

A theme guide for kindergarten | Unit 12

Buggy About Spring



KinderCorner
2nd Edition
PLUS

***KinderCorner 2nd Edition Plus Theme Guide:
Unit 12***

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pitney bowes  ★ macy's



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Why *Buggy About Spring*?

Young children’s reactions to tiny creatures such as insects, worms, and other creepy crawlies can range from fascination to fear. Some insects are aesthetically pleasing—the ladybug and the butterfly—while others with a more prehistoric look tend to frighten children (and some adults!). In *Buggy About Spring*, students will study the similarities and differences among insects and other small creatures and how each creature is special and unique. In so doing, students will gain a greater appreciation of even the smallest member of the animal kingdom.

Spring is a time when children spend more time outdoors and become reacquainted with insects and other animals that inhabit their environment. It is a time when children see firsthand the awakening of plants and flowers plus other changes in nature as the season of spring replaces the season of winter. This unit will build on the seasonal concepts introduced in unit 5: *Cornucopia* and revisited in unit 8: *Winter Weatherland*.

This unit will help students begin to see the connection between seasonal changes and animal behaviors, and it will help them compare the lives of various creatures with their own. Students’ sense of the human community learned in unit 11: *Safe & Sound* will be expanded to include the communities of insects and other animals that share their neighborhoods. In *Ant Cities*, students will see how communities of insects live and work together for the survival of all.

Students will read *The Boy Who Didn’t Believe in Spring* and *The Happy Day*, two stories that will inspire them to search for signs of spring where they live. As they learn about and search for signs of spring, they will continue to learn about the cyclic nature of the seasons. The combination of interactive media and regional or national weather maps will build students’ knowledge of other environments where spring may feel or look different from the spring they are currently experiencing.

Buggy About Spring provides many opportunities for students to blossom as they examine, and learn to respect and appreciate, the ever-changing natural world within their own neighborhoods.

Buggy About Spring

daily focus

- Insects and other small creatures are part of our world.
- Ants are insects that live and work together in a community.
- Insects have three body parts and six legs.
- Insects communicate with their bodies.
- A spider cannot be classified as an insect.
- Spring is the season that follows winter.
- Many changes occur during the spring season.
- Animal behaviors change in spring.
- Plants and trees change in spring.
- Spring differs regionally.

Creative Domain

Students will:

- engage in a variety of creative arts.
- participate in dramatic play activities.
- experiment with a variety of art materials.
- participate in singing and chanting activities.

Emotional/Personal Domain

Students will:

- know the daily schedule and move to the next component easily.
- demonstrate confidence in abilities.
- demonstrate interest in classroom activities.
- persist in completing a challenging task.

Cognitive Domain

Students will:

- classify objects by physical characteristics.
- observe and make discoveries.
- draw conclusions based on graphs and charts.
- play Brain Games to develop working memory, response inhibition, and attention control.

Language/Literacy Domain

Students will:

- use thematic vocabulary in conversations.
- use several complete sentences to express thoughts.
- make predictions about stories to be read.
- recall experiences and retell stories sequentially, with detail and with accuracy.
- make inferences and draw conclusions from stories.
- read simple, phonetically controlled text accurately.
- comprehend reading.
- answer higher order questions about the text read.
- see books as sources of information.
- identify initial, medial, and final phonemes in words.
- blend and segment phonemes in a word.
- add phonemes to words.
- substitute phonemes in words.
- write readable words with approximated spelling.
- demonstrate an interest in writing to communicate.

Mathematical Domain

Students will:

- create and name sets of 1–20.
- estimate and count quantities.
- estimate using a partition.
- collect and record data over time on a graph.
- explore problem-solving.
- identify the number that makes ten when combined with any given number from 1–9.

Social Studies Domain

Students will:

- demonstrate an awareness beyond the community.
- acquire concepts about various methods of communication.

Science Domain

Students will:

- ask science-related questions.
- identify selected plants and animals by known characteristics.
- describe basic life cycles of selected plants and animals.
- demonstrate a basic understanding of seasonal changes.
- collect, describe, and record information.

