /s/. Say the name of each picture or object as you present it, and emphasize the /s/ sound.

soap

sock

star

- Ask students to name each picture or object as you point to it. Ask, What sound do you hear at the beginning of \_\_? as they name each one.



### Making the Sound

- Ask students to think about what is happening in their mouths as they make the /s/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

### Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.



**How are the two letter shapes the same? How are they different?**

### Forming the Letter

Introduce the shape of /s/.

- Explain that now you will show students how to write the letter that makes the /s/ sound. Trace the letter with your finger as you say the letter-writing cue, “**Left around, right around, from head to tail.**” Ask students to say the cue with you two or three times as you trace the letter again.

Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### Example:

**What picture does this letter look like? A snake. Yes, this letter looks like a snake.**

Write /s/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the snake. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /s/ several times, as you recite the cue with them each time.
- Ask students to examine their partners' letters for the /s/, and have them circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write the other letters that they have learned. Encourage them to say the cue as they write each letter.

- /a/ **Left around the apple and down the leaf.**
- /m/ **From the man go down, climb one mountain and another.**

## Emergent Reading

### Story Review

- Briefly review the concepts-of-print book *Look at Me Now!*
- Review the focus skills.

**You will read the story today with your partner. Remember that when you read this story, you'll want to watch for exclamation points that will tell you to read that page with lots of expression! Also, work with your partner to move from page to page without missing any pages. The pictures will help you remember what to say on each page.**

- Reread the large version of the book.

**Let's quickly review the book. I will read it to you, but I would like you to read along with me if you remember the words.**

### Partner Reading

- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should read the story again, alternating parts.



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Use the stuffed animal and box from the previous day's Math Mysteries lesson to assess what students remember about position words. Place the stuffed animal inside the box, and use Whole-Group Response to ask where he is. *He is inside the box.* Then hold the stuffed animal over the box, and ask where he is. *He is over the box. He is above the box.*



- Award pocket points if several students are able to successfully describe the stuffed animal's position.

- Ask students to sit in a circle with their partners.



**T-P-S: Think about what we did yesterday. What did you do with the bear counters and the paper cups?**

**RWE: We talked about position words—words that tell us where something is.**

## Active Instruction

- Explain to students that they are going to play a game called Teacher Says, a game similar to Simon Says, to practice what they know about position words. Ask students to find a place to stand that is near a desk or table but where they can still see you.
- Tell students to follow the directions after the words “Teacher says.” Say, **Teacher says, “Put your hands over your head.”** Take a moment to see if students have followed the direction correctly.

**Teacher’s Note:** Give students an opportunity to demonstrate their knowledge before modeling the position words. If some have difficulty, repeat the position phrase, and model what they should do.

- Continue in the same manner, giving your students the following directions:

**Teacher says, “Put your hands under your chin.”**

**Teacher says, “Put your hands behind your back.”**

**Teacher says, “Put your hands on your knees.”**

**Teacher says, “Stand behind a desk.”**

**Teacher says, “Stand beside a desk.”**

**Teacher says, “Hold an object above the desk.”**

**Teacher says, “Put your hands in your pocket.”**

**Teacher says, “Stand beside a friend.”**

- After playing the game, review the position words. Ask students to show you where they held their hands when you told them to put their hands over their heads. Continue reviewing the position words in the same manner.
- If time allows, you might continue playing the game. Give directions that allow students to demonstrate their knowledge of positions such as inside, outside, above, below, on, over, and under. You might prefer to invite students to give the directions for the game.

## Partner Practice

- Explain the activity.

**You will now play a sorting game with your partner and two other friends. We will work in teams of four. Each group will have a set of cards. On each card is a picture of a mouse. Show students the set of cards. You are going to sort the cards by where the mouse is. Sometimes he is inside.** Point to the mouse’s position on the Position-Card-Sorting Mat as you say each position. **Sometimes he is outside. Sometimes he is above. Sometimes he is below.**

**All the cards will go in a start pile in the middle of your group. You will take turns drawing a card from the start pile. When it is your turn, you will draw one card. Then, you will tell your group where the mouse is, and you will put that card in the correct pile on the sorting mat.**

Demonstrate drawing a card from the start pile, announcing where the mouse is, and placing the card on the correct space on the sorting mat.

**After you place your card on the sorting mat, another friend will take a turn.**

- Gather pairs into groups of four, and distribute one set of Position Cards and one Position-Card-Sorting Mat to each group.
- Provide time for students to play the game. Encourage groups who finish the game quickly to mix up their cards and play again.
- Assist students who need help identifying the mouse's position on the Position Cards.

### Recap



- Distribute one Position Card to each pair. Use Think-Pair-Share to have students identify where the mouse is in their pictures. Collect the Position Cards as each pair responds, and restate students' answers in full sentences.



- Award pocket points if several pairs are able to successfully identify the mouse's position.
- Use Think-Pair-Share to review today's lesson with students. Ask students, **What do words such as "inside," "outside," "over," and "under" tell us?** *They tell us where something is.*
- Tell students that the Mouse-Position Sorting game will be available when they arrive tomorrow morning so they can play with a friend.



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

## Let's Daydream

**TIMING GOAL:** 25 minutes

### Routine

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

### Recommended Poetry Selection

- "Mad Song," *The 20th Century Children's Poetry Treasury*, page 64

## Introduce the Poem

**This morning we talked about feelings. The poem I want to read today is about feeling mad. It is called “Mad Song.” The author wrote about wanting to be away from somebody when she is feeling mad at that person. She wants to shut her door to keep that person out.**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking about feelings. You are going to write about how sometimes you can look at a person and know how he or she feels.**



**How do your looks show how you feel?**

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “I frown when I am sad.”**

**Let’s think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **I frown when I am sad**, as you scribble. **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Review previously introduced emergent-writing strategies.

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

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.

#### Example:

**I am ready to write my sentence. My sentence is, “I frown when I am sad.”**

- **The first word is “I.”** Draw a stick figure of yourself.

- **The next word is “frown.” I’m going to draw a frowny face.** Draw a frowny face.
  - **“I frown when I am sad.” “When” is the next word. I will draw a line for “when.”** Draw a line.
  - **“I.”** Draw a line.
  - **“Am.” What sounds do you hear in “am”?** Write letters to represent any sounds students say.
  - **“Sssssaaaad.” “Sad.” I hear the /s/ and /a/ sounds. I know how to write those. Write “m” and “a.”**
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

### Sharing

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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**Yesterday we talked mostly about happy and sad, and today we talked mostly about excited and grumpy. We have so many feelings inside us, don’t we?**

**I'm happy to see that you recognize how others feel by looking at their faces. Jamaica's mother was happy that Jamaica could imagine how someone else would feel if he or she lost a favorite toy. And she was happy that Jamaica cared about that person's feelings.**

- Introduce the game Guess My Feelings.

**Let's see how good we are at guessing someone's feelings. It's a game called Guess My Feelings. Who would like to have us guess a feeling? If you would rather have me whisper in your ear a feeling for your friends to guess, I'll do that. Who wants to go first?**

- Call on volunteers to come before the group and act out an emotion. Stick to ones that have been discussed for suggestions and if you think some are ready, try a few other simple ones. Examples are happy, sad, mad, excited, proud, and surprised. You might suggest that the actors whisper in your ear the emotion that they want the others to guess. Tell the rest of the class that they will ask questions to help them figure out what feeling the student is thinking of. Encourage students to work with their partners to think of questions to ask. You could also suggest questions to the audience, if necessary, such as "When do you have this feeling?"
- Continue this guessing game as long as students are actively engaged. If time permits, play the song "Feelings" on *Getting to Know Myself*, and invite students to engage as directed in the song.



### Vocabulary Review

- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.
  - **One of our new words today is "excited." When are you excited about something, you are very, very happy about it. T-P-S: When did we see, hear, or use the word "excited" today?**
  - **Our other new word today is "grumpy." When you feel grumpy, you feel angry or upset. T-P-S: When did we see, hear, or use the word "grumpy" today?**
- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.



Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

**Theme Vocabulary:**

excited  
grumpy

- Use the suggestions below to help foster oral-language development.

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>I excited.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, I feel excited.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I feel excited.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell me more about why you feel excited?</b>



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

**Partner Challenge**



- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner how you show him or her that you are ready to listen carefully to what he or she has to say.** Allow time for partnerships to review what they said earlier in response to the challenge. Use the sharing sticks to select students and their partners to share their answers with the group.



- Award pocket points when students name the parts of active listening.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

**Pocket Points for the Day**

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the walrus for today's show.
- **Read & Respond:** Distribute the *Look at Me Now!* books. **You get to bring these books home with you today! Share *Look at Me Now!* or another book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the walrus stamp to place an animal image on each student's hand.

# Day 8 | Ready, Set...

## Focus

Our feelings change.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Literacy Lab: Key card for “s”</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Demonstration thermometer</li> <li>Feelings Thermometer poster</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Lots of Feelings</i></li> <li>Theme vocabulary word cards for “surprised” and “frightened” or IWB access</li> <li>Feelings Words chart (created on day 7)</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Joey puppet</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade books: <i>Jamaica Tag-Along</i> and <i>Jamaica’s Find</i></li> <li>A drawing with an obvious tear in it</li> <li>Transparent tape</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Nutritious “s” snack such as salad or sandwiches</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “s” or IWB access</li> <li>“Ss” Uppercase and Lowercase Letter Card</li> <li>KinderRoo puppet</li> <li>/s/ picture cards (soap, socks, star) or IWB access</li> <li>Common /s/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (student copies): <i>Hooray for Me!</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Paper (white or construction), one piece per student</li> <li>Crayons</li> <li>Other craft materials – glue, glitter, buttons, etc. (optional)</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“When I Was Lost” on page 65 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>

**Additional Materials Needed Today**

**Let's Think About It**

- *Getting to Know Myself* CD
- Home Link animal hand stamp: hippopotamus

**Learning Labs—Additional Materials**

**Literacy Lab | Play School: /s/ Is for Snake**

- Copies of /s/ blackline master (appendix)
- Markers or crayons, red yarn, glue

# Day 8



## Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

### Homework

- Read & Respond

### Available Activities

Classroom Library Lab

- Same as day 7

Literacy Lab

- Add the key card for “s” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /s/.

Math Lab

- Same as day 7

Computer/Media Lab

- Same as day 7

Writing Lab

- Same as day 7

Other

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



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

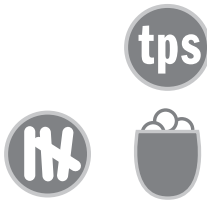
# Gathering Circle

TIMING GOAL: 20 minutes

## Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Select this week's second Cool Kid.

## Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
T-P-S: **What did you find that begins with the letter "s" in your house?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

## Active Instruction

- Introduce the Feelings Thermometer.

**It's not only important to be able to name our feelings. It's also important to know that they come in different strengths.**

- Bring out the Joey and Alex puppets. Engage them in the following dialogue.

Joey (in a very excited voice): **Yipee! Tomorrow is Saturday, and I am going to visit my grandma! What are you doing tomorrow, Alex?**

Alex (in a voice that indicates he is only slightly happy): **I will be at home all day.**

T-P-S: **How do you think Alex and Joey feel about what they are going to do on Saturday?** RWE: **It sounds like Joey is very happy** (or other feelings word suggested by students), **but Alex isn't so happy** (or other feelings word) **about their plans for Saturday.** T-P-S: **How can you tell how they feel about what they are going to do?** RWE: **We can tell by the way Joey talks that he is very happy about visiting his grandma. I think Alex is not very happy about staying home. I think Joey's happy feeling is stronger than Alex's.**

T-P-S: **Do you think we can measure feelings to know how strong they are? How do you think we can measure feelings?** T-P-S: **When we want to measure how hot or cold it is outside, what do we use?** *Something to tell the temperature; a thermometer.* **A thermometer is a tool people use that shows how hot or cold it is.**





- Show students the demonstration thermometer (supplied for use with unit 5). Use the thermometer to demonstrate how the red mark changes when you talk about the temperature. Place the red ribbon near the bottom of the demonstration thermometer. **When it is cold outside, the red on the thermometer is here.** WGR: **At what part of the thermometer is the red mark?** *The bottom.* Move the red ribbon up a little on the demonstration thermometer. **What is happening on the thermometer now?** *The red part is higher.* **When the red part moves up on a thermometer, it shows the temperature is going up.** Move the red ribbon so it is near the top of the demonstration thermometer. **What do you think the temperature is like when the red is near the top?** *Hot.*

**In our class, we can learn to use a Feelings Thermometer to help us measure our feelings just like we can use a regular thermometer to measure the temperature.** Hold up the Feelings Thermometer, and point to the lower part. **Our feelings can be like the temperature. Where do you think we can mark the thermometer when our feelings are not very strong, like Alex's?** *At the bottom, near the one, etc.* Point out the zero at the bottom, and explain that the low number shows that there is no feeling. **Where do you think we can mark the thermometer when we feel very strongly about something, like Joey does?** *Near the top, at the five, etc.* Point out the number 5 at the top of the thermometer, and explain that the 5 indicates a strong feeling.

**Let's use the Feelings Thermometer to measure how strong Joey's and Alex's happy feelings are about what they're going to do on Saturday.** T-P-S: **Where do you think we should mark the Feelings Thermometer to show how happy Joey is about going to his grandma's? Why?** Indicate on the thermometer the responses from students. If no one suggests that the thermometer should be marked at the top (near the 5), ask additional questions to help them understand that we can tell from Joey's voice that he is VERY happy. Remind students that when someone is very happy, the red on the thermometer is near the top.

T-P-S: **Where do you think we should mark the Feelings Thermometer to show how happy Alex is about staying home? Why?** Indicate students' responses on the thermometer. If no one suggests that the red would be at the bottom, ask additional questions to help them understand that you can tell from the way Alex talks that he is only a little happy, and the red mark would be near the bottom.

**In our class, we will use the Feelings Thermometer to help us decide how strong our feelings are. You may use the Feelings Thermometer in the Learning Labs to practice showing how you feel about things.**

## Partner Practice



- Use Think-Pair-Share to have partners name a feeling and indicate where they would mark the Feelings Thermometer for the following examples. Use the sharing sticks to select partnerships to answer. If there are differences of opinion about the strength of the feeling, encourage students to help the class come to a consensus about where to mark the Feelings Thermometer. Mark the thermometer accordingly.

**You lose your new toy.**

**You fall and scrape your leg.**

**You win a prize.**

**You get an important job in our classroom.**

**You have to wait for a turn in the computer/media lab.**

### Cool Kid

- Explain that there will be two Cool Kids each week. A Cool Kid will be chosen on the first day of the week, and another will be chosen in the middle of the week. **Today we will choose the second Cool Kid for this week. We will give the Cool Kid compliments at the end of the day about how well he or she uses the new skill that we learned about active listening and naming our feelings.**

### Partner Challenge

- Explain the challenge.

**Today we learned a new way to show how strong our feelings are. For our Partner Challenge, tell your partner where you would mark the Feelings Thermometer to show how happy you would be to go visit your grandma.**

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **Do you feel the same way all the time?**

**We are learning about our feelings this week. Let's see what today's Daily Message tells us about feelings today.**

### Daily Message

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Sometimes I am frightened.

Sometimes I am surprised.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Write the word “Sometimes” of the second sentence under the “Sometimes” of the first sentence. Then read the entire message again, touching each word as you read it.



- Reinforce literacy objectives by pointing out the following:

**What do you notice about the words that I wrote?** *Answers may vary.*

Respond to comments on either the content of the message or the printed words.

Whether it is mentioned or not, underline the two “I”s. **Here is the word “I.”** Point. **Here and here. We know this is the word “I” because we recognize it from our word wall.**

Point to the “S” of “Sometimes” in both sentences, and say, **Here and here are the /sss/ for the beginning of the word “sssometimes.”** Point to the “s” of “surprised,” and say, **Here is the /s/ for the beginning of the word “sss-surprised.”** Read the message again, emphasizing the initial /s/ sound of the words “sometimes” and “surprised.” **There are a lot of /s/ sounds in our message today!**

## Theme Learning



- Explain the content of the Daily Message.

**Our message today tells us about two different feelings, the feeling of being frightened and the feeling of being surprised.**

T-P-S: **What do you think the word “frightened” means?**

RWE: **“Frightened” means very, very scared or afraid.**

T-P-S: **What does it mean to be “surprised”?**

RWE: **If you are surprised, it means that you find out something that you didn’t know before.**



- Use the book *Lots of Feelings* to introduce the concepts of feeling frightened and feeling surprised. Show pages 12 and 13. Invite students to gather close so they can see the pictures well.

**Let’s look at our book *Lots of Feelings* again. I’ll show you two pictures. One shows “surprised,” and one shows “frightened.” Please point to the picture that you think shows someone who is frightened.**

T-P-S: **Why do you think the girl and boy might feel frightened?** *The girl’s eyes are wide open, and she is looking to the side. The boy also seems to be looking out of the corner of his eye. It seems that they may be frightened by something they can’t see.*

**When someone is frightened, he or she usually thinks that something bad might happen.**

- Point to the picture on page 12. Invite students to discuss why the little girl might be surprised.



**If the other picture shows someone who is frightened, or afraid, this must be the picture that shows someone who is surprised. Usually a surprise is something that makes us happy. WGR: When you look at this little girl’s face, do you think she looks happy or unhappy?**

- Reinforce the theme for the week.

**I feel pleased that you’re so good at understanding how other people feel. You understand many feelings—happy, sad, grumpy, excited, surprised, frightened, serious, and silly. You’re learning that your feelings can change and that you can change other people’s feelings.**



- Play the digital dictionary videos for “surprised” and “frightened.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our new words for today are “frightened” and “surprised.”**

**When you feel frightened, you are afraid of something. You are worried that something bad will happen. I can make a sentence with the word “frightened.”**

**Some people are frightened by spiders.**

**Sometimes we feel surprised when something happens that we don’t expect. Usually surprises are pleasant and make us happy. I can make a sentence with the word “surprised.”**

**I was surprised to get a present in the mail!**

- Quickly review the words on the Feelings Words chart. Add “frightened” and “surprised” to the chart.



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

## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Have students recite “I Am Listening.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.



### Develop Phonemic Awareness—Auditory Sound Segmenting

- Ask students to listen carefully to the following words. After you say each word, have them break it down to say each word in Joey Talk.

<b>tell</b>	/t-e-ll/	<b>look</b>	l-oo-k/	<b>mouth</b>	/m-ou-th/
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- Award pocket points if students are able to successfully produce the sounds in each word.



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



TIMING GOAL: 20 minutes

STaR Words:

fair

repair

### Jamaica Tag-Along

*Written by Juanita Havill*

*Illustrated by Anne Sibley O’Brien*

Jamaica is back, but this time as the younger sibling who wants to tag along with her brother Ossie. Jamaica’s feelings are hurt when Ossie refuses to let her join him and his friends. When a younger child asks to join Jamaica in the sandbox, she at first shoos him away, but she realizes moments later how the younger boy must feel and changes her mind.

## Interactive Story Reading

Before Reading

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



***Jamaica Tag-Along* is the name of our story today. WGR: What do we call the name of a story? The title. What is the title of the other story we read about Jamaica? T-P-S: This book is about the same girl who is in the story *Jamaica’s Find*. WGR: Do you think the author and illustrator are the same for both books? The author is Juanita Havill, and the illustrator is Anne Sibley O’Brien. These are the same people who wrote the words and made the pictures for *Jamaica’s Find*.**

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

Display the front cover of the book. T-P-S: **Who do you think these children might be on the cover of today’s story?** Hold up *Jamaica’s Find* next to *Jamaica Tag-Along*. WGR: **Do these girls look alike? Yes. You recognized Jamaica from the last story, *Jamaica’s Find*.**

T-P-S: **Who do you think the boy in this picture might be?**



**Reading the title can help us to figure out what the story is about.** Point to the title, and read, ***Jamaica Tag-Along***. T-P-S: **What do you think a tag-along is? RWE: A tag-along is someone who follows someone else—someone who goes wherever another person goes.**

Display the back cover. **Let’s look at the back cover.** WGR: **Who is being a tag-along? *Jamaica*. Jamaica is being a tag-along.** T-P-S: **Have you ever been a tag-along?**

- Introduce the story vocabulary words.

**There are some new words that you will hear in the story today. One of them is “fair.” When we say something is fair, it means things or people are being treated the same. You may have heard this word used in a different way. T-P-S: What other meaning do you know for the word “fair”?**

**Another new word in the story is “repair.” When you repair something, you fix it. Sometimes when things break, we can repair, or fix, them. Display the torn drawing. Demonstrate how to repair it with adhesive tape.**



Make predictions

- Introduce the good-reader skill for today.

**To help them guess what might happen next, good readers think about what has already happened in the story. As I read the story today, think about what has happened so far. We will stop a few times and guess what we think will happen next.**

### During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
- As you read the story, highlight the different emotions of each character by changing your facial expressions and the tone of your voice to match those of the characters.
  - **Page 1:** Explain that the word “court” in this story means a place where basketball is played. (If necessary, show the picture of the court on page 12.) Ask students if they know another meaning of the word “court.”
  - **Page 7:** T-P-S: **Why do you think Jamaica is peeking around the corner and watching the boys play basketball? How do you think Jamaica feels when she sees the boys playing basketball without her?**
  - **I heard our new word in this part of the story. Jamaica thinks it’s not fair that she can’t play. Ossie said she can’t play because she’s not old enough, but Maurice is playing, and he’s not as old as the other boys. Ossie is not treating Jamaica and Maurice the same.**
  - **Page 11:** T-P-S: **Look at the expression on Jamaica’s face, and think about how she might be feeling and why.**
  - **Jamaica wants to play basketball with Ossie and his friends. T-P-S: What does she do to try to play with them? Follows Ossie, tries to get into the game. What do you think will happen next?**
  - **Page 18:** Think Aloud: **I wonder what she means when she says, “Big kids don’t like to be bothered by little kids.” When we were younger, my (brother, sister, cousin) used to say that I bothered (him or her). When (he or she) said I bothered (him or her), (he or she) usually wanted me to go play somewhere else where I wouldn’t be in (his or her) way. Maybe Jamaica wants Berto to play somewhere else where he won’t annoy her or be in her way.**
  - **Page 21:** T-P-S: **Look at Berto’s face. How do you think he feels? What about his face makes you think that?**

- T-P-S: **What does Jamaica do when Berto gets in her way? She tells him that he'll mess things up, she turns her back, and she tells him to stay away. Then she remembers how she feels when her brother says big kids don't like being bothered by little kids. What do you think will happen next?**
- **Page 28: WGR: Now who's the tag-along?**

#### After Reading

T-P-S: **Why do you think Jamaica doesn't mind that Ossie tags along in the end?**

T-P-S: **How do Jamaica and Berto feel when they are told not to be tag-alongs?**

**I remember our new word "fair" when I think about how Jamaica and Berto feel. They feel that it is not fair to be told not to tag along. Let's make a sentence using our new word "fair." T-P-S: Talk to your partner about ideas you have for our sentence.**

- Use students' ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process for the word "repair."

**How do you think Ossie would feel if Jamaica told him that he couldn't help build the sandcastle?**

T-P-S: **What do you think Jamaica learns in this story? Restate students' responses, and, if appropriate, extend their replies. Some of you seem to think that Jamaica learns to treat other people like she wants to be treated.**



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

## Learning Labs

TIMING GOAL: 40 minutes

### Routines

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

## **Dramatic Play Lab | Birthday Party**

Description:

- The dramatic play area will continue to be a house where a birthday party will take place.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Encourage the use of the new theme-related vocabulary.

**Examples:**

- Were you **surprised** by the people who came to the party?
- What is your **favorite** thing to do at a party?

## **Blocks Lab | Build It!**

Description:

- Students will continue to build things with blocks.

When You Tour:

- Remind students that the lab is open today.

Facilitate Learning:

- Encourage the use of the new theme-related vocabulary.

**Examples:**

**I can tell how carefully you worked to make this** (name of structure). **Tell me what makes this building unique.**

## **Art Lab | Creation Station**

Description:

- Students will use open-ended materials to freely create.

When You Tour:

- Remind students that the lab is open today.

## **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today. Point out that the books *Jamaica's Find* and *Look at Me Now!* have been added.

### **Literacy Lab | Play School: /s/ Is for Snake**

Description:

- Students will have the opportunity to decorate the letter “s” to look like a snake.

Purpose:

- This lab helps students to develop fine-motor skills and will help students to remember the mnemonic picture for “s.”

When You Tour:

- Explain that in their imaginary school today, they can decorate the /s/ sheet to look like a snake. Mention that students can also still write and decorate their names if they would like.

Facilitate Learning:

- Ask students what sound they hear at the beginning of “snake.” Explain that “s” makes the /s/ sound. You may suggest that students use red yarn to make a snake tongue. Ask students if they can think of other words that begin with the /s/ sound.

**Examples:**

- **We learned that in some ways, we are different and in some ways, we are the** (same).
- **We each have talents that make us** (special).

### **Math Lab | Where Is the Bear?**

Description:

- Students will continue to work in pairs to locate objects using positioning words.

When You Tour:

- Remind students that the lab is open today.

### **Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

- Remind students that the lab is open today.

## Sand/Water Lab | Free Exploration

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

## Science Lab | Scientist Station: Families Investigations

Description:

- Students will continue to use the scientific method to learn about their families from storybooks.

When You Tour:

- Remind students that the lab is open today.

## Writing Lab | Party Invitations

Description:

- Students will continue to use the writing materials to create party invitations.

When You Tour:

- Remind students that the lab is open today, and they can make birthday invitations or do other writing projects.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 6.

### Calendar

- Direct students' attention to the pictures on the calendar cutouts. Ask, **What always comes after the picture of the crayon?** *A picture of a bottle of glue.* **What always comes after the picture of the bottle of glue?** *A picture of a crayon.* **Today's picture is of a crayon. What picture will come next?** *A bottle of glue.* **How do you know?** *A bottle of glue always comes after a crayon.*

**Teacher's Note:** The cutouts referred to are those for September. You might be using the cutouts for July, August, or October. Adjust your questioning as necessary.

## Days of the Week

## Days of School Tape

## Ten-Frames

## Hundreds Chart

**Teacher's Note:** If this is the thirteenth day of school, point out to students that when you colored in the number 13, you completed one row plus three more squares on the Hundreds Chart.



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

## Snack • Outside • Gross-Motor Play

**TIMING GOAL:** 30 minutes

### Snack

- Snack might be “sss salad” or “sss sandwiches!” Emphasize the target sound as you discuss the snack. Ask students what sound they hear at the beginning of the word “sss snack.”
- Review the Partner Challenge of the day.

**Our Partner Challenge today is to tell your partner where you would mark a Feelings Thermometer to show how happy you would be to visit your grandma.** After students share their ideas with their partners, you may want to have each of them mark a Feelings Thermometer to show the strength of their feelings. Distribute a Feelings Thermometers to each student. Explain that they may mark the Feelings Thermometer to show how happy they would be to visit their grandmas (optional).

### Outside/Gross-Motor Play

- Students may play the game Cat, Cat, What Is That Feeling? Students can stand or sit in a circle while you begin the game by being the cat and standing in the center of the circle. The cat begins to walk around the inside of the circle as students chant three times, “Cat, Cat, what is that feeling?”

When the chant stops, the cat begins to meow in a way that conveys a particular feeling such as happy, sad, excited, mad, frightened, surprised, confused, curious, hurt, or proud. The cat will stop in front of a student who then asks, “Are you feeling (a feelings word)?”

If the student has not named the correct feeling, the cat will shake his or her head “no” and move on to another student and meow again, repeating this until the correct feeling is named. Then the cat will nod his or her head up and down. All students on the circle will stand up and find a way to move to convey that feeling when you say, **The cat is feeling** (happy). **Can you move to show that you’re** (happy)?

- Students try movement patterns to illustrate the feelings word. After a few moments, the cat will meow, and students will quickly get back on the circle. The person who guessed the feeling, or another student if the first one doesn’t want to, becomes the new cat, and the game is repeated. Encourage students to try out many different feelings words as the game is played.



As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /s/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /m/.



#### Review the New Sound

##### Silly Sentence

- Present the KinderRoo puppet and the key card from the previous day. Remind students that KinderRoo brought a new sound the previous day.
- Say the alliterative phrase two or three times, emphasizing the /s/ sound at the beginning of each word by stretching or extending it.

**The snake slides and slithers.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “snake,” “slides,” and “slithers”?**
- Remind students that /s/ is a stretched sound. We can make it longer without bouncing it.



- Use My Turn, Your Turn to have students repeat each of the words that begin with /s/, stretching the /s/ sound at the beginning of each word.

### Let's practice that sound.

**Teacher:** /s/ *nake*

**Students:** /s/ *nake*

**Teacher:** /s/ *lides*

**Students:** /s/ *lides*

**Teacher:** /s/ *lithers*

**Students:** /s/ *lithers*

### Mnemonic Picture

- Review the mnemonic picture /s/.



**Let's watch our funny cartoon about /s/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /s/. Point out that the snake curls his body as he slides and slithers on the floor.

### Students' Words

- Remind students that yesterday KinderRoo brought some pictures and objects that begin with /s/.



**Ask, What words can you think of that begin with /s/? Work with your partner to think of some words. Then together, decide which word you'd like to share with the class.**

- Have KinderRoo share any pictures or objects from the previous day that students did not name.



### Making the Sound

- Ask students to think again about what is happening in their mouths as they make the /s/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**
- Review the uppercase form of the sound with the uppercase card. Attach the card under or over the key card for /s/ in the wall frieze.

### Forming the Letter

Review the shape of /s/.

- Trace the letter with your finger as you say the letter-writing cue, "Left around, right around, from head to tail." Ask students to say the cue with you two or three times as you trace the letter again.

- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

**Example:**

**What picture does this letter look like? A snake. Yes, this letter looks like a snake.**

Write /s/.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /s/ several times. Recite the cue with them each time.
- Ask students to examine their partners' letters for the /s/, and have them circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write the other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /a/ **Left around the apple and down the leaf.**
  - /m/ **From the man go down, climb one mountain and another.**

## Emergent Reading

### Story Introduction

- Show the cover of *Hooray for Me!*
- Introduce the title and author.

**We've been learning a lot about ourselves and what makes each of us unique. We've also been learning about the things that we can do or that we are learning to do as we grow older. This book is a celebration of all the things we can do.**

- Introduce the focus skills of the story.

Point to the title on the cover of the book. **Just like our book *Look at Me Now!*, the title of this story has an exclamation mark. That means we need to read the title with a lot of expression. Say the title with me in your most expressive voice. We will see this phrase on many pages in our book.**

Distribute a book to each student. Invite them to look through the pages and locate the phrase "Hooray for me!" Have them raise their hands when they find a page with the phrase.



Ask students to turn to page 1. **Look at the sentence on page 1. WGR: What do you see at the end of that sentence? A period. We will read the sentences that end with periods with our normal reading voices.**

**I am going to read the story to you, but today you can follow along in your books. You can read along with me if you use the pictures to help. But there is something else that can help you too. Point to the very first word on the very first page. What does that word say? I. We can READ that word because it's one of the words on our word wall!**

Read the story to students, encouraging them to follow along and join in with you as they can.

## Guided Group Reading

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Invite students to move to Math Mysteries as they march chanting “March to Math.” When they get to the end of the chant, say, Now show me what you know.
- Ask students to look around the classroom for some numbers. Ask students to point to the numbers that they find.
- Award pocket points if several students are able to successfully describe where they see numbers.



- Ask students to sit in a circle with their partners.

**T-P-S: Think about what we did yesterday. What game did we play?**

**RWE: We played Teacher Says to practice position words.**

### Active Instruction

- Introduce counting to students.

**We are going to practice something new today—counting. We’re going to start by counting 1–5. When we say the number 5, we’re going to stand up and cheer. Ready? 1, 2, 3, 4, 5!** Students should count with you. When they reach the number 5, they should stand up, raise an arm in the air, and cheer the number 5.

After students have attempted this once, ask them to sit down. You might need to repeat the activity again to make sure that they understand what they are supposed to do.



- Repeat the activity, but count to 6. When students reach the number 6, they should stand up and cheer the number 6.

**Let’s try it again. This time we’ll count to 6. When we say the number 6, we’ll stand up and cheer. 1, 2, 3, 4, 5, 6!**

- Repeat the game for the numbers 7, 8, 9, and 10. You might vary what students do when they reach the number to which they are counting. You might ask them to touch their toes, turn around, or clap their hands, or you might ask them to suggest actions.

## Partner Practice



- Hold your hands in two fists in front of you. Ask students to count along with you as you count how many fingers you have. Raise a finger as each number is called. Ask students how many fingers you have.
- Explain the activity.

**You will now make a picture of your ten fingers. At your tables, you will find paper and crayons to share. You and your partner will work together to make your pictures. Your partner will place his or her hands on a piece of paper.** Ask a student to help you demonstrate this. Place the student's hands on a piece of paper with his or her fingers spread apart. **You will use a crayon to trace your partner's hands. As you trace each finger, count it. You and your partner may count aloud together as you trace.** Demonstrate tracing the student's hands, counting each finger aloud as you trace around it. Invite students to count aloud with you.

- Provide time for students to trace one another's hands.
- When students are done tracing, they may use crayons or other craft materials to decorate their paper hands. You may wish to label students' papers with the title "Our Ten Fingers."

## Recap



- WGR: Ask students how many fingers they have. *Ten*. Ask students how many toes they have. *Ten*. Ask students how they know that they have ten fingers and ten toes. *We can count them.*



- Invite several students to count the fingers on their pictures aloud.
- Award pocket points if students are able to successfully count to 10 aloud.



- Use Think-Pair-Share to review today's lesson with students. Ask students, **What number do you think you can count to? Answers will vary. Please count to 10. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please count to 20.** If you think students need the support, count with them. After students respond, say, **I'm amazed at how high you can count!**



- Play the "Ten Turtles" video to reinforce counting to ten.



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



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “When I Was Lost,” *The 20th Century Children’s Poetry Treasury*, page 65

### Introduce the Poem

**This morning we talked about feelings again. The poem I want to read today is about feeling both scared and lonely. It is called “When I Was Lost.” The author writes about the way it felt when she was lost. It is a very short poem. It doesn’t rhyme, but it describes very well what it feels like to be scared and lonely.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking about how our feelings change. You are going to write about how you felt this morning.**

**How did you feel this morning?**



- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**You know, I could not find my keys this morning when it was time to come to school. I think that I will write a sentence that says, “I felt mad this morning.”**

**Let's think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **I felt mad this morning, as you scribble.** **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Review previously introduced emergent-writing strategies.

**T-P-S: What are some things that I can do if I don't know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.**

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.

**Example:**

**I am ready to write my sentence. My sentence is, "I felt mad this morning."**

- **The first word is "I." Draw a stick figure of yourself.**
- **"Felt" is the next word. I think I will draw a line for that word.**  
Draw a line.
- **The next word is "mad." What sounds do you hear in "mad"?**  
Write letters to represent any sounds that students identify.
- **"I felt mad this morning." "Thisssss" is the next word. I hear the /s/ sound at the end of that word. I know how to write that sound.**  
Write "s."
- **"Mmmorning." "Morning" starts with the /m/ sound. Write "m."**

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

**Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we learned about how feelings can change. Think about Jamaica’s feelings and how they change from the way she felt when Berto first asked if he could help her make the sandcastle. Think about later on when she remembers how it felt to be told that you were bothering someone because you were too little. Who else in the story changes his feelings about playing with someone younger than him? Ossie, Jamaica’s brother.**

- Use Think-Pair-Share to have students tell about a time when their feelings changed. *Answers will vary.*
- Invite students to count to 10 in a happy voice.
- Continue having students count to 10 in voices that reflect a variety of feelings (sad, excited, scared, mad). Demonstrate as needed.
- Continue the counting game as long as students are actively engaged. If time permits, play “Feelings” on the *Getting to Know Myself* CD, and invite students to engage in activity as directed in the song, or have students display their acting talents with a game of Guess My Feelings.



### Vocabulary Review

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

**One of our new words today is “frightened.” When you are frightened, you are afraid of something. T-P-S: When did we see, hear, or use the word “frightened” today?**

**Our other new word today is “surprised.” When things happen that we don’t know will happen, we can feel surprised. T-P-S: When did we see, hear, or use the word “surprised” today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**  
frightened  
surprised

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Frightened of dark.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, I am <b>frightened of the dark.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>I am frightened.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Can you tell me more about what makes you feel frightened?</b>



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner where you would mark a Feelings Thermometer to show how happy you would be to visit your grandma.** Allow students time to review what they discussed at snack. Encourage them to talk about why they indicated the strength of the feeling. (For example, I feel very happy when I visit my grandma since I don't see her often because she lives far away.)



- Use the sharing sticks to select partnerships to share where they would mark a Feelings Thermometer. If students marked paper thermometers, they may wish to show them to the class now.



- Award pocket points to students when they tell where they would mark a Feelings Thermometer based on the strength of their feelings.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the hippopotamus for today's show.
- **Read & Respond: Share *Look at Me Now!* or another book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the hippopotamus stamp to place an animal image on each student's hand.



# Day 9 | Ready, Set...

## Focus

We respect everyone's feelings.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of the concepts-of-print book <i>Hooray for Me!</i> and the trade book <i>Jamaica Tag-Along</i>, ear and mouth cards</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Common classroom items that make an identifiable sound (e.g., marker with top that snaps when closed, stapler, paper to tear, bells or other musical instrument)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Lots of Feelings</i></li> <li>Theme vocabulary word cards for “proud” and “shy” or IWB access</li> <li>Feelings Words chart</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade books: <i>Jamaica Tag-Along</i> and <i>Jamaica's Find</i></li> <li>Happy/sad face sticks (appendix)</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “d” or IWB access</li> <li>“Dd” Uppercase and Lowercase Letter Card</li> <li>KinderRoo puppet</li> <li>/d/ picture cards (dishes, dog, duck) or IWB access</li> <li>Common /d/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (student copies): <i>Hooray for Me!</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Sea Animals poster or IWB access</li> <li>Number Cards (15-Minute Math Kit, item #10163) enough for each partnership to have one number; use cards for numbers 1–10 only</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>“The Bad-Mood Bug” on page 64 of <i>The 20th Century Children's Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>

### Additional Materials Needed Today

#### Let's Think About It

- *Getting to Know Myself* CD
- *Hooray for Me!*, one per student
- Home Link animal hand stamp: elephant

## Learning Labs—Additional Materials

### Math Lab | Where Is the Bear?/Mouse-Position Sorting Game

- Five sets of Mouse Position Cards sets #1 and #2 (from Math Mysteries day 7)
- Five Position-Card-Sorting Mats (from Math Mysteries day 7)

# Day 9 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

## Homework

- Read & Respond

## Available Activities

### Classroom Library Lab

- Display *Jamaica Tag-Along* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Hooray for Me!* in the lab. Encourage students to practice reading the books with a friend.

### Literacy Lab

- Same as day 8

### Math Lab

- Invite students to play Where Is the Bear?

### Computer/Media Lab

- Same as day 8

### Writing Lab

- Same as day 8

### Other

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



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



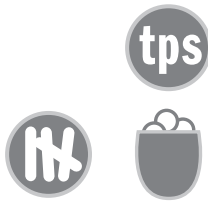
# Gathering Circle

TIMING GOAL: 15 minutes

## Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Remind students about the responsibilities of the Cool Kid.

## Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
 T-P-S: **How many turtles did they count in last night's show? 10!**
- Use the sharing sticks to select two or three children to show how they can count to 10 for the whole class. Award pocket points in recognition of successful answers.

## Partner Challenge

- Explain the Partner Challenge.  
**We've been learning about naming our feelings and how to show on a Feelings Thermometer how strong our feelings are. Our Partner Challenge today is to pretend that you are a Feelings Thermometer and to show your partner with your body how excited you would be to get a pet.**
- Provide some time for students to think about how they would use their bodies to represent a Feelings Thermometer. Engage them in thinking through how they can indicate neutral, mild, and strong feelings with their bodies.
- Remind them that they will be able to talk with their partners about this challenge at snack and other times during the day.

## Brain Game

- Review this week's Brain Game Silly Sounds.  
**We've been playing the Brain Game Silly Sounds to help us exercise the mind muscles that help us focus.** Give the focus signal. Play the game now using different items from those used on day 1.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: Do you like meeting new people? How do you feel when you meet someone new? Tell your partner.

Say, We all have many different feelings; that is part of what makes each of us so special. Let's see what today's Daily Message tells us about feelings.

### Daily Message

---

Sometimes I am proud.

Sometimes I am shy.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Write the word “Sometimes” of the second sentence under the “Sometimes” of the first sentence. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **I hear a sound that we know in our message. Listen as I read the message again.** Read the message aloud, stressing the /s/ in “sometimes” and “shy.” **What sound do you hear? /s/. Yes, there are a lot of /s/ sounds in our message today!** Circle the “s”s in the message.
  - **I see a word from our word wall in today's message. I see the word “I.” Let's see if you can read “I” in our message.** Read the message aloud, slowly dragging your finger under the words as you read them. Invite students to raise their hands each time you reach the word “I.”



### Theme Learning



- Explain the content of the Daily Message.

**We have been learning a lot of feelings words. Today's message tells us two more feelings words: “proud” and “shy.” I'd like you to think about what the word “proud” might mean. Then pair with your partner, and tell him or her what you think the word “proud” means. Pause. Who would like to share what you and your partner think it means when someone says he or she feels “proud”? Answers may vary.**

**When you are proud, do you feel happy? Yes.**

- Use the book *Lots of Feelings* to introduce the concepts of feeling proud and feeling shy. Show pages 8 and 9. Invite students to gather close so they can see the pictures well. Use Think-Pair-Share to have students think of questions that they could ask to determine why someone feels proud.

Use the large photographs on these pages to engage students in a discussion about the feelings that are portrayed.



Let's look at our book *Lots of Feelings* again. I'll show you two pictures. One shows "proud," and one shows "shy." Please point to the picture that you think shows someone who is proud.

Point to the large photograph of the girl on page 9. Most of you pointed to this picture. "Proud" means to feel good about what you do or the way you are. Please think, and then pair with your partner to think of questions you can ask to find out more about the girl's proud feeling. *Answers will vary.*

- Confirm students' responses.

You said that you can ask, "Why does she feel proud?" I think that is a good question.

- Use Think-Pair-Share to have students identify reasons someone might feel proud.

You have some good questions. Some of you thought you could ask, "What can she do that makes her proud?" Tell your partner why you think the girl is proud. Pause while students share their ideas. Now tell your partner something you can do that makes you feel proud.

- Point to the picture on page 8. Explain what it means to feel shy.

If the other picture shows someone who is proud, this must be the picture that shows someone who is shy. When we say someone is shy, sometimes we mean that the person is not comfortable being with other people.

- Point out the smaller photos on the bottom of page 8. Hold the book so each student is able to see the photos.



WGR: What do you notice about the eyes of the children in these pictures? All the children are looking down as if they don't want others to be able to see them. Sometimes when people feel shy, they don't look at other people. They don't want others to see them.

- Reinforce the theme for the week.

I feel pleased that you're so good at guessing how other people feel by looking at them. You understand what "proud" and "shy" mean. People have many different feelings, and none of these feelings are wrong. Everyone has the right to feel however he or she would like to feel.



- Play the digital dictionary videos for "proud" and "shy."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our new words for today are "proud" and "shy."

When you feel proud, you feel good about yourself. You might feel proud the first time you are able to do something all by yourself such as tying your shoes or riding a bike. I can make a sentence with the word "proud."

You should feel proud of yourselves for being such good learners.

Sometimes we feel shy when we are around new people. When we feel shy, we are quiet, and we might try to hide from others. I can make a sentence with the word "shy."

Some of you may have felt shy on the first day of school, but now you are making friends!