Interpersonal Domain

Students will:

- come to consensus on conflict resolution.
- initiate interaction.
- give and receive social support from peers.
- participate appropriately in cooperative activities.
- display common manners and customs.
- respect differences.

Physical Domain

Students will:

- throw, kick, or roll an object in an intended direction.
- manipulate small objects with precision.
- run with increasing control.
- engage in gross-motor activities such as running and jumping.

Vocabulary

Background Words			
Bugs	Animals	Verbs	Months
antennae	bird	clean	April
anthill	bluebird	live	March
bee	cat	work	May
beetle	dog	Weather	November
body	egg		rain
bug	robin	season	September
butterfly	veterinarian	sun	Readles
caterpillar	Outdoors	temperature	
crawl		backyard	winter
creature	community		soap
cricket	daisies		tail
dragonfly	fence		
earthworm	grass		
firefly	habitat		
fly	plant		
ladybug	tent		
leg	tree		
mosquito	tulip		
tunnel			
wing			

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	
abdomen	migrate
ant	nest
blossom	spider
bud	spring
characteristic	sprout
cool	thorax
insect	warm
lightning bug	web

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

Math Words
actual
estimate
guess
tally mark

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
burst
creep
holler
scooping
sniff
soar
squirrels
steady
swaying
vacant

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	Arrival Activities
 Gathering Circle	Peace Path Brain Game	Skill lesson: Focus
 Theme Exploration	Learn about insects. Read <i>Creature Features: Insects</i> .	Learn about ants. Read <i>Ant Cities</i> .
 Rhyme Time	"Butterfly" Segment words into sounds.	"Butterfly" Blend sounds to make words.
 STaR	<i>My Father's Hands</i> Focus: Relate story plots to reality.	Retell <i>My Father's Hands</i> through dramatization.
 Dramatic Play Lab	Housekeeping Role play in a home setting.	Housekeeping
 Blocks Lab	Build a Habitat Make habitats for insects.	Build a Habitat
 Art Lab	Create a Bug Create a bug or insect.	Create a Bug
 Classroom Library Lab	Buggy Books Explore books about insects and spring.	Buggy Books
 Literacy Lab	Play School: First Sounds Game Identify the first sounds in words and the letters that make those sounds.	Play School: First Sounds Game
 Math Lab	Free Exploration Explore various manipulatives and create number combinations.	Ant Farm Use tally marks to count ants.
 Computer/Media Lab	Free Exploration Software, music, IWB activities	Free Exploration
 Sand/Water Lab	Free Exploration Explore properties of sand and/or water by experimenting with tools.	Ant Cities Make an ant city in the sand.
 Science Lab	Observing Small Creatures Observe and describe bugs and insects.	Observing Small Creatures
 Writing Lab	Describe a Bug Write a description of a bug or other insect.	Describe a Bug
 15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Use pretzels and raw vegetables to create butterflies. Record the temperature, and search for insects.	Serve apple slices. Record the temperature and search for ants.
 KinderRoots	Shared Story: <i>The Mud Dog</i> Focus sound: /u/	Shared Story: <i>The Mud Dog</i> Focus sound: /u/
 Math Mysteries	Estimate and count quantities.	Estimate and count quantities.
 Let's Daydream	"Mosquito"	"Ants, Although Admirable, Are Awfully Aggravating"
 Write Away	Write about an insect you have seen at home or school.	Write how the world would look to you if you were an ant.
 Let's Think About It	Identify characteristics of insects. Graph the temperature.	Write an "ants" acrostic. <i>Ant Cities</i> Graph today's temperature.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: Remember	Remember Brain Game	Class Council
Learn about characteristics of insects. Create insects.	Learn about how insects communicate. <i>Creature Features: Insects</i>	Learn about spiders and their webs.
“Butterfly” Segment words into sounds.	“Butterfly” Identify initial and ending sounds.	“Butterfly” Identify initial and ending sounds.
<i>Where Butterflies Grow</i> Focus: Questioning	Retell <i>Where Butterflies Grow</i> through dramatization.	Free Choice
Caterpillar in a Chrysalis Read <i>The Very Hungry Caterpillar</i> , and act out the metamorphosis of the caterpillar into a butterfly.	Caterpillar in a Chrysalis	Caterpillar in a Chrysalis
Build a Habitat	Build a Habitat	Build a Habitat
Beautiful Butterflies Make butterflies.	Beautiful Butterflies	Spin a Web Make a spider web.
Buggy Books	Buggy Books	Buggy Books
Play School: First Sounds Game	Play School: Final Sounds Game Identify the final sounds in words and the letters that make those sounds.	Play School: Final Sounds Game
Ant Farm	Butterfly Match Match butterfly wings with dots to the correct numerals.	Butterfly Match
Free Exploration	Free Exploration	Free Exploration
Ant Cities	Ant Cities	Ant Cities
Observing Small Creatures	Observing Small Creatures	Observing Small Creatures
Describe a Bug	Bug Messages Pretend that you are a bug, and write a message to another bug.	Bug Messages
Continue counting and number-awareness activities.	Introduce estimation.	Continue counting and number-awareness activities.
Serve trail mix. Reread <i>Ant Cities</i> . Pantomime insect actions.	Serve ants-on-a-log. Play Firefly Hide and Seek.	Use yarn to create a web.
Shared Story: <i>The Mud Dog</i> Focus sound: /u/	Shared Story: <i>The Mud Dog</i> Focus sound: /u/	Shared Story: <i>The Mud Dog</i> Focus sound: /u/
Estimate using a partition.	Estimate and count quantities.	Solve problems.
“Ants, Although Admirable, Are Awfully Aggravating”	“Beetles” “Dragonfly”	“Eyes”
Write about one of the life stages of a butterfly.	Write about how you would communicate with other creatures if you were an insect.	Add a sentence to one written on days 1–4.
Share insect creations from Theme Exploration. Graph today’s temperature.	<i>Creature Features: Insects</i> Create lightning bug pictures. Graph today’s temperature.	Play Agree or Disagree to check students’ understanding of thematic concepts. Graph today’s temperature.