- Quickly review the words on the Feelings Words chart. Add “proud” and “shy” to the chart.



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme “Sometimes.”

**Today we will begin to learn a new rhyme about feelings. Listen carefully to the rhyme, and see which feelings words you recognize.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.
- Encourage students to act out the feelings as they name them in the rhyme.



#### Sometimes

**Sometimes I’m disappointed** (Snap fingers of one hand, and swing arm across body.), **but sometimes I’m glad.** (Raise one arm in the air as if doing a cheer.)

**Sometimes I’m happy** (Make a smile, and point to it.), **but sometimes I’m sad.** (Make a frown, and point to it.)

**When I can’t, I feel frustrated** (Cross arms, and stomp one foot.); **when I can, I feel proud.** (Pat self on the back.)

**Sometimes I feel tired** (Put both hands together to make a pillow, and put them to one side of your face.); **sometimes I shout out loud.** (Put hands on either side of mouth as if shouting.)

**Today I laughed** (Put both hands on your belly as if laughing hard.); **yesterday I cried.** (Put hands near eyes as if rubbing them.)

**I have so many feelings that are inside.** (Point to the center of your body.)

**Sometimes I speak so quietly** (Bring pointer finger to mouth); **sometimes I need to pout.** (Pout your lip.)

**So many feelings inside of me, trying to get out!** (Put hands in the center of your body, and burst them away.)

## Develop Phonological Awareness—Recognizing Rhyming Words

- Tell students they will play a rhyming game using some feelings words. Explain the rules of the game to students.

**Let’s play a rhyming game using our feelings words. I’m going to say a feelings word and one more word. You tell me if the second word rhymes with the feelings word by showing thumbs up or thumbs down. Thumbs up (Demonstrate.) means that the two words rhyme, or they sound the same at the end. Thumbs down (Demonstrate.) means that the two words do not rhyme, or they sound different at the end.**

- Tell students to listen carefully for words that sound the same at the end.
- Say the following list of word pairs. Verify students’ responses by showing thumbs up or down after students have responded to each word pair.



**Mad – sad.** Students respond with thumbs up.

**Shy – fly.** Students respond with thumbs up.

**Bold – cold.** Students respond with thumbs up.

**Excited – apple.** Students respond with thumbs down.

**Proud – loud.** Students respond with thumbs up.

**Happy – angry.** Students respond with thumbs down.

**Scared – banana.** Students respond with thumbs down.



- Use Think-Pair-Share to encourage students to think of words that rhyme with “mad.” *Sad, bad, glad, had, dad, fad, grad, brad, lad, pad.* Accept as many rhyming words as students name, including rhyming nonsense words such as “frad.”



- Award pocket points if several students are able to successfully produce rhyming words.



TRANSITION

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



TIMING GOAL: 20 minutes

## Review



- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?** Jamaica Tag-Along.

**WGR: The author is Juanita Havill. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Anne Sibley O’Brien. What does the illustrator do?** *The illustrator paints, draws, creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “fair.” What does “fair” mean? *Being treated the same.***

**T-P-S: Can you think of a sentence that uses the word “fair”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “repair.” *The word “repair” means fix.*

## Story Retell

- Students will work with their partners to name Jamaica’s feelings in various parts of the two stories in which she is the main character. **This week we read two stories about the same character. T-P-S: Who did we read about? In both stories, we read about Jamaica, and we learned about her feelings. Today when I read *Jamaica Tag-Along* again, listen carefully so we can talk about Jamaica’s feelings in this book and in *Jamaica’s Find*.**
- Reread the story without stopping to ask interactive questions.
- Distribute one happy-or-sad face stick to each partnership. Tell students that they will use the happy-or-sad faces to tell how Jamaica feels in parts of the two stories. **You will talk with your partner to decide how Jamaica feels when I tell you about a part of the story. When you decide, you will hold up a face that shows how she feels.**

**Statement 1: Jamaica can’t play with her brother because he says she’s not old enough.** Allow time for students to decide on an answer. **Hold up the happy face or the sad face to show how Jamaica feels.** T-P-S: **Now let’s make a sentence that tells how she feels.** Provide the sentence stem “Jamaica feels....”

Use the sharing sticks to select a student and his or her partner to share their sentence. Restate the pair’s response in a complete sentence that tells how Jamaica feels and why such as “Jamaica feels sad when her brother says she’s too young to play with his friends.”

**Statement 2: Jamaica finds a stuffed dog at the park.** T-P-S: **Talk to your partner about how Jamaica feels when she finds the stuffed dog. Hold up the face that shows how you and your partner think Jamaica feels.** Use the sharing sticks to have students and their partners share their ideas. **Let’s put your ideas about how Jamaica feels into sentences.** Provide the stem “Jamaica feels happy....”

**Statement 3: Ossie asks Jamaica if he can help her and Berto make a sandcastle.** T-P-S: **Tell your partner how you think Jamaica feels. Hold up the face that shows how Jamaica feels. Now let’s put that in a sentence. Jamaica feels happy that Ossie wants to help her make a castle.**



**Statement 4: Jamaica’s mother says Jamaica should have taken the dog to the Lost and Found. Hold up the face that shows how Jamaica feels. T-P-S: Tell your partner a sentence about how Jamaica feels about her mother telling her that Jamaica should have taken the dog to the Lost and Found.**

- Close the activity by having students mark a Feelings Thermometer to show how strong Jamaica’s feelings are for each of the preceding statements.



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

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

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

### **Dramatic Play Lab | Birthday Party**

Description:

- The dramatic play area will continue to be a house where a birthday party will take place.

When You Tour:

- Remind students that the lab is open today.

### **Blocks Lab | Build It!**

Description:

- Students will continue to build things with blocks.

When You Tour:

- Remind students that the lab is open today.

### **Art Lab | Creation Station**

Description:

- Students will use open-ended materials to freely create.

When You Tour:

- Remind students that the lab is open today.

### **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

### **Literacy Lab | Play School: /s/ Is for Snake or Name Creation**

Description:

- Students will continue to have the option to decorate the /s/ shapes or to write or decorate their names in their imaginary school.

When You Tour:

- Remind students that the lab is open today.

### **Math Lab | Where Is the Bear? or Mouse-Position Sorting Game**

Description:

- Students will use the attribute of position to sort cards.

Purpose:

- This lab will help students to refine their sorting skills and will reinforce concepts of position.

When You Tour:

- Briefly review the Mouse-Position Sorting game that students played in Math Mysteries the previous day.
- Tell students that they have the opportunity to play this game today in the Math Lab. Tell students they may also continue to play Where Is the Bear? with a partner.

Facilitate Learning:

- Ask students about their decisions when sorting. You might ask, “Why did you place this card in this area of the sorting mat?” or “Let’s look at the card together. Can you tell me where the mouse is?”

- Encourage students to use position words and complete sentences to describe the pictures on the cards.

**Examples:**

- **The mouse is below the picture, or The mouse is inside the house.**

### **Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

- Remind students that the lab is open today.

### **Sand/Water Lab | Free Exploration**

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

### **Science Lab | Scientist Station: Families Investigations**

Description:

- Students will continue to use the scientific method to learn about their families from storybooks.

When You Tour:

- Remind students that the lab is open today.

### **Writing Lab | Party Invitations**

Description:

- Students will continue to use the writing materials to create party invitations.

When You Tour:

- Remind students that the lab is open today, and they can make birthday invitations or do other writing projects.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 6.

### Calendar

- Invite students to say the months of the year with you. Then say, **Yesterday we practiced counting. Today I want you to help me count the months of the year.** Touch and count, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.** **How many months are in a year? 12. How do you know?** *Answers may vary.* **Do you remember what month it is now?** *Answers may vary.*
- Point to the days of the week on the calendar, and ask, **What day is it today?** *Answers may vary.* **Today is** (day of the week). Add the calendar cutout for today's date to the calendar, and say, **Today is** (day of the week), (month and date). **How many days are there in a week? 7. Let's practice counting again.** Touch and count, **1, 2, 3, 4, 5, 6, 7.**

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

**Teacher's Note:** If this is the fourteenth day of school, point out to students that when you colored in the number 14, you completed one row plus four more squares on the Hundreds Chart.



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

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Use snack time to reinforce thematic concepts.

As you share a snack with students, talk with them about different feelings they have for some of the activities in kindergarten. Ask them how they feel about trying some things in kindergarten that they have never done before? Are they excited or afraid? Be sure to accept and respect feelings that differ from those you expect. Reassure students that feelings are not right or wrong, and they are entitled to their feelings.

- Review the Partner Challenge of the day.

**Our Partner Challenge today is to pretend that you are a Feelings Thermometer and to show your partner with your body how excited you would be to get a pet.** Allow time for students to talk with their partners about how excited they would be to get a pet and then to use their bodies as a Feelings Thermometer to demonstrate the strength of those feelings.



- Distribute pocket points when you observe students naming feelings and demonstrating the strength of their feelings.

### Outside/Gross-Motor Play

- Students may wish to repeat the game Cat, Cat, What Is That Feeling?, which they played on day 8. Encourage students to name and express a variety of feelings words as they take their turns being the cat and acting out various feelings.



As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /d/ – a bounced sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.

## Introduce the New Sound

### Silly Sentence

- Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /d/ sound at the beginning of each word by softly bouncing it.

**Don't disturb the dinosaur.**

tps

- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “don't,” “disturb,” and “dinosaur”?**
- Explain that /d/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /duh/.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /d/, softly bouncing the /d/ sound at the beginning of each word.

My Turn  
Your Turn

**Let's practice that sound.**

**Teacher:** /d/ on't

**Students:** /d/ on't

**Teacher:** /d/ isturb

**Students:** /d/ isturb

**Teacher:** /d/ inosaur

**Students:** /d/ inosaur

### Mnemonic Picture

- Show the picture side of the key card for “d.” Explain that the picture we have to help us remember the sound /d/ is a dinosaur.



**Let's watch our funny cartoon about /d/. It will help us to remember the sound. Watch to see what happens if the dinosaur is disturbed!**

- Play the Animated Alphabet segment for /d/. Point out that the water makes the /d/ sound as it drips on the dinosaur's head.

### People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /d/. Explain that KinderRoo has brought some pictures and objects that begin with /d/. Say the name of each picture or object as you present it, and emphasize the /d/ sound.

dishes

dog

duck

- Ask students to name each picture or object as you point to it. Ask, What sound do you hear at the beginning of \_\_? as they name each one.



### Making the Sound

- Ask students to think about what is happening in their mouths as they make the /d/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

### Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.



**How are the two letter shapes the same? How are they different?**

### Forming the Letter

Introduce the shape of /d/.

- Explain that now you will show students how to write the letter that makes the /d/ sound. Trace the letter with your finger as you say the letter-writing cue, “Left around his back, then head to toe.” Ask students to say the cue with you two or three times as you trace the letter again.

Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### **Example:**

**What picture does this letter look like? A dinosaur. Yes, this letter looks like a dinosaur. The head and neck make the long stick, and the round part at the bottom is his body.**

Write /d/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the dinosaur. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /d/ several times, as you recite the cue with them each time.
- Ask students to examine their partners’ letters for the /d/, and have them circle the best one. Encourage them to tell their partners why they think it’s the best.

- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /s/ **Left around, right around, from head to tail.**
  - /a/ **Left around the apple and down the leaf.**

## Emergent Reading

### Story Review

- Briefly review the concepts-of-print book *Hooray for Me!*
- Review the focus skills.

**Remember that when you read this book, you will see some sentences with periods and others with exclamation marks. Read the sentences that end with a period with your normal reading voice, and when you see an exclamation mark, read with lots of expression.**

**The pictures will help you remember what the words on each page say.**

**You can READ the first word, “I,” on many pages because it is on our word wall!**

### Partner Reading

- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should read the story again, alternating parts.



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Ask students to count to 10. Invite several students to count aloud 1–10. Ask them how they knew what order to say the numbers in.
- Award pocket points if several students are able to successfully count 1–10.
- Ask students to sit in a circle with their partners.



**T-P-S: Think about what we did yesterday. What counting activity did we do?**

**RWE: We practiced counting to 10. We drew pictures of our ten fingers. Let's practice counting to 10 again. When we reach 10, give a cheer. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! Hooray!**

## Active Instruction

- Present the Sea Animals poster. Point out and identify the different animals on it. Invite students to count the sea animals with you.
- Introduce the Sea Animals Counting Song. Point to each group of animals as you sing. Then invite students to hold up the correct number of fingers as they sing the song with you.

**One little, two little, three little animals,  
Four little, five little, six little animals,  
Seven little, eight little, nine little animals,  
Ten swimming in the blue sea.**

## Partner Practice

- Explain the activity.

**The Sea Animals song helps us remember the numbers from one to ten. Now we are going to have a scavenger hunt. I will give each partnership a card with a number on it. Then, you and your partner will go find that number of objects and bring them back to your seats. For example, if I give you the number 3, you and your partner will go find three of something. You might find three rulers, three blocks, or three pieces of chalk.**

- Distribute one Number Card (numbers 1–10 only) to each pair. Say the number aloud to students in case some students are not familiar with written numbers.
- Provide time for students to gather their sets of objects.
- Have students introduce their collections and show their Number Cards. Have students count their objects for the class and then return the Number Cards to you. *We found four blocks. (Show the Number Card.) 1, 2, 3, 4 blocks.*

## Recap

- Have students return their collections by calling them by number. For example, say, “If you have a set of 5, you may go put them away.”
- Award pocket points if most pairs are able to successfully recall the number of objects in their collection without help from their Number Cards.
- Play “Doggie Kisses” video to reinforce counting.
- Recite a counting rhyme such as “One, Two, Buckle My Shoe.”
- Use Think-Pair-Share to review today’s lesson. **Why do you think we learn counting rhymes?** *Answers will vary.* **Do you know any counting rhymes?** *Answers will vary.* **Will you share one with the class?** *Answers will vary.*





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

## Let’s Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “The Bad-Mood Bug,” *The 20th Century Children’s Poetry Treasury*, page 64

### Introduce the Poem

**This morning we talked more about feelings. The poem I want to read today is about feeling in a grouchy, grumpy, or bad mood. The author called his rhyming poem “The Bad-Mood Bug.”**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we are going to write about a time when your feelings were hurt.**

**When was a time that your feelings were hurt?**



- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “My sister yelled at me.”**

**Let’s think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **My sister yelled at me**, as you scribble. **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Review previously introduced emergent-writing strategies.

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

**I will use these things to write my sentence. You can use them when you write your sentence too.**

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

**Example:**

**I am ready to write my sentence. My sentence is, “My sister yelled at me.”**

- **The first word is “My.” I hear the /m/ sound at the beginning of “Mmmmy.” Write “m.”**
- **“Ssssissster” is the next word. I think there might be two /s/ sounds in “sister.” Write two “s”s.**
- **“My sister yelled at me.” The next word is “yelled.” I think I will just draw a line for “yelled.” Draw a line.**
- **“Aaaaat.” That word begins with the /a/ sound. Write “a.”**
- **“Mmmme.” “Me” also starts with the /m/ sound. Write “m.”**

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

**Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

## Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap



- Review the learning focus of the day. Use Think-Pair-Share to have students share about a moment when they felt proud today.

**Today we learned about two more ways that people can feel. Sometimes people feel shy. Other times people feel proud. When you feel proud, you feel good about yourself. You might feel proud of yourself for doing something well. You might feel proud of yourself for trying something new. What did you do today that makes you feel proud? Maybe you read a new word, or maybe you made a new friend. Tell your partner about a reason you are proud of yourself today.**

- Introduce the song “What Do People Do” on the *Getting to Know Myself* CD.

**Let’s listen to a song about feelings. The singer of this song sings about what people do when they are feeling a certain way. How do you think someone might act if he or she were feeling proud? Show me.** Pause while students act out feeling proud. **How do you think someone might act if he or she were feeling shy? Show me.** Pause while students act out feeling shy.

- Play “What Do People Do.” Encourage students to act out the feelings in the song.
- If time allows, pose additional scenarios to students, and have them act these out. For example, you might say, “What do people do when they feel surprised?”



### Vocabulary Review

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

**One of our new words today is “proud.” When are you proud, you feel good about yourself or about something that you have done. T-P-S: When did we see, hear, or use the word “proud” today?**

**Our other new word today is “shy.” Sometimes we feel shy around people whom we’ve never met before. T-P-S: When did we see, hear, or use the word “shy” today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

proud  
shy

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Proud of writing.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <b>We can say, I am proud of the way I write.</b>
The student responds in a complete, but not very elaborate, sentence. <b>I feel proud.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Can you tell us more about why you feel proud of yourself?</b>



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to pretend that you are a Feelings Thermometer and to show your partner with your body how excited you would be to get a pet.** Allow students time to talk with their partners to remember their responses from earlier in the day.

Invite all students to demonstrate the strength of their feelings about getting a new pet. **Let's all pretend that each of us is a Feelings Thermometer. Show with your body how excited you would be to get a pet.**



- Award pocket points when students tell the strength of their feelings.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the elephant for today's show.
- Read & Respond: Distribute the *Hooray for Me!* books. **You get to bring these books home with you today! Share *Hooray for Me!*, *Look at Me Now!*, or another book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the elephant stamp to place an animal image on each student's hand.



# Day 10 | Ready, Set...

## Focus

Feelings words help others know how we feel.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>Literacy Lab: Key card for “d”</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>Feelings Thermometer poster or IWB access</li> </ul>
Theme Exploration	<ul style="list-style-type: none"> <li>Trade book: <i>Lots of Feelings</i></li> <li>Theme vocabulary word cards for “curious” and “confused” or IWB access</li> <li>Feelings Words chart</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
STaR	<ul style="list-style-type: none"> <li>A storybook to read for free-choice day</li> </ul>
15-Minute Math	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> <li>Nutritious “d” snack such as dates</li> </ul>
Stepping Stones	<ul style="list-style-type: none"> <li>Key card for “d” or IWB access</li> <li>“Dd” Uppercase and Lowercase Letter Card</li> <li>KinderRoo puppet</li> <li>/d/ picture cards (dishes, dog, duck) or IWB access</li> <li>Common /d/ objects (optional)</li> <li>Individual writing boards and writing implements</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>A concepts-of-print book to read for free-choice day (student copies)</li> </ul>
Math Mysteries	<ul style="list-style-type: none"> <li>Number Cards (15-Minute Math Kit, item #10163) numbers 1–10, one card of each number</li> <li>Sea Animals poster</li> <li>Counting Sea Animals worksheet (appendix), one copy per student</li> <li>Crayons, markers, etc.</li> </ul>
Let’s Daydream	<ul style="list-style-type: none"> <li>“Doris Skips” on page 8 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>No new materials</li> </ul>

### Additional Materials Needed Today

#### Let's Think About It

- Alex the Ape puppet
- KinderCorner 2nd Edition Plus theme-introduction letter for unit 3 *Those Nearest & Dearest*

## Learning Labs—Additional Materials

### Art Lab | Decorate Dan the Dazzling Dinosaur

- Dan the Dinosaur Outline page (appendix), one copy per student
- Glitter and/or sequins
- Glue

# Day 10 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

## Homework

- Read & Respond

## Available Activities

### Classroom Library Lab

- Same as day 9

### Literacy Lab

- Add the key card for “d” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /d/.

### Math Lab

- Same as day 9

### Computer/Media Lab

- Same as day 9

### Writing Lab

- Same as day 9

### Other

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



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

# Gathering Circle

TIMING GOAL: 15 minutes

Routine
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> </ol>

## Home Link Debrief

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



**T-P-S: What did Dilly do to calm down and meet new friends in last night's story?** *Dilly took deep breaths to relax and then he felt brave enough to say, "Hi."*



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

## Class Council

- Review how to use the Feelings Thermometer to show the strength of feelings.



Point to the Feelings Thermometer poster. **T-P-S: Why do we use a Feelings Thermometer?** **WGR: Where would you mark a Feelings Thermometer if you were very happy about something?** *At the top, at the number 5 (or 4).* **Where would you mark a Feelings Thermometer to show that you are only a little bit happy about something?** *Near the bottom, at the 1 (or 2).* **Where would you mark a Feelings Thermometer to show that you aren't happy at all?** *At the bottom, at the zero.*

**It's good to see that you are leaning how to use a Feelings Thermometer. We will learn more about the Feelings Thermometer and how to use it to help us get along together with our friends in school.**

- Use the Getting Along Together skills previously introduced to address any classroom concerns.

**It's time to have our Class Council meeting. This is a time when we can talk about any problems we might be having at school and work together to solve those problems.**



**If today, day 10, is not a Friday, you may wish to postpone your class meeting until Friday so students know which day to expect their class meeting.**

- As you discuss any class problems, have students name their feelings and work with their partners to use the Feelings Thermometer to help them show how strong their feelings about the problem are. Encourage the use of active-listening skills as they work together to solve the problem.



Remember that these class meetings should empower students to come up with their own solutions for effectively and respectfully resolving conflicts or for strengthening a sense of community and caring.

### Activity to use if you have no other issues that need to be addressed

- Give each partnership a copy of the Feelings Thermometer.

**Today you will work with your partner to name feelings and decide where the red mark should be on the thermometer to tell how strong people’s feelings are as I tell you a little story.**

- Choose one of the following situations for this activity. If time and students’ interest allow, continue and tell the other stories, and have students name the feelings that are described and tell where to place them on the Feelings Thermometer. If you would like to make up stories that reflect situations that have happened in your classroom this week, feel free to do so. Remember to keep the stories general so specific students don’t feel singled out for their behavior.

**Situation 1: You and your sister want a cookie. Your sister goes to the kitchen first and takes the last cookie. When you come into the kitchen to get a cookie, you see your sister finishing the last one. You yell at your sister, “No fair, you ate the last cookie when you knew I wanted one!”**  
**T-P-S: How do you feel? Talk with your partner to decide how angry (or other feeling that the partners name) you would feel and where to mark the Feelings Thermometer to show how strong your feeling is.** Invite students to discuss how partnerships marked their thermometers. **Did you and your partner agree on where to mark the Feelings Thermometer?** If not, have them tell why they felt differently.

**Situation 2: You and a friend are playing ball. Each of you makes a good catch. Another friend comes up and tells you that you are good ball players.**  
**T-P-S: How would you feel? Talk with your partner to decide where to put the red mark on the thermometer to show how happy (or other feeling that the partners name) you would feel.** Invite students to discuss how the partnerships marked their thermometers. **Did you and your partner agree on where to mark the Feelings Thermometer?** If not, have them tell why they felt differently.

**Situation 3: You asked for a puppy for your birthday. When your birthday comes, your mother says, “Come outside with me. I want to show you what I got you for your birthday.” You have a big smile on your face because you are sure that your mother has a puppy waiting for you in the yard. But when you go outside, you mother is standing next to a swing hanging from the tree. Your smile disappears, and tears come to your eyes.**  
**T-P-S: How do you feel? Talk with your partner to decide where to put the red mark on the thermometer to show how sad (or other feeling that the partners name) you are.** Invite students to discuss how the

partnerships marked their thermometers. **Did you and your partner agree on where to mark the Feelings Thermometer?** If not, have them tell why they felt differently.

**Situation 4: You worked on your school project at home all weekend. Your mother offered to help you, but you told her you wanted to do it by yourself. When you took your project to school on Monday, your teacher said that she could tell how hard you worked on the project and that she was very impressed with how well it turned out.** T-P-S: **How would you feel if your teacher told you those things? Talk with your partner to decide where to put the mark on the thermometer to show how proud (or other feeling that the partners name) you would feel.** Invite students to discuss how the partnerships marked their thermometers. **Did you and your partner agree on where to mark the Feelings Thermometer?** If not, have them tell how they felt differently.

- When you finish this activity, using either a real class situation or the stories, ask students what they noticed about how partnerships marked the Feelings Thermometer. If there are differences in where students marked their Feelings Thermometers, talk with them about the reasons for the differences. T-P-S: **Why do you think some partners marked their thermometers at different numbers? It's interesting that sometimes people can feel differently about the same situation.** Point out that people can feel differently about the same thing. What might make one person very angry might make someone else only a little angry. Not all people feel the same way about things.
- Address other concerns, unrelated to the Partner Challenge, if necessary.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **How do you let someone know how you are feeling? Do you make a face? Do you say something special? Tell your partner about it.**

**We are becoming experts in knowing about feelings! Let's see what today's Daily Message tells us about feelings.**

### Daily Message

---

Curious people ask many questions. Confused people sometimes need help.

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



- Reinforce literacy objectives by pointing out the following:
  - **I hear many sounds that we know in our message. Listen as I read the message again. Try to find the word that begins with /m/. Read the message aloud, stressing the /m/ in “many.” Which word begins with /mmm/? Many.** Circle the “m” in “many.”
  - **Which word begins with /a/?** Read the message aloud, if necessary, stressing the /a/ in “ask.” **Which word begins with /a/, /a/, /a/? Ask.** Circle the “a” in “ask.”
  - Repeat this process for the initial /s/ sound in “sometimes.”

**Teacher’s Note:** If students recognize the letters “m,” “a,” or “s” in the middle of words, acknowledge their letter-recognition skills, but do not circle these instances because they do not necessarily share the target phoneme. Instead, ask students to find another letter like that at the beginning of a word. If necessary, explain what you mean by “beginning of a word” by pointing out that words are separated by spaces.

## Theme Learning



- Explain the content of the Daily Message.
 

**I’d like you to think about what someone might mean when he or she feels confused. Then I want you to pair with your partner and tell him or her what you think the word “confused” means. Remember, you may ask your partner questions to help you better understand his or her ideas.** Pause while students share. **Who would like to share what you and your partner think it means when someone says he or she feels “confused”?** *Answers will vary.* Listen to students’ responses, and respond appropriately, correcting misperceptions with a personal comment such as “I feel confused when I can’t figure something out.”

**When you are confused, do you feel happy? No.**
- Use the book *Lots of Feelings* to introduce the concepts of feeling confused and feeling curious. Show pages 18 and 19. Invite students to gather close so they can see the pictures well. Use Think-Pair-Share to have students discuss why someone might feel confused.
 

**Let’s look at our book *Lots of Feelings* again. I’ll show you two pictures. One shows “confused,” and one shows “curious.” Please point to the picture that you think shows someone who is confused.**

**Most of you pointed to the picture of the girl with her face scrunched up. T-P-S: Please think, and then pair with your partner to tell each other why you think the girl in the picture might feel confused.** *Answers will vary.*
- Confirm students’ responses.
 

**You said that you thought someone who is confused has mixed-up feelings. I think you’re right again! From looking at this picture, I’d say this girl is feeling mixed up. You have some good ideas.**

Use the large photographs on these pages to engage students in discussion about the feelings that are portrayed.

- Point to the picture on page 18. Explain what it means to feel shy.

**If the other picture shows someone who is confused, do you think this picture shows someone who is curious? Yes.**

**Look at the picture. What do you think it means when you say someone is “curious”?**

- Listen to students’ responses. Help them to understand the meaning of the word “curious” by making a comment such as “I can tell that you’re curious because you ask questions about things that you want to know about. You look carefully at something that you want to know more about—just like this boy looks like he is thinking carefully or wondering about something. He seems curious about it.”

- Turn to page 1 in the book.

**Let’s look at the first picture in the book. It says, “We have lots of feelings.” T-P-S: What feelings do you think the girl in these pictures might be feeling? Look at each picture.**

- Reinforce the theme for the week.

**I think you have become experts in naming your feelings and the feelings that other people might be feeling. Remember, we can’t always tell how someone is feeling just by looking at his or her face. We have to listen to their words too. As we learn and play today, try to use words that let your friends know how you are feeling. Be sure to listen to your friends’ words too, and pay attention to how they are feeling!**



- Play the digital dictionary videos for “curious” and “confused.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our new words for today are “curious” and “confused.”**


**When you feel curious, you want to learn more about something. You might ask questions or look at a book when you are curious and want to know more information. I can make a sentence with the word “curious.”**

**I like to ask questions because I am a curious person.**

**When we feel confused, we feel mixed up inside. We feel puzzled. I can make a sentence with the word “confused.”**

**If you are confused about something you are learning, you can ask the teacher for help.**

- Quickly review the words on the Feelings Words chart. Add “curious” and “confused” to the chart.

 You will need the Feelings Words chart again in unit 5. If you take it down, store it in a safe place.



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



## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Have students recite “Sometimes.” Encourage them to do the physical motions that accompany the rhyme. Encourage students to act out the feelings as they name them in the rhyme.



- Read the words (see day 9), or play the video.
- Tell students you will read the rhyme again, but you will stop before the rhyming words. Invite students to jump right in with a rhyming word that makes sense. Pause before you read the words “sad,” “loud,” “inside,” and “out.”

### Develop Phonological Awareness—Recognizing Rhyming Words

- Tell students that they will play a new rhyming game today. Tell students that you will ask them to help you say some words and then to listen for which words rhyme.
- Have three students stand in front of the seated students. Whisper a different word from the list in each student’s ear. Have the three students say their words aloud for the class.
- Ask the class to repeat just the two rhyming words. Continue playing the game, selecting three new students to stand in front of the class each time.



#### Example:

**Three students in group 1 say, respectively, “Mad, sad, silly.” The class responds, “Mad, sad.”**

- Group 2: “Shy, happy, cry.” The class responds, “*Shy, cry.*”
- Group 3: “Quiet, old, bold.” The class responds, “*Old, bold.*”
- Group 4: “Serious, proud, loud.” The class responds, “*Proud, loud.*”
- Group 5: “Curious, furious, hurt.” The class responds, “*Curious, furious.*”
- Group 6: “Pride, book, hide.” The class responds, “*Pride, hide.*”
- Group 7: “Frown, sad, glad.” The class responds, “*Sad, glad.*”
- Group 8: “Frown, clown, store.” The class responds, “*Frown, clown.*”
- Group 9: “Talk, sing, ring.” The class responds, “*Sing, ring.*”
- Group 10: “Rug, bug, ant.” The class responds, “*Rug, bug.*”



Acknowledge students’ for carefully listening for rhyming words. Award pocket points if students are able to identify most of the rhyming words.



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

TRANSITION



TIMING GOAL: 20 minutes

### Free Choice



- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.



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



TIMING GOAL: 40 minutes

#### Routine

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

### Dramatic Play Lab | Birthday Party

Description:

- The dramatic play area will continue to be a house where a birthday party will take place.

When You Tour:

- Remind students that the lab is open today.

## Blocks Lab | Build It!

Description:

- Students will continue to build things with blocks.

When You Tour:

- Remind students that the lab is open today.

## Art Lab | Decorate Dan the Dazzling Dinosaur

Description:

- Students will review the /d/ letter shape and sound by decorating the outline of Dan the Dinosaur.

Purpose:

- This lab will help students to develop fine-motor skills, review the /d/ letter shape and sound, and develop oral language and will provide the opportunity to explore art materials creatively.

When You Tour:

- Hold up a Dan the Dinosaur Outline, and ask, Who is this? *Replies.* Dan the Dinosaur looks awfully dull to me. “Dull” means boring. You might like to take glitter or sequins and fill in the outline of Dan the Dinosaur so he doesn’t look so dull. When you’re finished, Dan will look dazzling!

Facilitate Learning:

- Ask students to trace the shape of the letter “d” on Dan the Dinosaur with their fingers. Remind them to go Left around his back, then head to toe—/d/ /d/ /d/. Point to the “d” on the key card, and ask, while tugging your ear, **What sound?** /d/
- Point to the glitter or sequins, and say, **Glitter** (or sequins) **reminds me of diamonds. What sound does “diamond” begin with?** /d/. **Dan the Dinosaur will dazzle like diamonds!**
- Continue to encourage students to use the new theme-related vocabulary in their conversations about Dan the Dazzling Dinosaur.

**Examples:**

- **How is Dan different from other dinosaurs?**
- **How do you think Dan feels about the way he looks?** *Unique, special, happy, etc.*

## Classroom Library: Free Reading

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today. Point out that the books *Jamaica Tag-Along* and *Hooray for Me!* have been added.

Facilitate Learning:

- As you talk with students about the stories they read, help them to expand their responses into complete sentences using theme-related vocabulary.

**Examples:**

- **When I read stories, I am curious about what happens next. What are you curious about in this story?**
- **What is your favorite part in this story? Why?**

## Literacy Lab | Play School: /s/ Is for Snake or Name Creation

Description:

- Students will continue to review the letter shape and sound for /s/ or to write or decorate their names.

When You Tour:

- Remind students that the lab is open today.

## Math Lab | Where Is the Bear? or the Mouse Position Sorting Game

Description:

- Students will continue to use the attribute of position to sort the cards or play Where Is the Bear?

When You Tour:

- Remind students that the lab is open today.

## Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open today.

## Sand/Water Lab | Free Exploration

Description:

- Students will continue to learn about sand and water.

When You Tour:

- Remind students that the lab is open today.

## Science Lab | Scientist Station: Families Investigations

Description:

- Students will continue to use the scientific method to learn about their families from storybooks.

When You Tour:

- Remind students that the lab is open today.

## Writing Lab | Party Invitations

Description:

- Students will continue to use the writing materials to create party invitations.

When You Tour:

- Remind students that the lab is open today, and they can make birthday invitations or do other writing projects.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- Invite students to say the months of the year with you. Then say, **Let's practice counting. Help me count the months of the year.** Touch and count, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.** **How many months are in a year? 12.** **Do you remember what month it is now?** *Answers may vary.*
- Point to the days of the week on the calendar, and ask, **If you know how many days are in a week, say it out loud! WGR: 7.** **Let's practice counting again.** Touch and count, **1, 2, 3, 4, 5, 6, 7.** **There are 7 days in a week.**

- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. What day is today? Replies. Today is** (day of the week).
- Complete the following activities as described on day 6.

## Days of the Week

### Days of School Tape

**Teacher’s Note:** If today is the fifteenth day of school, record the numeral 15 using a green marker. Ask students to look at the tape, and ask, **Why did I write the number 15 in green? Because it ends in 5.** Remind students that the numbers that end in 5 or 0 will be written in green so students can easily skip count by 5s and 10s. Point to the numbers on the tape, and read, **5, 10, 15.** Then invite students to read all the numbers with you, 1–15. *1, 2, 3, 4, ...15. We have been in school fifteen days.*

### Ten-Frames

### Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in today’s number, you completed one row plus \_\_ squares on the Hundreds Chart.



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



TIMING GOAL: 30 minutes

### Snack

- Use snack time to reinforce thematic concepts.
- To emphasize the /d/ sound, you might serve a few delicious dates with the snack.

### Outside/Gross-Motor Play

- Students may wish to have some structured games. If so, perhaps they would like to play and sing “If You’re Happy And You Know It” or to play Cat, Cat, What Is That Feeling?



As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

# Stepping Stones

TIMING GOAL: 30 minutes



## Beginning Phonics: /d/ – a bounced sound

### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /s/.

### Review the New Sound

#### Silly Sentence

- Present the KinderRoo puppet and the key card from the previous day. Remind students that KinderRoo brought a new sound the previous day.
- Say the alliterative phrase two or three times, emphasizing the /d/ sound at the beginning of each word by softly bouncing it.

#### Don't disturb the dinosaur.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “don’t,” “disturb,” and “dinosaur”?**
- Remind students that /d/ is a bounced sound. We can make it longer by softly bouncing it.



- Use My Turn, Your Turn to have students repeat each of the words that begin with /d/, softly bouncing the /d/ sound at the beginning of each word.

#### Let's practice that sound.

<b>Teacher:</b> /d/ on't	<b>Students:</b> /d/ on't
<b>Teacher:</b> /d/ isturb	<b>Students:</b> /d/ isturb
<b>Teacher:</b> /d/ inosaur	<b>Students:</b> /d/ inosaur

#### Mnemonic Picture

- Review the mnemonic picture /d/.



#### Let's watch our funny cartoon about /d/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /d/. Point out that the water makes the /d/ sound as it drips on the dinosaur's head. The water disturbs him!

### Students' Words

- Remind students that yesterday KinderRoo brought some pictures and objects that begin with /d/.

**Ask, What words can you think of that begin with /d/? Work with your partner to think of some words. Then together, decide which word you'd like to share with the class.**

- Have KinderRoo share any pictures or objects from the previous day that students did not name.



### Making the Sound

- Ask students to think again about what is happening in their mouths as they make the /d/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**
- Review the uppercase form of the sound with the uppercase card. Attach the card under or over the key card for /d/ in the wall frieze.

### Forming the Letter

Review the shape of /d/.

- Trace the letter with your finger as you say the letter-writing cue, “Left around his back, then head to toe.” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### Example:

- **What picture does this letter look like? A dinosaur. Yes, this letter looks like a dinosaur. The head and neck make the long stick, and the round part at the bottom is his body.**

Write /d/.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. Ask students to write /d/ several times. Recite the cue with them each time.
- Ask students to examine their partners' letters for the /d/, and have them circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /s/ **Left around, right around, from head to tail.**
  - /m/ **From the man go down, climb one mountain then another.**

## Emergent Reading

### Free Choice

- Invite students to select one or more concepts-of-print books to read with their partners.
- Monitor students as they read together. Record the demonstration of skills observed on the weekly record form.



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Use the Number Cards to do a spot check of students’ knowledge of written numerals. Have students respond by Whole-Group Response.

**I’m going to show you some cards. On each card is a number. When I show you a card, I want you to tell me the name of the number on the card.** Hold up the card with the numeral 5 on it, and ask, **What is the name of this number?** *Five.* Show the card with the numeral 7 on it, and ask, **What is the name of this number?** *Seven.*

- Continue using several Number Cards. This spot check will give you an idea of how much time to spend on today’s activity and which numerals to focus on.
- Award pocket points if most students are able to successfully identify the numerals on the cards.
- Ask students to sit in a circle with their partners.



**T-P-S: Think about what we did yesterday. What did we do when we read the counting book?**



**RWE: We practiced counting to 10. We found sets of objects in our classroom, and we counted them.**

### Active Instruction

- Tell students that they will practice counting again today.

**I am going to show the Number Cards as we count today. When we say, “One,” I’ll show the card with the number 1 on it. When we say, “Two,” I’ll show the card with the number 2 on it. Every time we say a number, I’ll show the card with that number on it.**

- Pick up the Number Cards. Ask students if they are ready. Begin to count. As you and students say, “One,” show the number card with 1 on it. Continue this process as you count to 10. Repeat the activity if students are not familiar with the written numbers.
- Display the Sea Animals poster. Invite students to count each row aloud with you. When you finish counting each row, attach the appropriate number card to the right of the animals.

### Partner Practice

- Explain the activity. Show students the Counting Sea Animals worksheet

**You will make your own sea animal poster by coloring in some of the animals. Next to each row of animals, you will see a number. That number tells you how many sea animals to color in.** Point to the first row. **The first row says, “Color 1.” You will count one whale and color it in.** Point to the second row. **The second row says, “Color 2.” You will count two dolphins and color in two dolphins. Work with your partner to figure out how many animals you should color in on each row, and then count the sea animals together.**

- Provide time for students to complete the activity. Provide crayons, markers, paint, or other materials for students to color in their worksheets.

### Recap



- Have students identify how many sea animals they colored in on each row. For example, point to the row of turtles, and say, “How many turtles did you color in?”
- Award pocket points if most students were able to successfully color in the appropriate number of sea animals in each row.
- Review today’s lesson by asking students to count to 10. Hold up a Number Card, and ask them to name the number. Invite them to count from 1 to that number.



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



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Doris Skips,” *The 20th Century Children’s Poetry Treasury*, page 8

### Introduce the Poem

**We have learned about the /d/ sound. I found a rhyming poem that describes the many feelings of some little girls whose names begin with /d/.**

**You can tell how these girls feel by the way they move on their feet. Let’s listen to the way the author of this poem describes how these girls move in so many different ways.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**We’ve been talking about feeling all week. Today we are going to write about something that made you feel scared.**

**What was something that made you feel scared?**



- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “A dog barked at me.”**

**Let's think about how kindergartners write. Some kindergartners write like this.** Draw some scribble marks on the board or on chart paper. Say, **A dog barked at me, as you scribble.** **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

- Review previously introduced emergent-writing strategies.

**T-P-S: What are some things that I can do if I don't know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.**

**I will use these things to write my sentence. You can use them when you write your sentence too.**

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

**Example:**

**I am ready to write my sentence. My sentence is, "A dog barked at me."**

- **The first word is "A." I will draw a line to stand for this word.**  
Draw a line.
- **"Dog." I hear the /d/ sound at the beginning of "dog." Write "d."**
- **"Barked" is the next word. I think I will draw an open dog mouth.**  
Draw an open mouth with lines coming out to represent a bark.
- **"A dog barked at me." "Aaaaat" begins with the /a/ sound. Write "a."**
- **"Mmmme." I hear the /m/ sound at the beginning of "me." Write "m."**

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

**Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.
- Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.



## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we learned about how we can let others know how we are feeling. If we are curious and want to know more about something, we can ask questions. If we are feeling confused, we can ask for help. How can we let someone know that we are happy? *By smiling or telling how happy we are.* How can we let someone know that we are sad? *By frowning or crying.* How else can we let someone know how we are feeling? *Answers will vary.* If no one mentions it, remind students that they can use their feelings words to let others know how they feel.**

- Review the learning focus of the week, prompting students to identify feelings words.

**This week we have been learning about our feelings. Sometimes we feel happy. Other times we feel sad. What other ways can we feel? *Answers will vary. Possible responses include: excited, grumpy, angry, surprised, afraid, frightened, etc.***

- Tell students you will review the different feelings by playing a game with Alex the Ape. You will share a scenario with students, and they will respond by indicating how someone might feel in that situation.

**Our feelings change often. We can come to school feeling one way and leave school feeling a different way. We are going to play a game to review the different ways we can feel. I will tell you a short story about Alex, and you will tell me how Alex feels. For example, if I tell you that Alex loves candy and he was just given a chocolate bar, you might say that Alex feels happy.**

**Let’s try one together. Alex lost his favorite toy today. How does Alex feel? *Answers will vary.* I heard some good feelings words! Alex might feel sad, upset, or angry if he lost his favorite toy.**

Play the game with students. Restate their responses by using the feelings words in a complete sentence. Some suggestions follow. More than one feeling may be associated with each scenario.

**Alex’s grandmother just gave him a present.** *Happy, surprised.*

**Alex is put in time-out.** *Upset, angry, frustrated.*

**Alex’s team won their soccer game.** *Happy, proud, excited.*

**It’s the first day of school, and Alex does not know anyone.** *Shy.*

**Alex wants to play a game, but he does not understand the directions.** *Confused.*

**Alex sees an animal at the zoo that he’s never seen before.** *Curious.*

**It is storming outside, and the thunder is very loud.** *Frightened, scared, afraid.*



### Vocabulary Review

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

**One of our new words today is “confused.” When you feel confused, you feel mixed up and unsure.** T-P-S: **When did we see, hear, or use the word “confused” today?**

**Our other new word today is “curious.” When you feel curious, you want to learn more about something.** T-P-S: **When did we see, hear, or use the word “curious” today?**



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

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

confused  
curious

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Feel confused.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say,</i> <b>I feel confused.</b>
The student responds in a complete, but not very elaborate, sentence. <b>I feel confused.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us more about why you feel confused?</b>



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

**Cool Kid Recognition**

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.
- Pocket Points for the Day
- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.



**Home Link/Departure**



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

**Read & Respond: You have two books to read at home this weekend! You can read *Look at Me Now!* and *Hooray for Me!* at home with a grown-up.**



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# What Else Can We Get Into?