Peek at the Week 2

Lesson Component	Day 6	Day 7
Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
Gathering Circle	Remember Brain Game	Skill lesson—Brain Game skills (stop and think)
Theme Exploration	Learn about the signs of spring.	Learn about the signs of spring. <i>It's Spring!</i>
Rhyme Time	"Itsy Bitsy Spider" Identify medial sounds.	"Itsy Bitsy Spider" Blend sounds to make words.
STaR	<i>The Boy Who Didn't Believe in Spring</i> Focus: Compare settings in different stories.	Retell <i>The Boy Who Didn't Believe in Spring</i> through sequencing (illustration).
Dramatic Play Lab	Spring Cleaning Role play cleaning activities in an imaginary home.	Spring Cleaning
Blocks Lab	Build It! Build structures with blocks.	Building Nests Build nests with fabric and other materials.
Art Lab	Spring Group Art Project Create a spring-themed art project as a group.	Spring Group Art Project
Classroom Library Lab	Books Spring into Action Explore books about insects and spring.	Books Spring into Action
Literacy Lab	Play School: Middle Sounds Game Identify the middle sounds in words and the letters that make those sounds.	Play School: Middle Sounds Game
Math Lab	Free Exploration Explore various math manipulatives, and create sets of 16–20.	Ten Stories Use manipulatives and items from the Wonder Box to tell ten stories.
Computer/Media Lab	Free Exploration: Use available media.	Free Exploration
Sand/Water Lab	Down Came the Rain Use materials to act out "Itsy Bitsy Spider."	Down Came the Rain
Science Lab	Scientist's Station Explore freely with science materials.	Signs of Spring Observe budding plants and other signs of spring.
Writing Lab	Free-Choice Writing Creative writing on topic of choice.	Spring Signs
15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Serve fresh bread. Take a walk outside, and observe signs of spring. Record the temperature.	Record the temperature, and play Squirrels in the Trees.
KinderRoots	Shared Story: <i>Tubb, the Cub</i> Focus sound: /b/	Shared Story: <i>Tubb, the Cub</i> Focus sound: /b/
Math Mysteries	Review making sets of 1–10 and writing numbers from 1–10.	For any number from 1 to 9, identify the number that makes 10.
Let's Daydream	"Helicopters"	"april is a dog's dream"
Write Away	Write about a sign that spring is coming or something that reminds you of spring	Write about what you like or don't like about spring.
Let's Think About It	Create pictures of the signs of spring. Graph today's temperature.	Complete Budding Tree craft. Graph today's temperature.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson—Brain Game skills (stop and think, focus, and remember)	Stop and Think Brain Game	Class Council
Learn about animal behaviors in spring. <i>It's Spring!</i>	Learn about how plants change in the spring. <i>It's Spring!</i>	Learn about spring weather.
"Itsy Bitsy Spider" Segment words into sounds.	"Itsy Bitsy Spider" Substitute phonemes.	"Itsy Bitsy Spider" Add phonemes to words.
<i>The Happy Day</i> Focus: Ask questions about unknown words.	Retell <i>The Happy Day</i> through summarization.	<i>The Story of Sneaky e</i>