- The children could create a snack including things that begin with this unit’s sound focuses. For example, they could make macaroni salad with delicious apples; or salad with apples and dates and mayonnaise.
- The children could create their own *In Kindergarten* book.
- Trace around the children’s bodies on large sheets of kraft paper, and ask them to add features and details. Invite them to place the papers at their favorite places in the room.
- Invite the children to write individual non-rhyming poems about themselves, similar to the poems in *Let’s Daydream*. They can dictate responses to the following questions with one- or two-word answers:

<b>What is your first name?</b>	<b>First line:</b> Child’s name
<b>What do you like best about your face?</b>	<b>Second line:</b> Adjective(s) and physical feature
<b>What do you like to do?</b>	<b>Third line:</b> Favorite thing to do: verb <b>Fourth line:</b> Favorite thing to do: noun

### Example:

**Juan**

**Big brown eyes**

**Plays**

**Hide-and-peek**

- The children could illustrate pages of a rhyming book. They think of words that rhyme with “cat,” for example. You write down their suggestions, one per page. The children illustrate the pages with the words on them; for example, “hat,” “bat,” “rat,” “sat,” “mat,” “fat,” “pat.”

- The children could make “Me” books. Have pages available with preprinted topics, such as “My Name,” “Height and Weight,” “Self-portrait,” “My Favorites,” and “My Family.” The children draw pictures or write about these topics and others they think of and put them together in a book.

The books can be laminated and kept in the classroom library (if the children wish) or taken home for them to read to their families.

- Play the game I Spy at Outside/Gross Motor Play. Focus on items on the playground that can be described with position words.
- Play a Simon Says-type game during Outside/Gross-Motor Play with directions that include position words. For example, “Simon says climb on top of the climber,” “Simon says crawl under the slide,” etc.
- Teach the children the rhyme “I Like Me.”

### **I Like Me**

**I like me because I’m me,  
I like me because I’m me,  
I like me because I’m me,  
Just because I’m me.**

**I like you because you’re you,  
I like you because you’re you,  
I like you because you’re you,  
Just because you’re you.**

# Resource Corner

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# ALL SORTS OF SOCKS

Bright socks  
White socks  
These are just the right socks

New socks  
Blue socks  
I just wonder whose socks

Baby socks  
Gaby's socks  
Kind of, sort of, maybe socks

Green socks  
Keen socks  
Nowhere to be seen socks

Red socks  
Ted's socks  
Did you look under the bed socks

Small socks  
Tall socks  
Just watch where they fall socks

Socks with bows  
Socks with toes  
Even socks with lots of holes

Sort them, match them, put them away.  
You will wear them some other day.

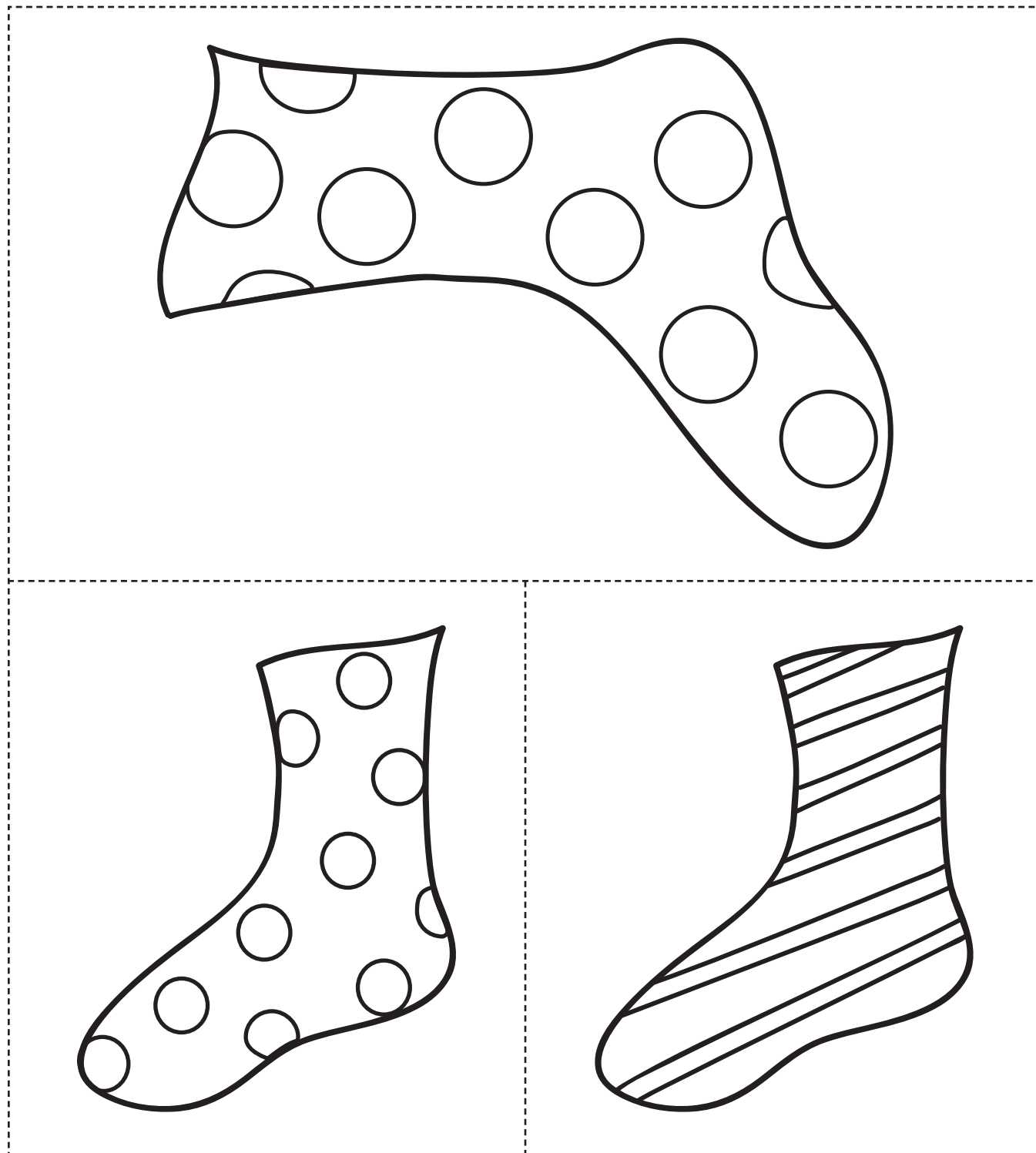
— Traci E. Cottrell



# Sorting Socks

**Math Mysteries** Make two copies of each page. Color the socks, and cut them apart.

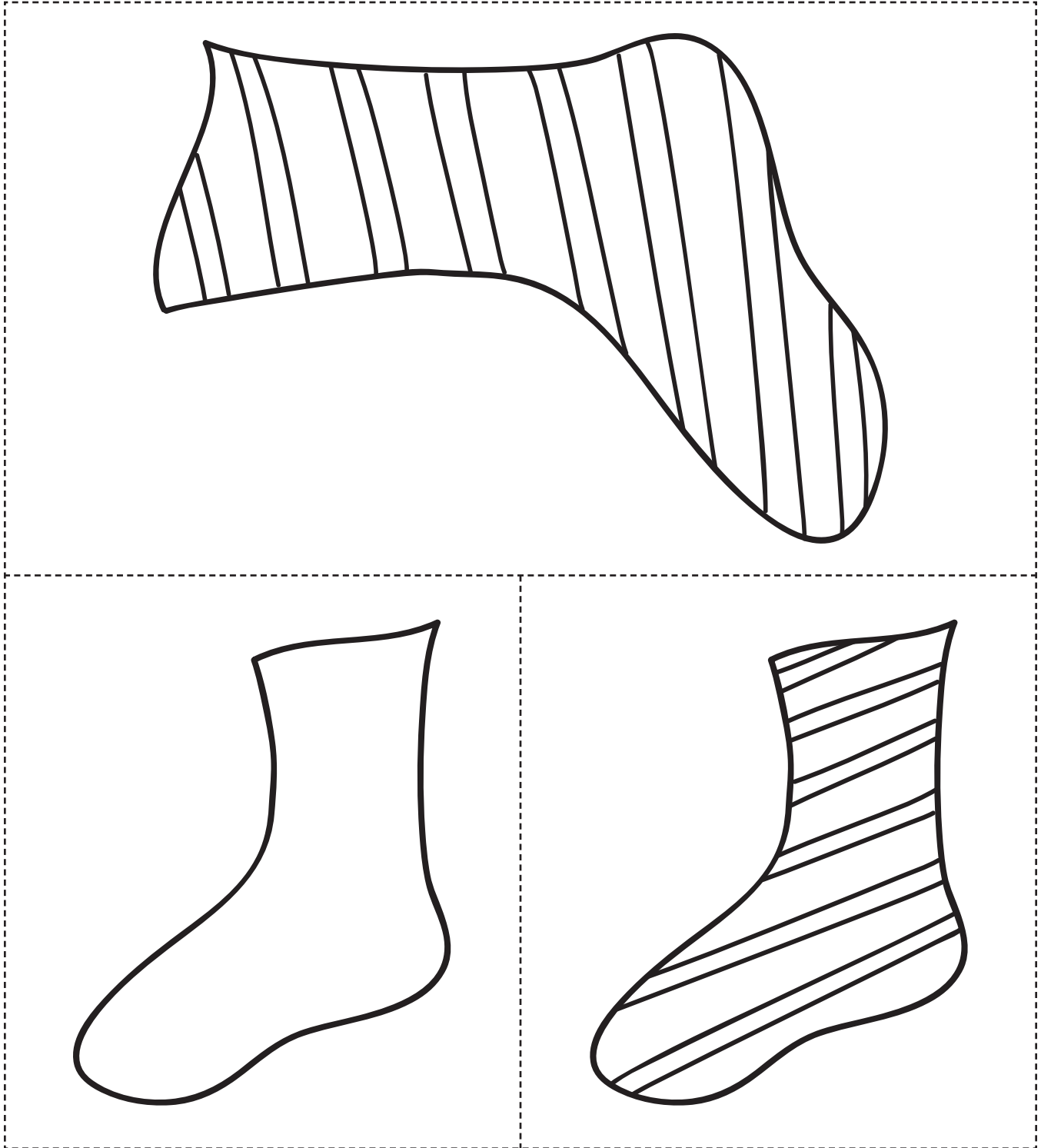
**Math Lab** Make five copies. Color the socks, cut them apart, and place sets of socks in bags.



# Sorting Socks

**Math Mysteries** Make two copies of each page. Color the socks, and cut them apart.

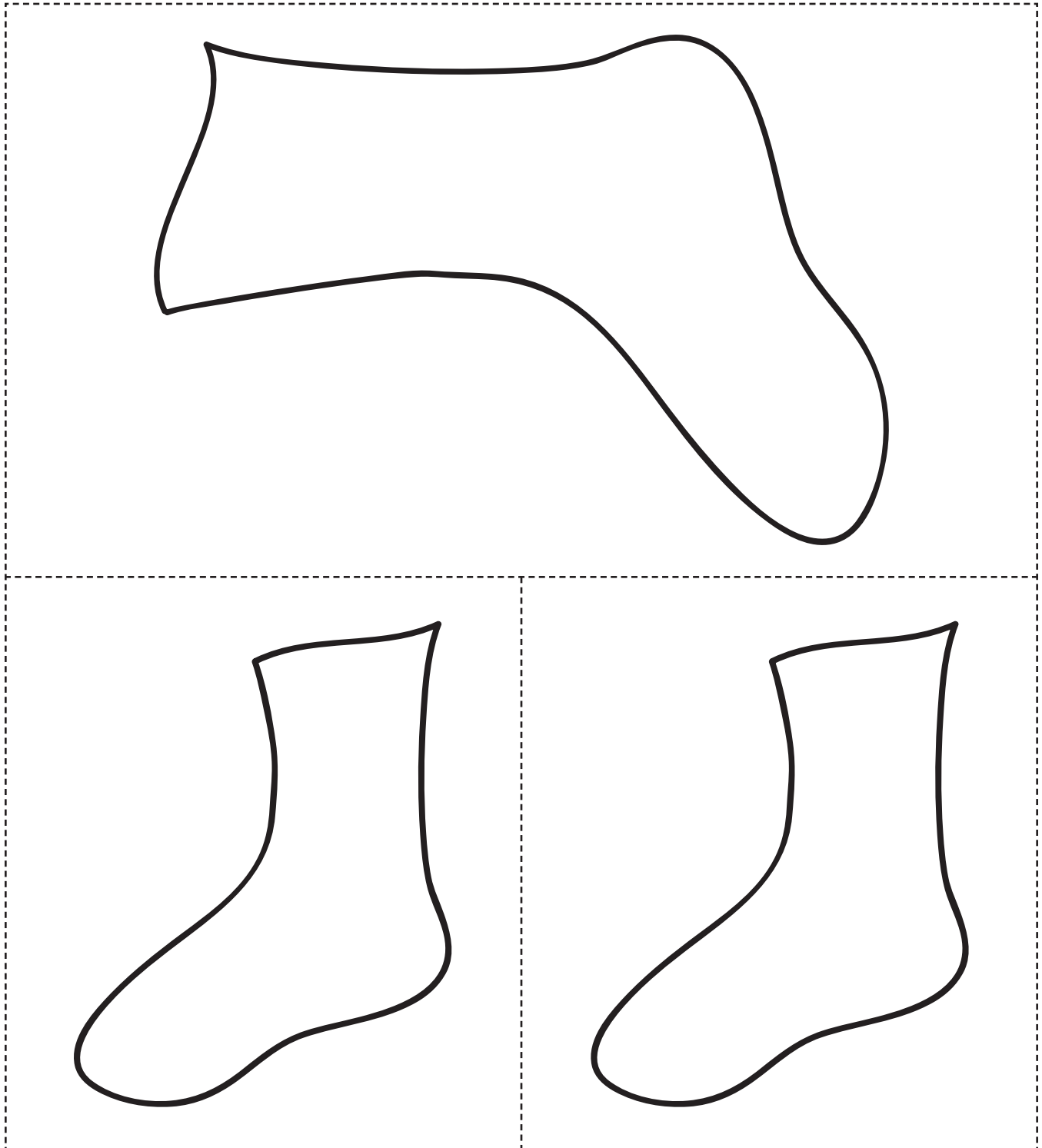
**Math Lab** Make five copies. Color the socks, cut them apart, and place sets of socks in bags.



# Sorting Socks

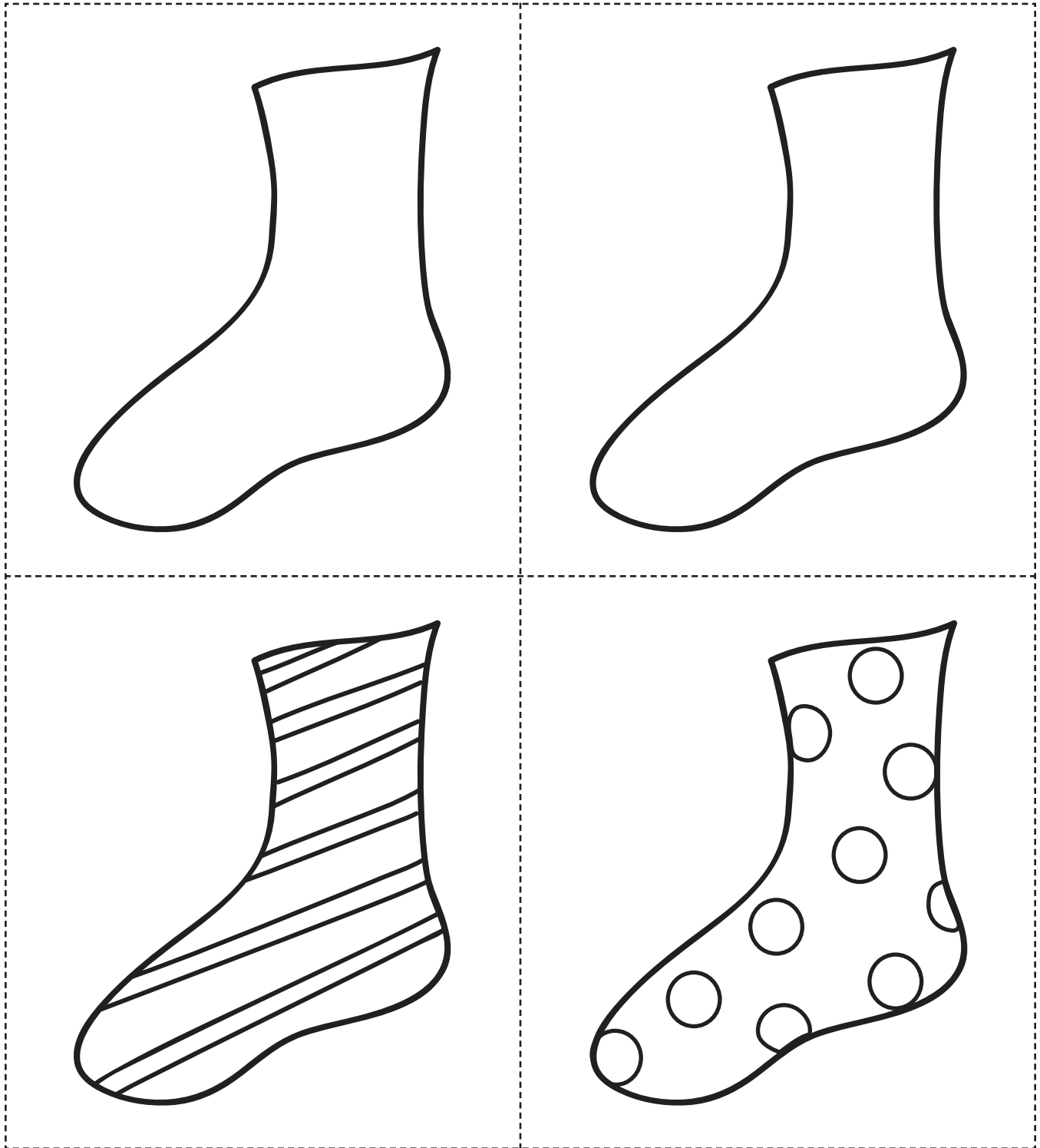
**Math Mysteries** Make two copies of each page. Color the socks, and cut them apart.

**Math Lab** Make five copies. Color the socks, cut them apart, and place sets of socks in bags.



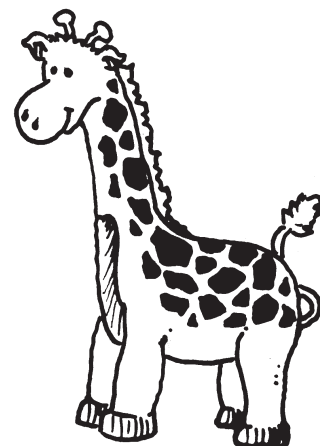
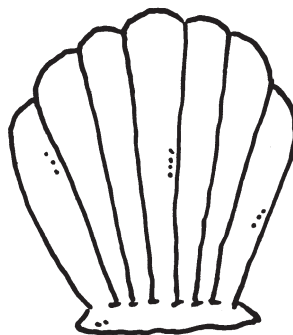
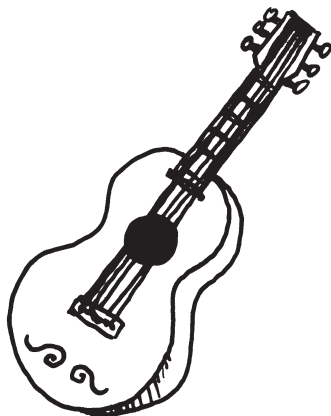
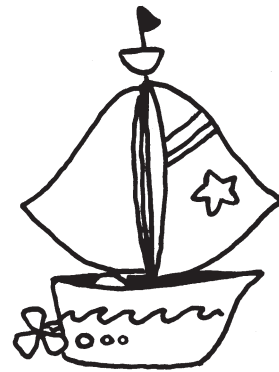
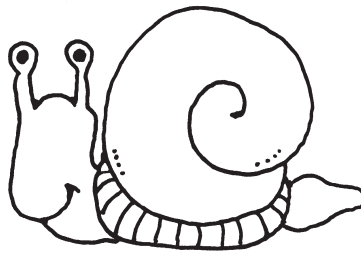
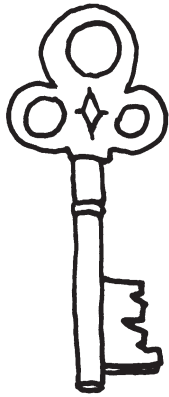
# Individual Sorting Socks

Make enough copies for each student to have one sock. Cut the socks apart.



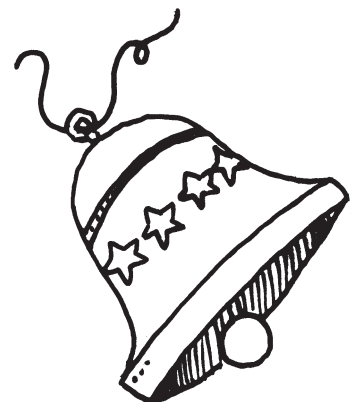
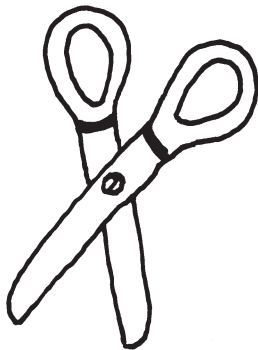
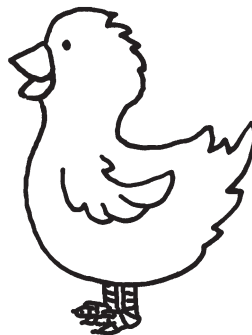
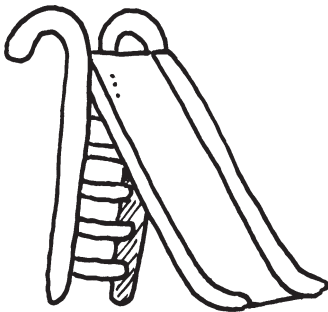
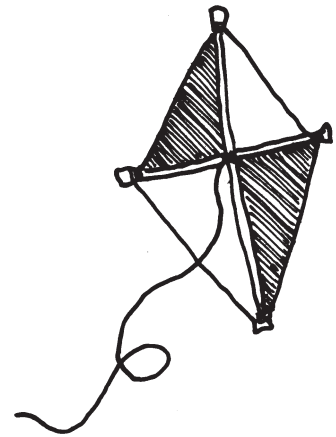
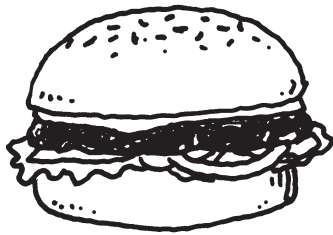
# Matching Cards Set #1

Make two copies. Cut the cards apart.



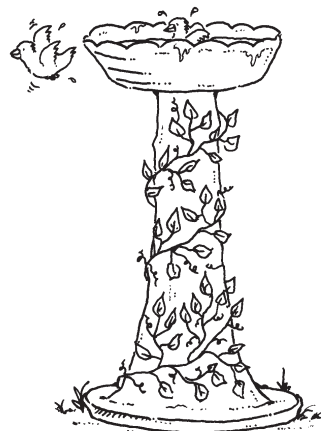
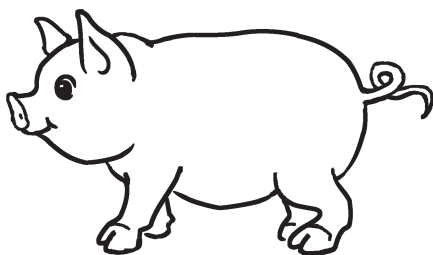
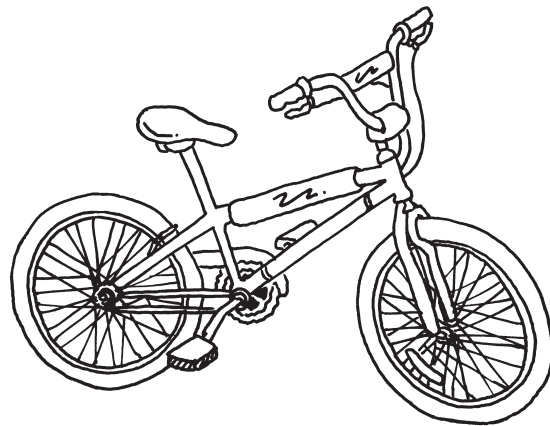
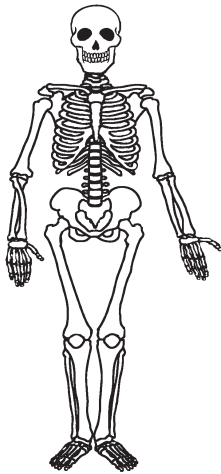
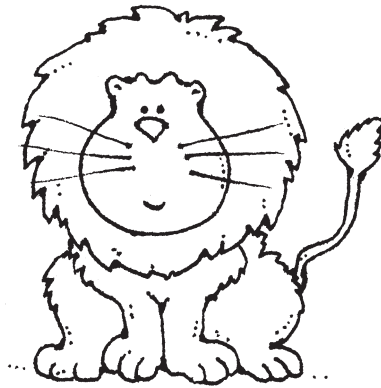
# Matching Cards Set #2

Make two copies. Cut the cards apart.



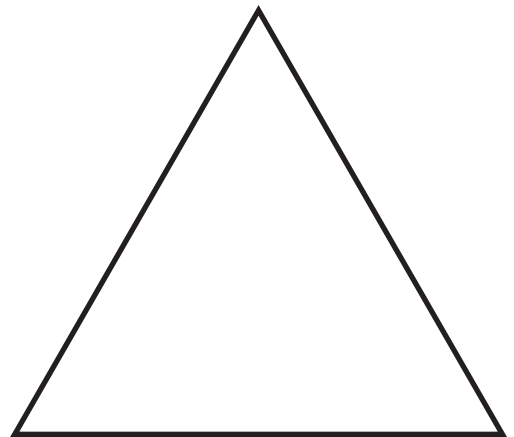
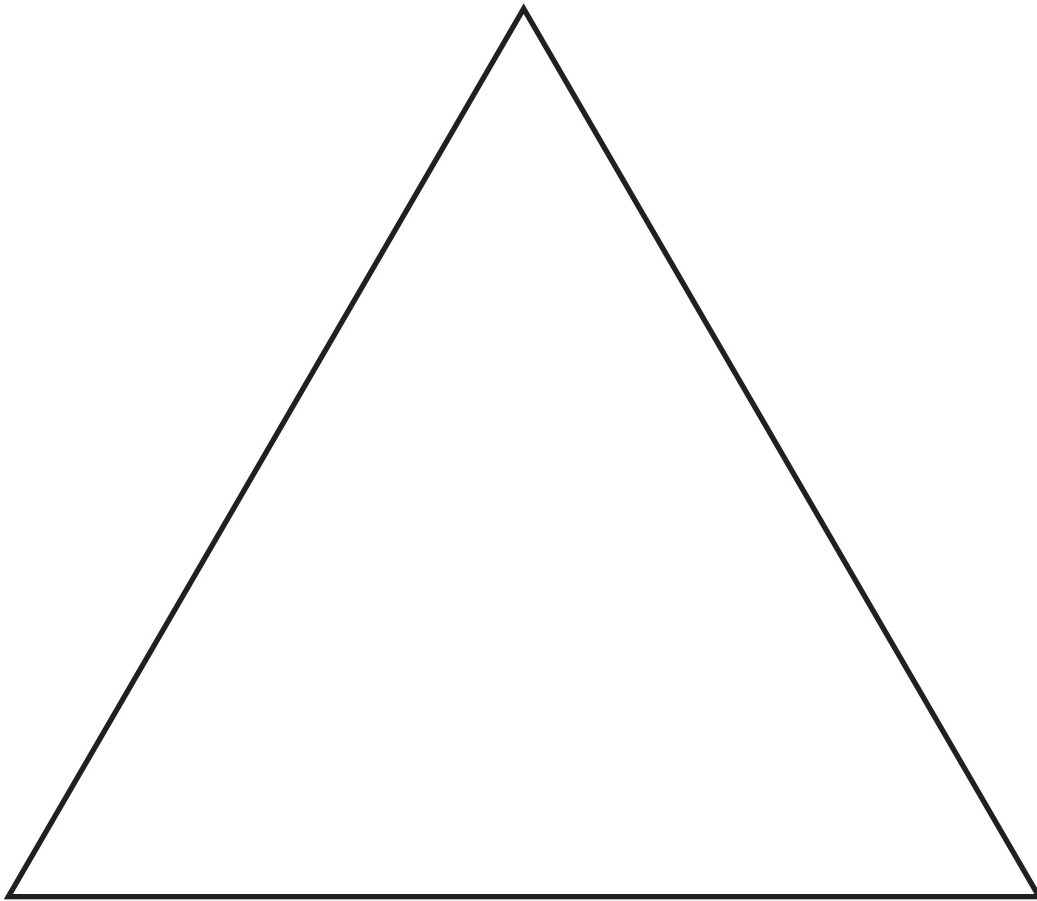
# I Like Myself! Retell Picture Cards

Copy, cut apart, and laminate (optional).



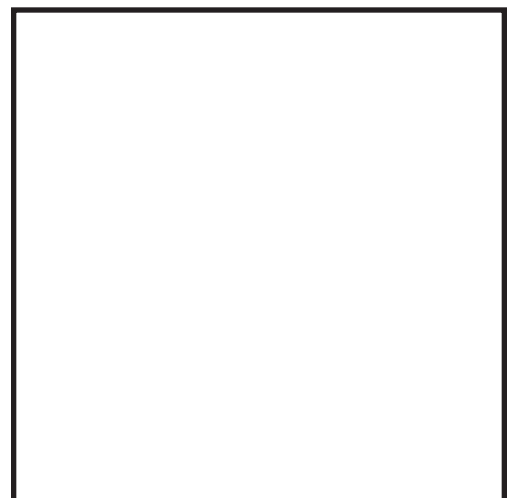
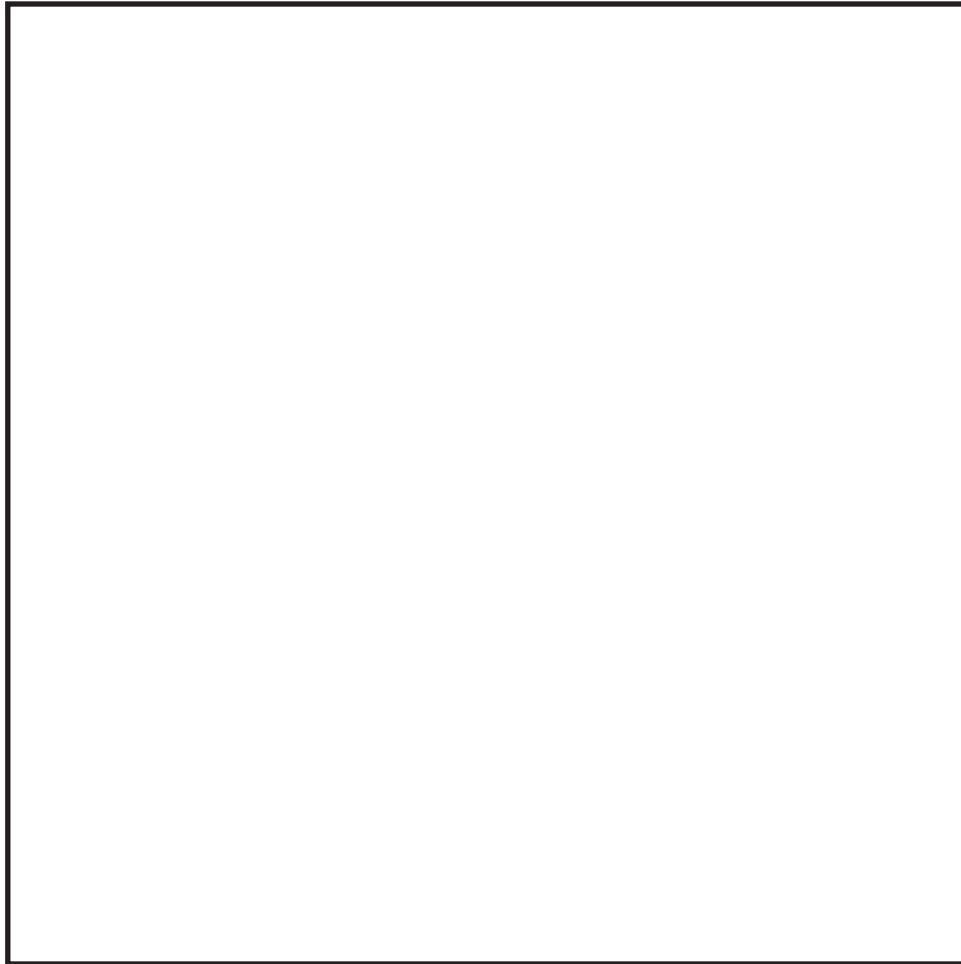
# Attribute Shapes—Triangles

Make three or four copies of each sheet—one on red construction paper, one on blue, and one on yellow; or color the shapes red, blue, and yellow; and cut out.



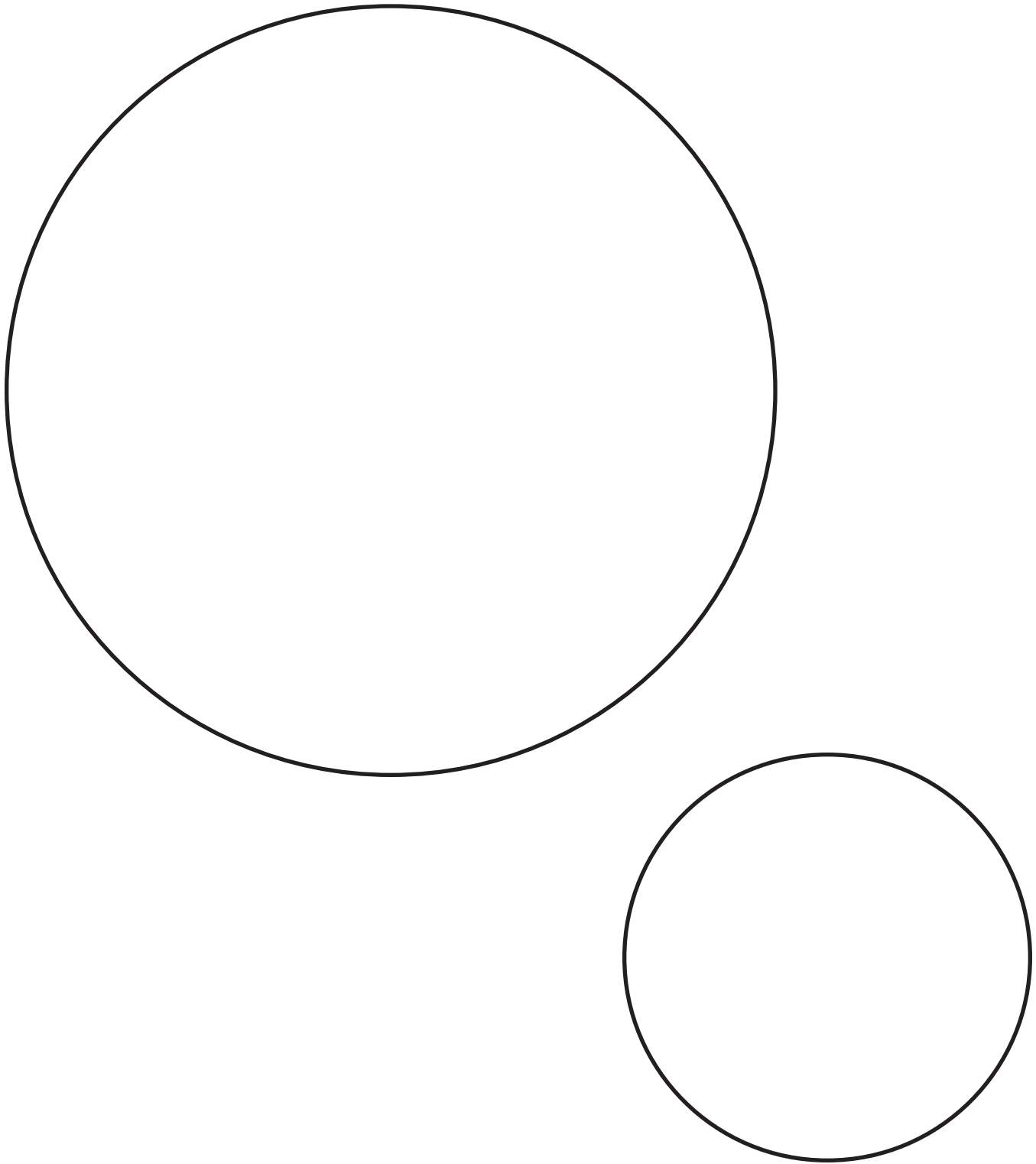
# Attribute Shapes—Squares

Make three or four copies of each sheet—one on red construction paper, one on blue, and one on yellow; or color the shapes red, blue, and yellow; and cut out.



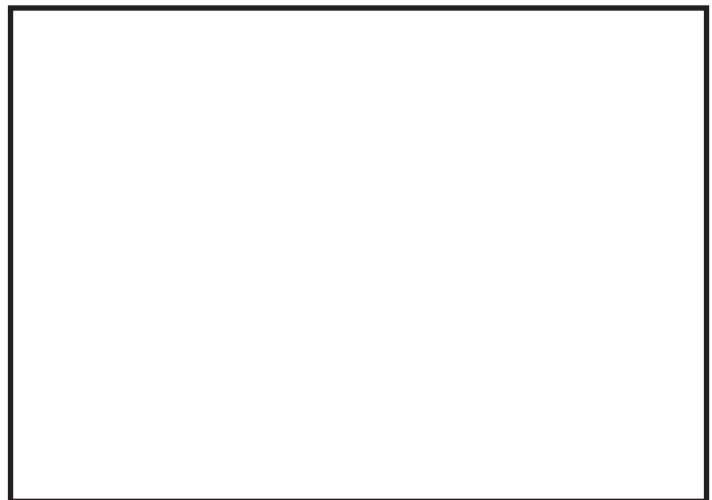
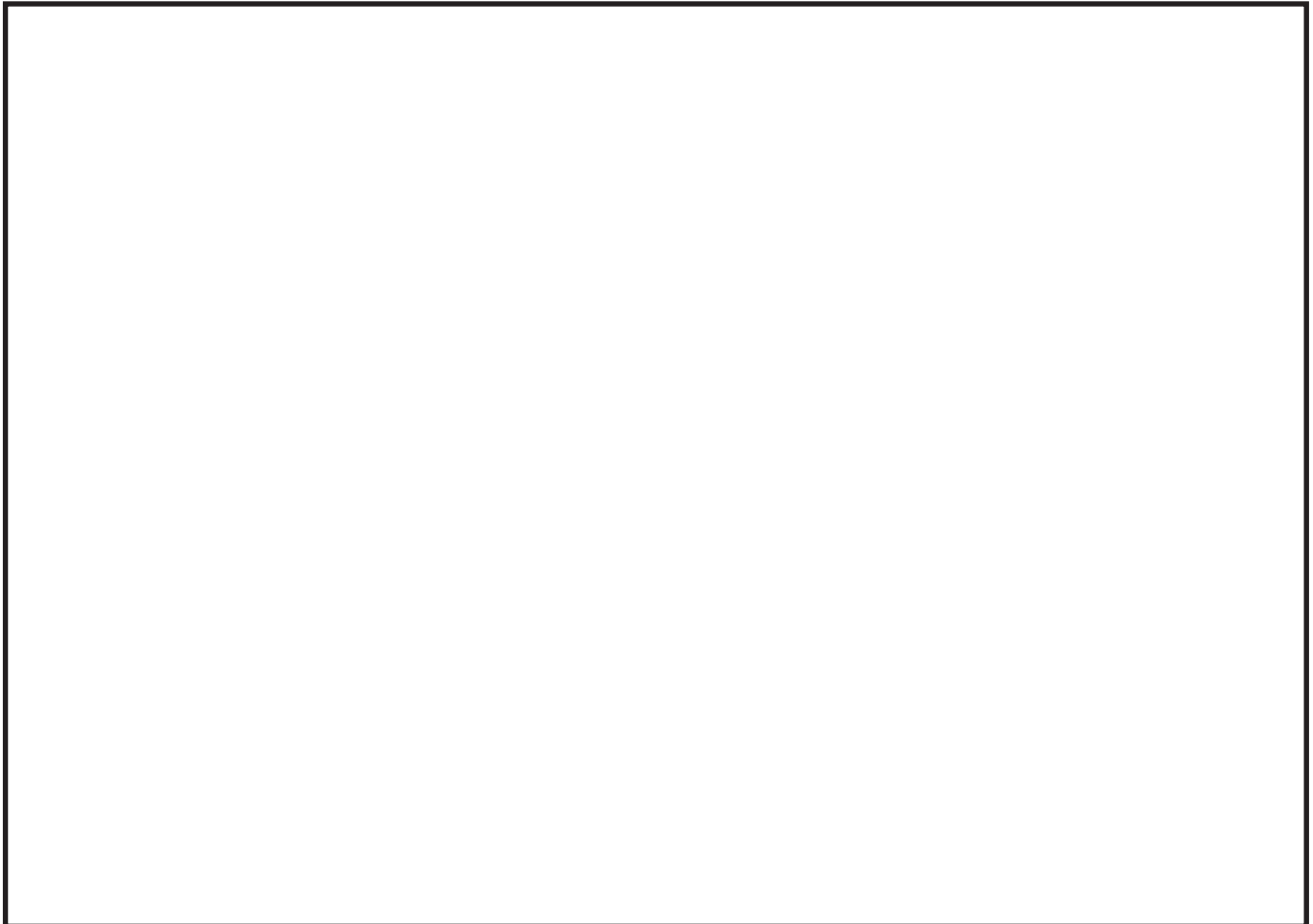
# Attribute Shapes—Circles

Make three or four copies of each sheet—one on red construction paper, one on blue, and one on yellow; or color the shapes red, blue, and yellow; and cut out.



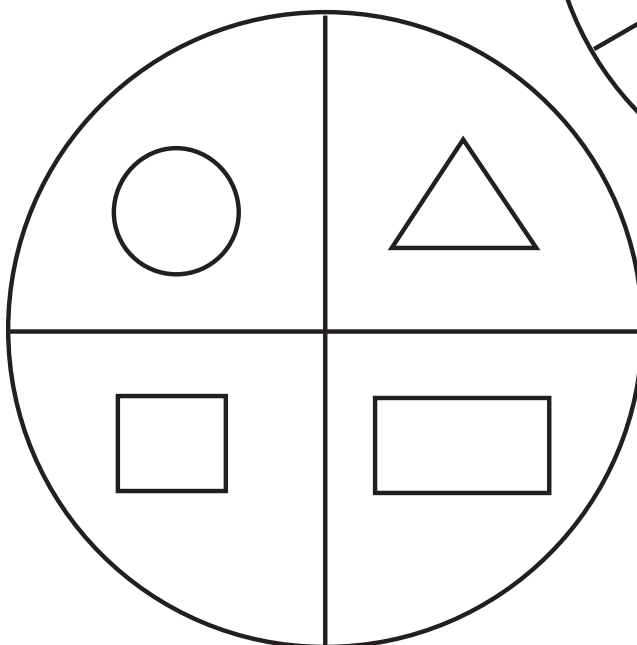
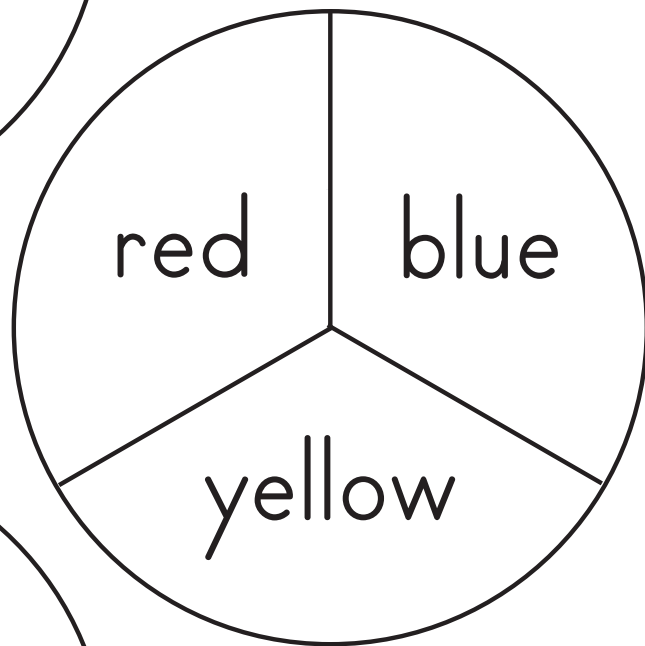
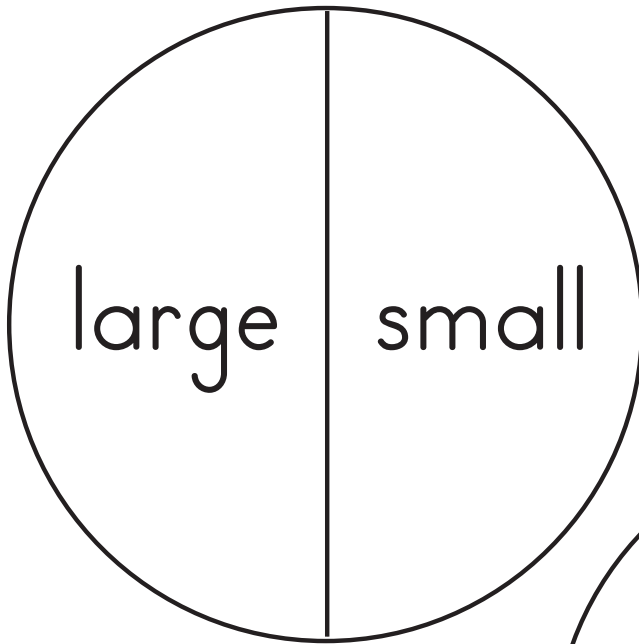
# Attribute Shapes—Rectangles

Make three or four copies of each sheet—one on red construction paper, one on blue, and one on yellow; or color the shapes red, blue, and yellow; and cut out.