Animals in Spring Build animal homes, and act out animal behavior in spring.	Animals in Spring	Animals in Spring
Building Nests	Building Nests	Building Nests
Spring Group Art Project	Green Art Create art with natural materials.	Green Art
<i>The Boy Who Didn't Believe in Spring</i> Sequencing and Retelling Use sequence cards to retell a STaR story.	<i>The Boy Who Didn't Believe in Spring</i> Sequencing and Retelling	<i>The Boy Who Didn't Believe in Spring</i> Sequencing and Retelling
Play School: Middle Sounds Game	Play School: Middle Sounds Game	<i>The Story of Sneaky e</i>
Ten Stories	Ten Stories	Ten Stories
Free Exploration	Free Exploration	Free Exploration
Down Came the Rain	Bathe the Baby Use soap and water to wash dolls, doll clothes, and other toys that need cleaning.	Bathe the Baby
Signs of Spring	Signs of Spring	Signs of Spring
Spring Signs	Spring Signs	Spring Signs
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Record the temperature, and play Squirrels in the Trees.	Record the temperature, and play Squirrels in the Trees.	Record the temperature, and play a game from earlier this week.
Shared Story: <i>Tubb, the Cub</i> Focus sound: /b/	Shared Story: <i>Tubb, the Cub</i> Focus sound: /b/	Shared Story: <i>Tubb, the Cub</i> Focus sound: /b/
For any number from 1 to 9, identify the number that makes 10.	Identify pairs that make ten and write the corresponding equation.	Explore problem-solving.
"Spring"	"March"	"Rain Sizes"
Write about ways that plants change in spring.	Write about what you do in spring that you don't do in winter.	Add a sentence to one written on days 1–4.
Pantomime springtime animal actions. Graph today's temperature.	Sort images of winter and spring plants. Graph today's temperature.	Compare Winter and Spring Temperature Graphs. Pantomime springtime plant and animal behaviors.

You Will Need

Supplied by SFAF:

Books	STaR
	<p><i>My Father's Hands</i> by Joanne Ryder <i>Where Butterflies Grow</i> by Joanne Ryder <i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton <i>The Happy Day</i> by Ruth Krauss</p>
	<p>KinderRoots Shared Stories</p>
	<p><i>The Mud Dog</i> by Robert Slavin and Nancy Madden (SFAF), teacher and student copies <i>Tubb, the Cub</i> by Robert Slavin and Nancy Madden (SFAF), teacher and student copies</p>
	<p>Theme Exploration</p>
	<p><i>Creature Features: Insects</i> by Sally Francis Anderson (SFAF Big Book) <i>Ant Cities</i> by Arthur Dorros <i>What Are the Chances?</i> by Traci Cottrell (SFAF) <i>It's Spring!</i> by Linda Glaser</p>
	<p>Other</p>
	<p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky <i>The Very Hungry Caterpillar</i> by Eric Carle (from unit 2, <i>I Am Amazing! I Feel Fine!</i>) <i>I Wonder Why I Sleep</i> by Brigid Avison (from unit 4, <i>Head to Toe</i>)</p>
Media	<p>KinderCorner 2nd Edition Plus Media and Software flash drive KinderCorner 2nd Edition Plus Home Link show for unit 12 <i>Language Play and Listening Fun for Everyone!</i> CD</p>