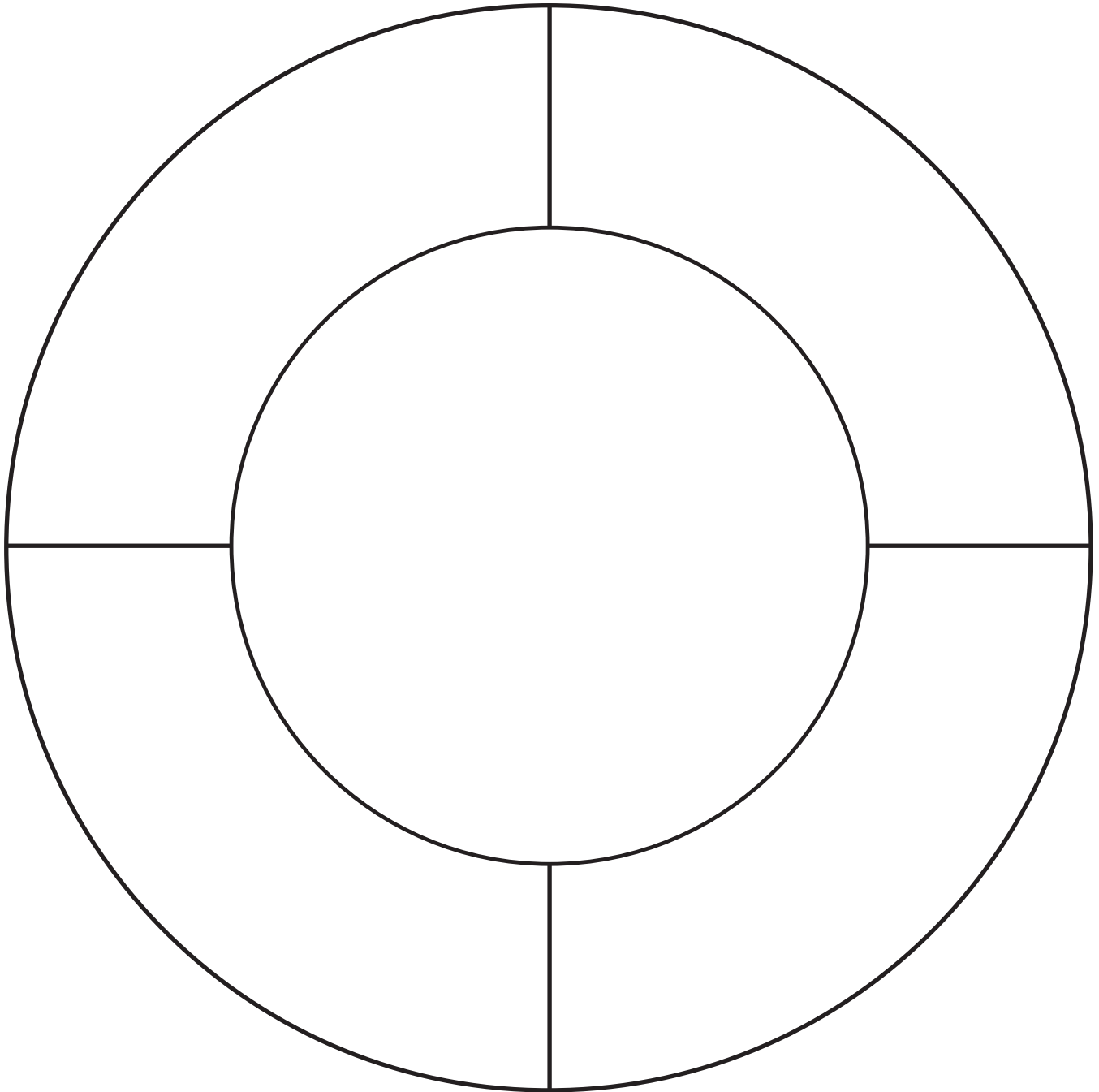
# Attribute Spinners

Copy; tape a transparent spinner to each Attribute Spinner.



# Sorting Organizer

Make one copy per child.



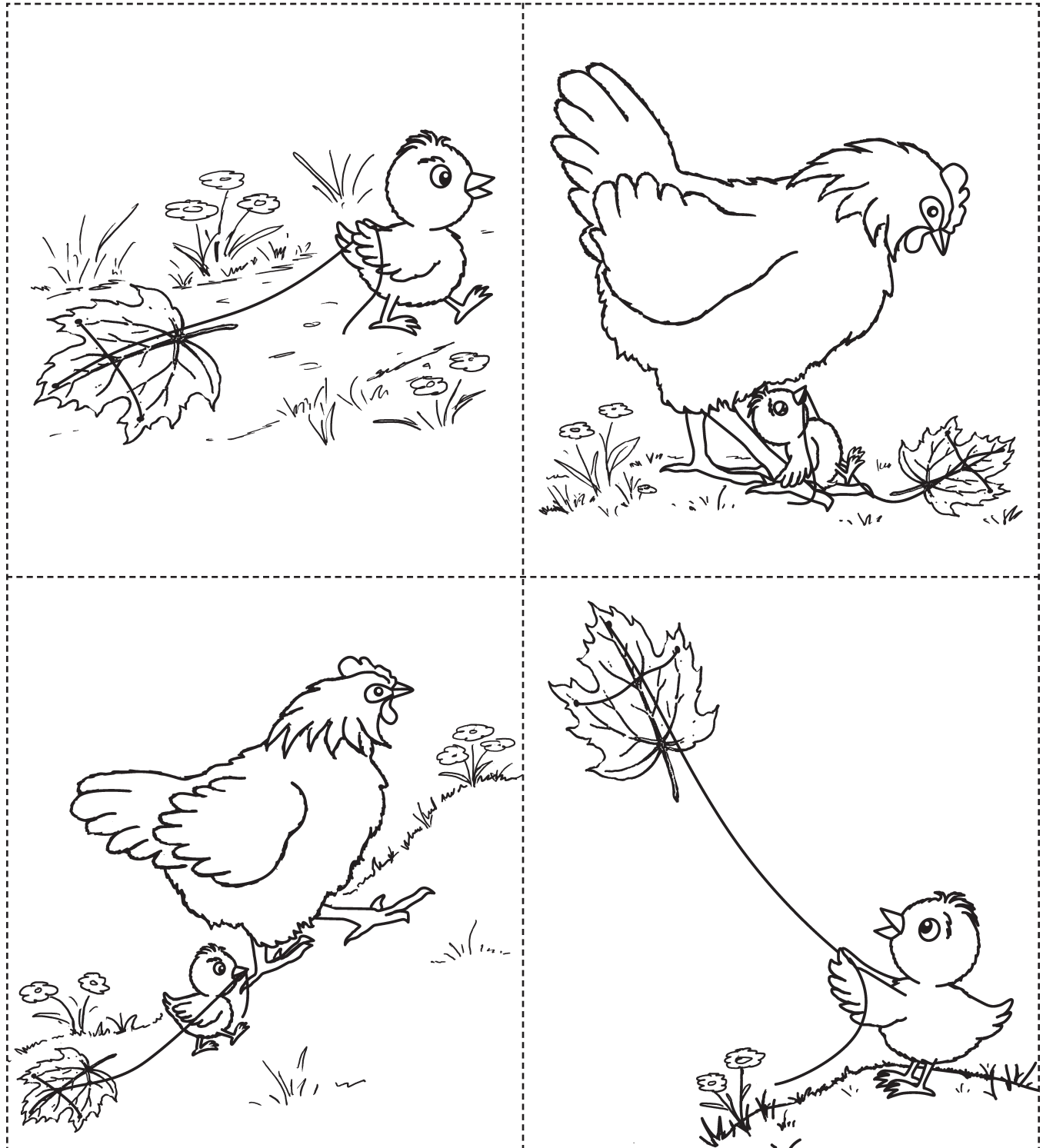
# "m" Outline Sheet

Make one copy per student.



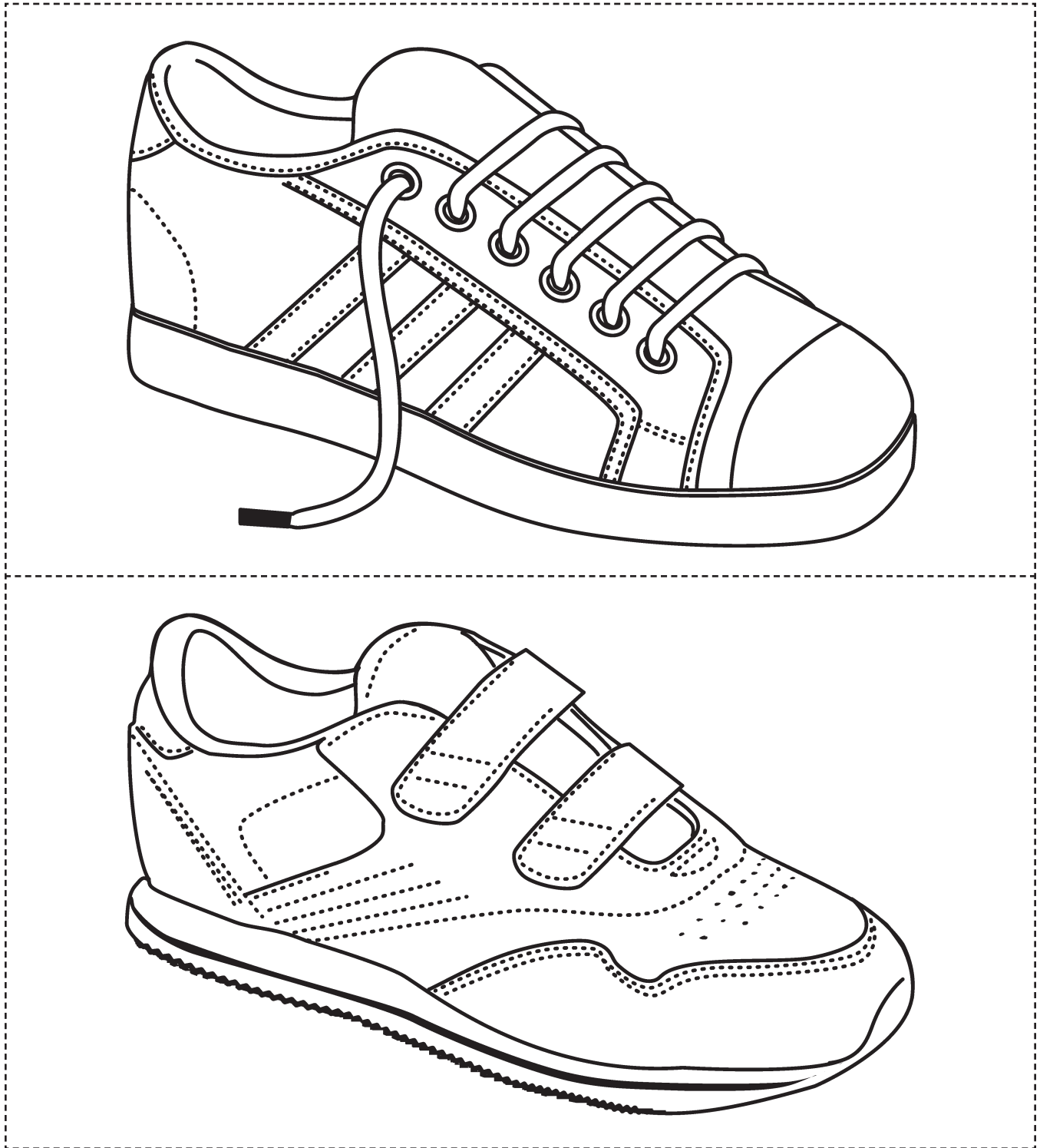
# Sequencing Cards for "The Kite That Would Not Fly"

Make one set per student.



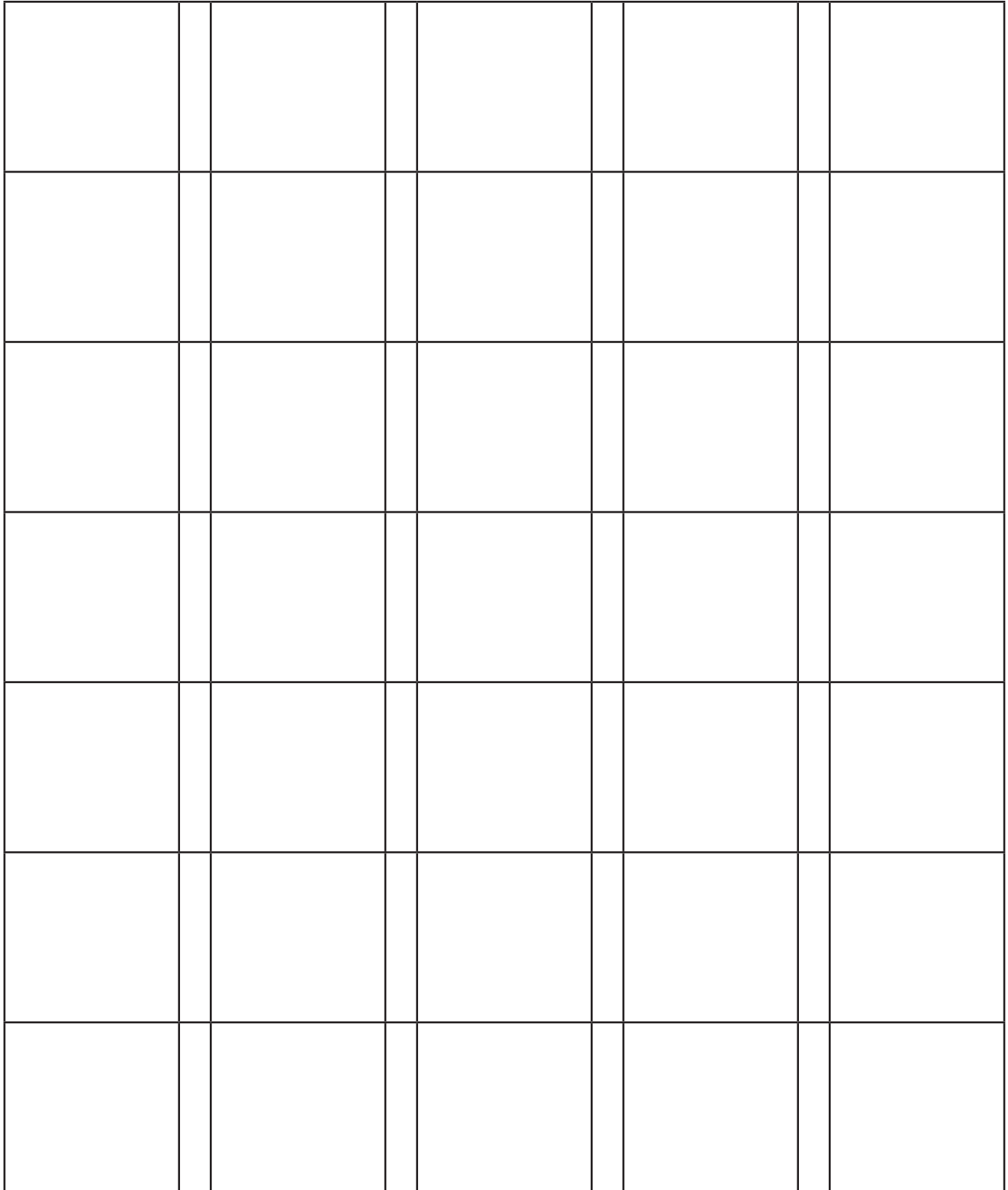
# Graphing Shoes

Make enough copies for each student to have one shoe. Cut the copies apart.



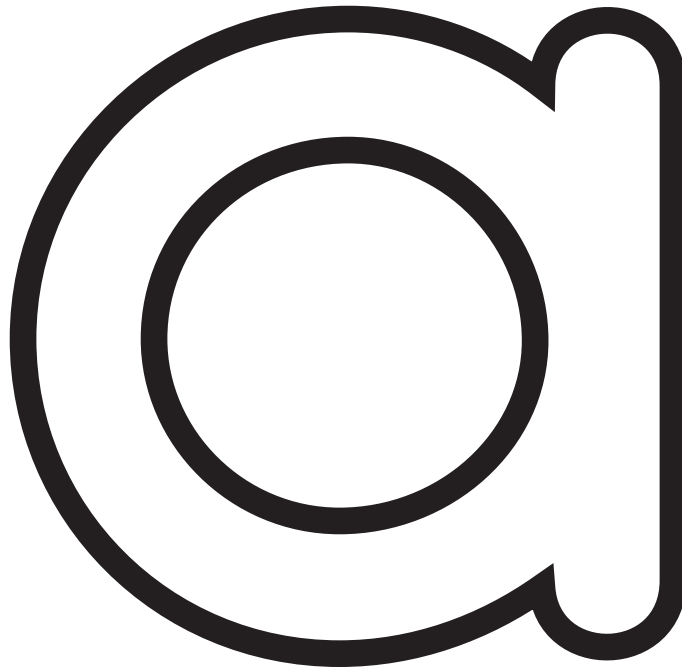
# Graphing Grid

Make one copy per student.



# "a" Outline Sheet

Make one copy per student.



# Feelings Faces Cards

Copy, cut, and laminate (optional).



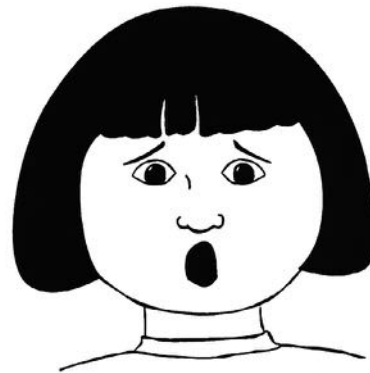
Happy Face



Sad Face



Angry Face



Scared Face



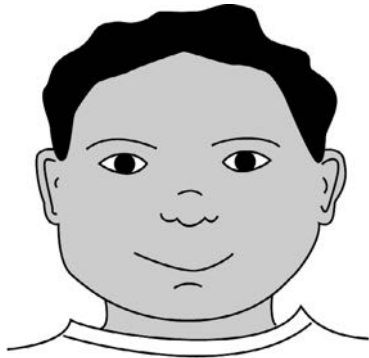
Surprised Face



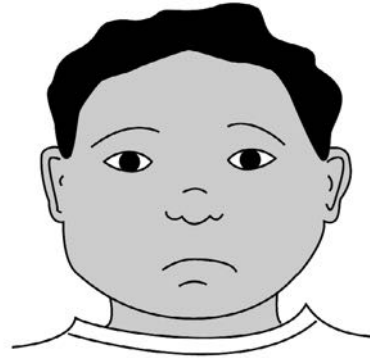
Proud Face

# Feelings Faces Cards

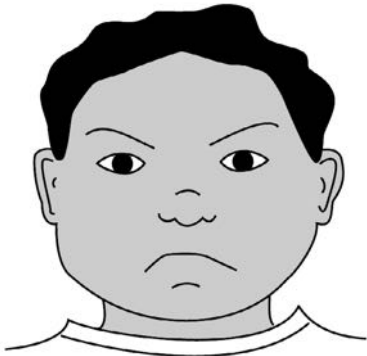
Copy, cut, and laminate (optional).



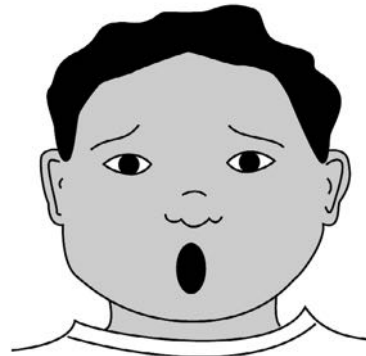
Happy Face



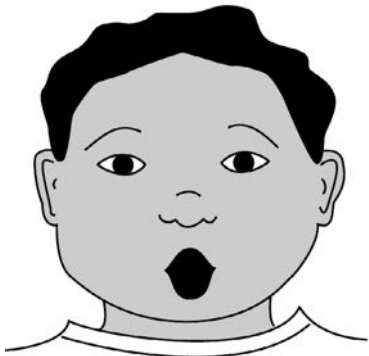
Sad Face



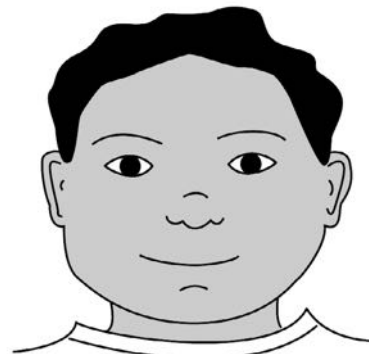
Angry Face



Scared Face



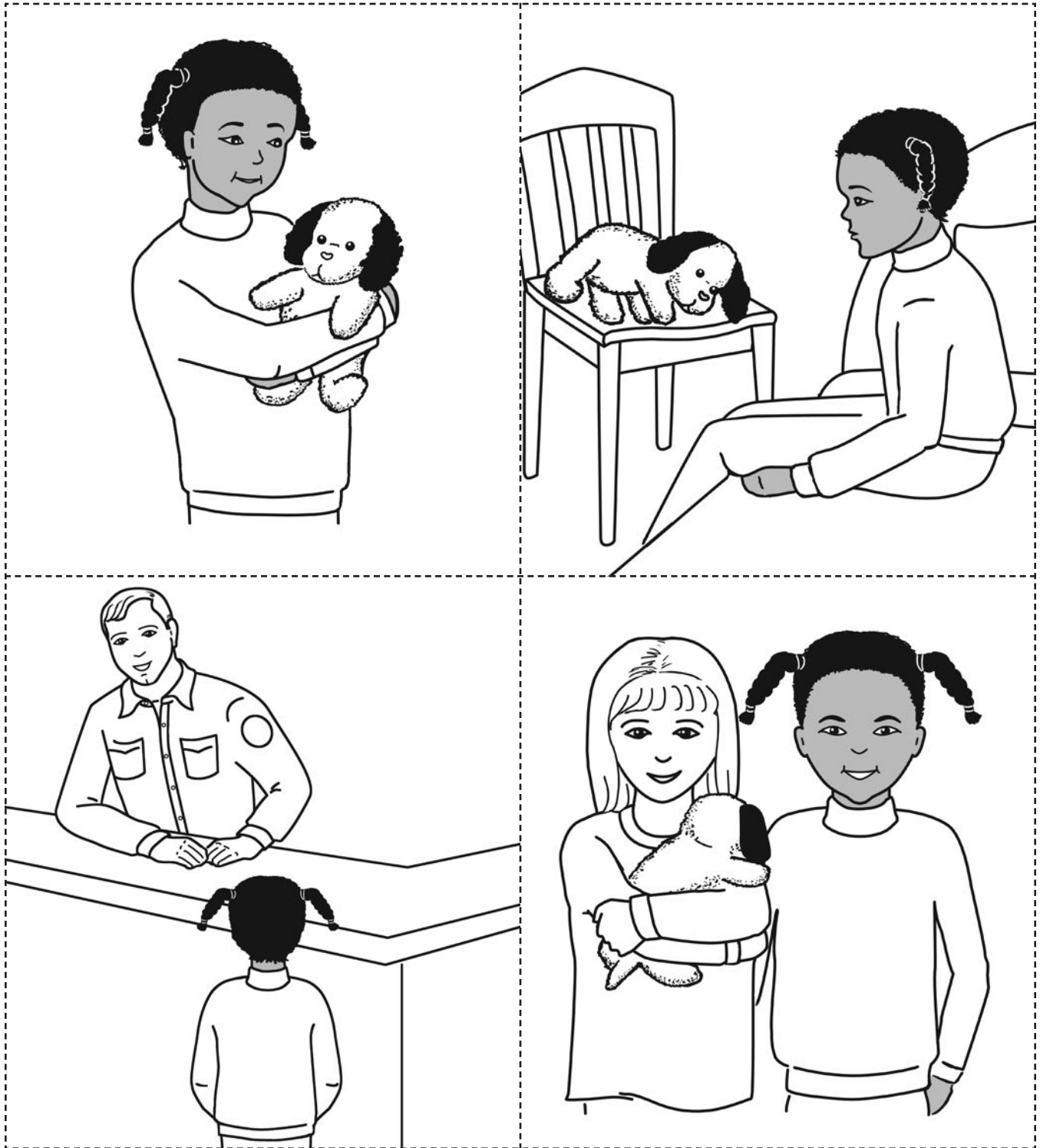
Surprised Face



Proud Face

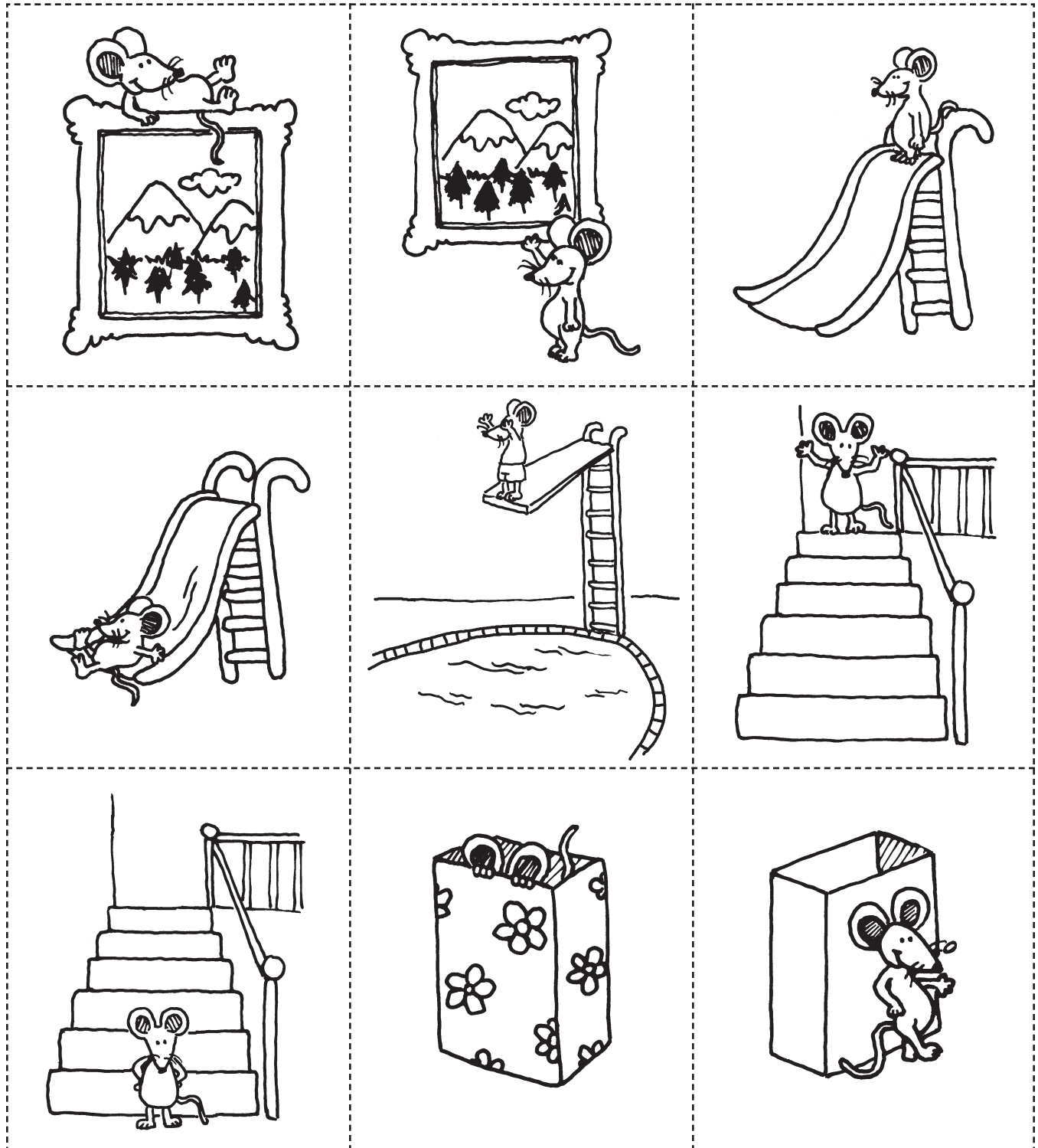
# Sequencing Cards for *Jamaica's Find*

Make one copy per student.



# Position Cards Set #1

Make five copies. Color the cards, and cut them apart.



# Position Cards Set #2

Make five copies. Color the cards, and cut them apart.



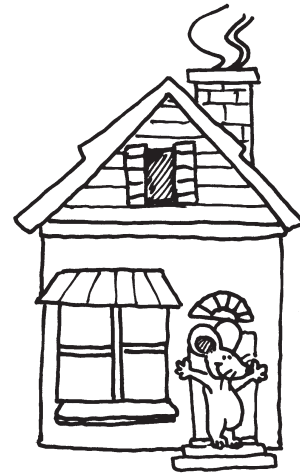
# Position-Cards Sorting Mat

Make five copies.

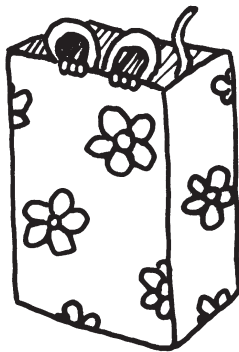
Under/Below/Down



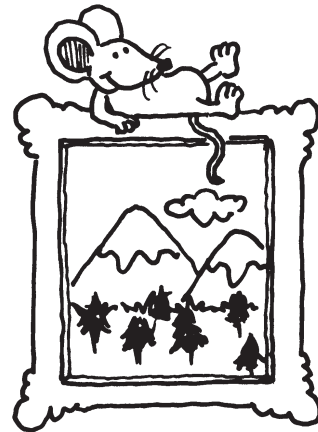
Outside



Inside

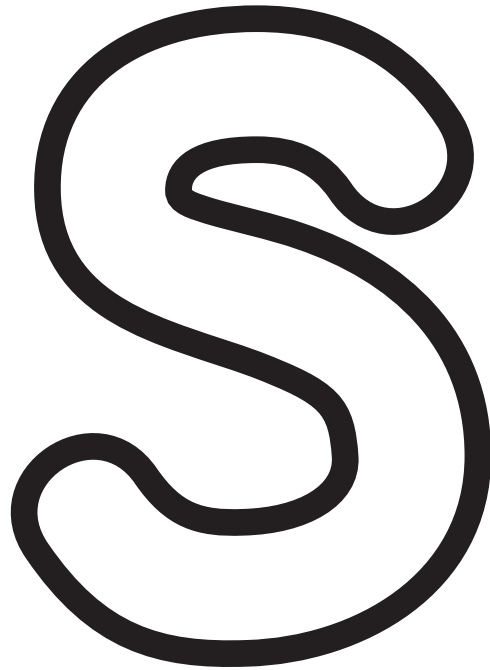


Above/On Top Of/Up



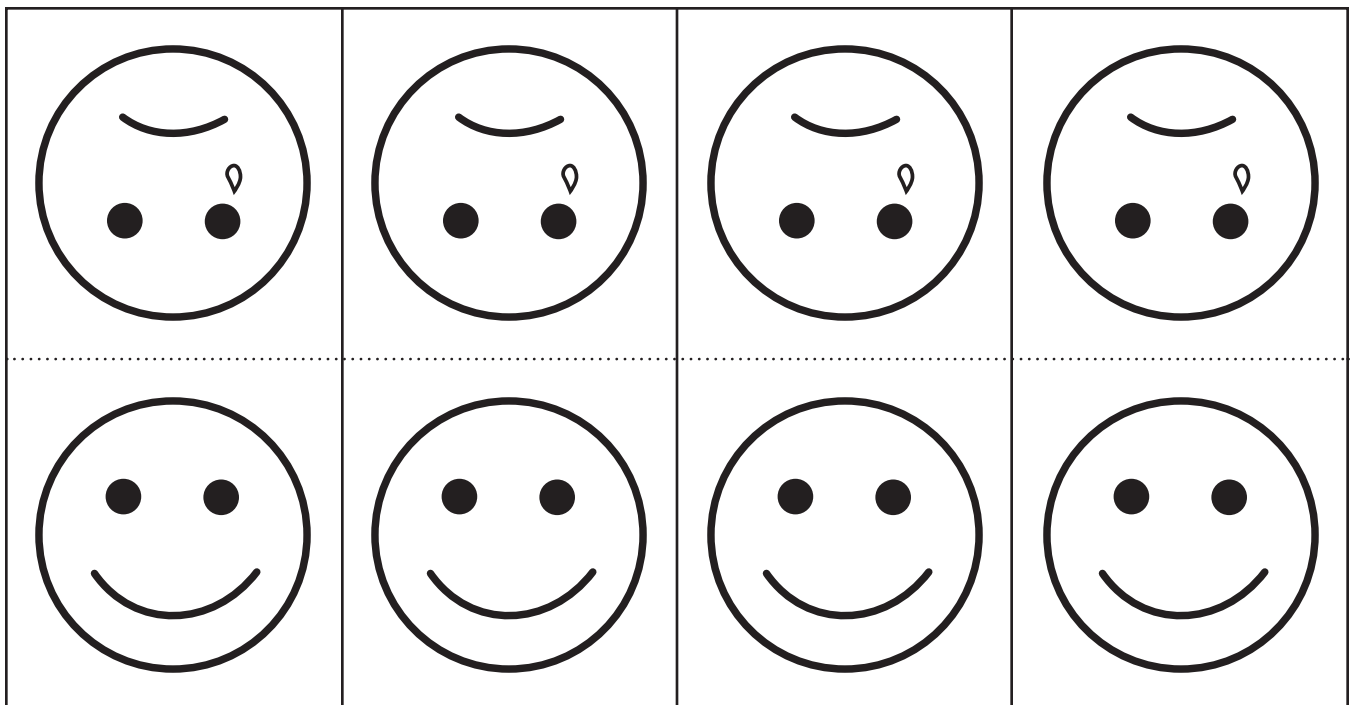
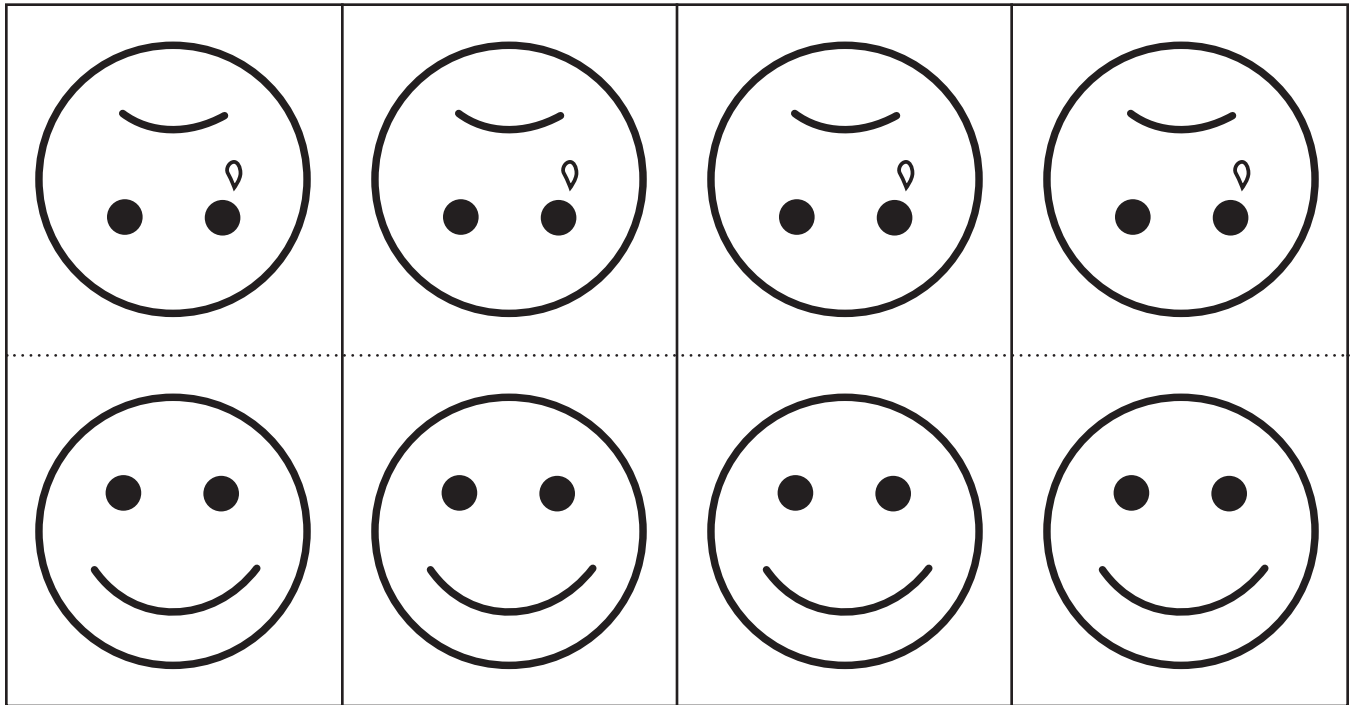
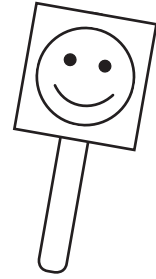
# "s" Outline Sheet

Make one copy per student.



# Happy-or-Sad Face Sticks

Copy. Cut out the strips, and fold on the dotted lines.  
Affix the faces to craft sticks, and distribute one per student.



# Dan the Dinosaur Outline

Make one copy per student.



# Counting Sea Animals

Copy one per student.



## Dear Family,

For the next two weeks, your child will continue to adjust to kindergarten and its many new and exciting experiences. We will focus on helping the children in our classroom to feel valued and respected. They will learn to recognize, name, and express their own feelings appropriately. They will also learn to recognize how others might be feeling and to respond accordingly.

Next week, we will focus on the features and qualities unique to each child and on those that all people have in common. Your child will explore the ways in which he or she is the same as and different from other children in the class. In the story *I Like Myself*, we will read about a child who celebrates her unique personality.

The following week your child will continue to recognize and identify feelings while interacting with others and listening to stories. We will use the stories *Jamaica's Find* and *Jamaica Tag-Along* to explore issues like struggling with conflicting emotions. Asking your child to tell you about these stories, or borrowing the books from the library and reading them to your child, is a great way to reinforce these concepts at home.

The children will also work on recognizing their own names by focusing on the shapes of the letters in their first names. Their names will appear in print throughout the room such as on the jobs chart, the morning sign-in sheet, and the places where they keep their belongings.

How can you help?

Your child will bring home simple, repetitive stories. These books are your child's to keep. Sitting down and letting your child read these stories to you is one of the most important things you can do to help him or her develop critical reading skills. After you read the book with your child, be sure to sign the Read & Respond bookmark and return it to school.

In this unit, we introduce something new, something that will help you learn the answer to that famous question "What did you learn in school today?" Beginning with this unit, you and your child can watch a Home Link show together. The stories, rhymes, and activities on each Home Link episode review all the wonderful things taught in the classroom.

To support your child's learning, all you have to do is:

1. ask your child which animal he or she was asked to watch today;
2. visit <https://vimeo.com/channels/khomelink> on your phone, tablet, computer, or other streaming media device, click on that animal, and enjoy the show together; and
3. afterward, talk about what you saw and the fun activities that you did.

## Estimada familia:

Para las próximas dos semanas, su hijo seguirá ajustando al jardín de infantes y sus experiencias nuevas y emocionantes. Nos centraremos en ayudar a los niños en nuestra clase sentirse valorados y respetados. Ellos aprenderán a reconocer, identificar y expresar sus propios sentimientos apropiadamente. También aprenderán a reconocer cómo otras personas pueden sentir y actuar en consecuencia.

La próxima semana, vamos a centrarnos en las cualidades únicas de cada niño y en las cualidades que todas las personas tienen en común. Su hijo explorará las formas en las que es lo mismo que y diferente de otros niños de la clase. En la historia *I Like Myself*, vamos a leer acerca de una niña que celebra su personalidad única.

A la semana siguiente, su hijo continuará para reconocer e identificar sentimientos al interactuar con otras personas y escuchar historias. Vamos a utilizar las historias *Jamaica's Find* y *Jamaica Tag-Along* para explorar temas como la lucha con sentimientos contradictorios. Una gran manera de reforzar estos conceptos en casa es pedirle a su hijo que le cuente acerca de estas historias, o pedir prestado los libros de la biblioteca y leerlos con su hijo.

Los niños también trabajarán en el reconocimiento de sus propios nombres, centrándose en las formas de las letras de sus nombres de pila. Sus nombres aparecerán en la impresión en toda la habitación como en el gráfico de puestos de trabajo, la hoja de registro en la mañana, y los lugares donde guardan sus pertenencias.

¿Cómo puede ayudar?

Su hijo llevará a casa historias simples y repetitivas. Su hijo puede mantener estos libros. Una de las cosas más importantes que puede hacer para ayudar a desarrollar habilidades de lectura crítica es sentarse y dejar que su hijo lea estas historias para usted. Después de leer el libro con su hijo, por favor firme el marcador de Leer y Responder y devolverlo a la escuela.

En esta unidad, vamos a introducir algo nuevo, algo que le ayudará a aprender la respuesta a la pregunta famosa: “¿Qué aprendiste en la escuela hoy?” Comenzando con esta unidad, usted y su hijo pueden ver a un programa Home Link juntas. Las historias, rimas y actividades en cada episodio Home Link revisarán todas las cosas maravillosas que se enseñan en el aula.

Para apoyar el aprendizaje de su hijo, todo lo que tiene que hacer es:

1. pregunte a su hijo qué animal se le preguntó a ver hoy;
2. visite <https://vimeo.com/channels/kchomelink> en su teléfono, tableta, computadora u otro dispositivo de transmisión multimedia, haga clic en ese animal, y disfruten del programa juntos; y
3. después, hable de lo que viste y las divertidas actividades que usted hizo.