Cards/Card Sets	KinderCorner Phonics Picture Cards	
	Key cards: “i,” “g,” “e,” “s,” “c,” “h,” “u,” “a,” “t,” and “b”	
	Letter Blending Cards Deck 1	
	Word/Sentence Picture Cards	
	KinderCorner Activity Cards	
	Rock/Small Creatures Picture Cards Insects/Spider Picture Cards (from unit 5) Apple Tree Sequence Cards (from unit 8) Seasonal Go-Together Cards	
KinderCorner Rhyme Cards		
“Itsy Bitsy Spider”		
Other		
Green Word cards: “cup,” “mud,” “suds,” “yells,” “dug,” “must,” “sun,” “him,” “pup,” “tugs,” “back,” “big,” “but,” “sobs,” “bad,” “bit,” “cubs,” “Tubb,” “bats,” “bugs,” “fun,” and “Tubb’s”		
Red Word cards: “does,” “that,” “oh,” “good,” “likes,” “puts,” “be,” “me,” “play,” “have,” “ow,” and “want”		
Math Kit Items		
	Number Cards	Transparent spinners
	Ten-frame cards	Bear counters
	Dot-Set Recognition Cards	Estimation Posters
	Number Name Cards	
Other SFAF Items		
	Cool Kid certificates (4)	
	KinderCorner Weekly Record Form for unit 12, weeks 1 and 2 (generate with data tools)	
	Puppets: KinderRoo, Joey, and Alex	
	Transparent color counting chips (for pocket points)	
	<i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher’s Manual)</i>	
	Partner Practice Booklets	
	Read & Respond bookmarks	
	Vinyl insects	
Home Link animal hand stamps		

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

Teacher Acquired:

Food		
	<p>For Active Instruction</p> <p>Marshmallows</p> <p>Food coloring</p>	<p>Trail mix</p> <p>Cream cheese</p> <p>Peanut butter</p>
	<p>For Snack</p> <p>Green bell pepper</p> <p>Celery</p> <p>Carrots</p> <p>Pretzel sticks</p> <p>Apples</p>	<p>Raisins</p> <p>Fresh, unsliced loaf of bread</p> <p>Sliced bread</p> <p>Butter</p> <p>Jam or jelly</p> <p>Apple juice</p>
Office/Craft Supplies		
	<p>Pipe cleaners</p> <p>Fabric scraps</p> <p>Polystyrene foam (various sizes)</p> <p>Tissue paper (various, especially green, red, and pink)</p> <p>Colored craft sticks</p> <p>Polystyrene balls (small)</p> <p>Playdough</p> <p>Toothpicks</p> <p>Paper coffee filters (basket type)</p> <p>Clothespins (round head)</p>	<p>Paper bags, lunch size</p> <p>Yellow, orange, and black crayons</p> <p>Paper clips</p> <p>Ball of yarn</p> <p>Construction paper (dark colors)</p> <p>White yarn</p> <p>Butcher (craft) paper</p> <p>Green construction paper</p> <p>Seeds</p> <p>Feathers</p> <p>String</p>

General		
	<p>For Active Instruction</p> <p>Theme-related books, puzzles, and other materials about insects, spiders, and other small creatures</p> <p>Outdoor thermometer (bulb type, child-safe)</p> <p>Magnifiers (hand-held)</p> <p>Bug boxes</p> <p>Bicolored chips</p> <p>Linking cubes</p> <p>Penny</p> <p>Flashlight</p> <p>Brown paper grocery bag</p> <p>Signs of spring (e.g., buds on a branch, daffodils, crocus, or others appropriate to your locale)</p> <p>Theme-related books, puzzles, and other materials about spring</p> <p>Plant buds</p> <p>Newspaper weather map</p> <p>For Learning Labs</p> <p>Small plastic plants and trees</p> <p>Plastic or real rocks</p> <p>Jars (with lids)</p> <p>Pictures of bugs or insects</p> <p>Sleeping bags</p> <p>Large blankets</p> <p>Colorful scarves</p>	<p>Eye droppers</p> <p>Dust cloths</p> <p>Broom</p> <p>Dustpan and brush</p> <p>Sponges</p> <p>Plastic tubes</p> <p>Blankets</p> <p>Pillows</p> <p>Pieces of soft fabric</p> <p>Scarves</p> <p>Budding plants (e.g., forsythia)</p> <p>Plant buds or buds from trees</p> <p>Newly sprouted plants</p> <p>Flowers</p> <p>Grasses</p> <p>Green leaves</p> <p>Liquid soap (mild)</p> <p>Washcloths</p> <p>Towels</p> <p>Potting soil</p> <p>Flower seeds</p> <p>Vegetable seeds</p> <p>Plastic spoons</p> <p>For Outside/Gross-Motor Play</p> <p>Tennis balls</p> <p>Playground balls</p>
	Optional Items	
	<p>Clear jar with lid</p> <p>Dirt</p> <p>Sponge</p> <p>Ants</p> <p>Bird's nest</p> <p>Clothesline</p> <p>Clothespins</p>	

To Be Prepared:

Day 1	
TE	<ul style="list-style-type: none"> • Make theme vocabulary cards for “characteristic” and “insect.”*
GC	<ul style="list-style-type: none"> • Select passages that contain several instances of a focus sound for the Brain Game Catch that Sound.
STaR	<ul style="list-style-type: none"> • Number the pages of <i>My Father’s Hands</i>; the first page of story text is page 1.
Snack	<ul style="list-style-type: none"> • Cut green peppers into thin slices to look like butterfly wings. Cut celery into short sticks. Cut carrots into circles.
MM	<ul style="list-style-type: none"> • Fill plastic bags with manipulatives (enough to fill a student’s hand), one bag per partnership. Fill one quarter of the bags with bear counters, another quarter with bicolored cubes, another with linking cubes, and the last with buttons. • Duplicate Estimating Handfuls (appendix), one per partnership.
LTAI	<ul style="list-style-type: none"> • Title a piece of chart paper “Small Creatures.” Draw a line vertically down the middle of the paper. Label the left column “Creature” and the right column “Description.”* • Title a large piece of graph or chart paper, “Spring Temperatures Graph.” Label the horizontal axis with the days of the week. Number the vertical axis 0–100 degrees. • Duplicate the Temperature Graph (unit 5 appendix) if you choose not to use graph paper for students’ individual graphs, one per student. • Duplicate the theme-introduction letter for unit 12 (appendix), one per student.
Day 2	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary card for “ant.”*
Day 3	
GC	<ul style="list-style-type: none"> • Fill small plastic bags with four colored craft sticks (e.g., two red, one blue, one green) or other items for creating patterns, one bag per student. All bags should be identical.
TE	<ul style="list-style-type: none"> • Make theme vocabulary cards for “abdomen” and “thorax.” • Prepare one or two “sample” insects to use as models. Be sure each insect has three body parts (head, thorax, and abdomen) and six legs. You might like to use marshmallows, polystyrene balls, or playdough to form the insect’s body parts and pipe cleaners or toothpicks for the legs.
STaR	<ul style="list-style-type: none"> • Number the pages of <i>Where Butterflies Grow</i>; the first page of story text is page 1.
LL	<ul style="list-style-type: none"> • Fill several containers with water. Create colored water by mixing food coloring with water. Place in the art lab.
MM	<ul style="list-style-type: none"> • Fill small plastic bags with twenty to fifty buttons or bicolored counters, one bag per partnership. Each bag should contain a different number of manipulatives.

Day 4	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary card for “lightning bug.”*
KR	<ul style="list-style-type: none"> • Duplicate and cut letter tiles (appendix).
LL	<ul style="list-style-type: none"> • Duplicate One-Winged Butterflies (appendix). Cut and glue each butterfly to one white card. Wings may be colored, but all must be the same color so the skill remains a number-matching, not color-matching, activity. Make three or four sets. Note: Only butterflies for 1–15 are used on day 4. Butterflies for 16–20 are added on day 5. • Duplicate Matching Butterfly Wings (appendix). Cut and glue each wing to a piece of poster board. Trim so the shape can be matched to butterflies. Wings may be colored, but all must be the same color so the skill remains a number-matching, not color-matching, activity. Make three or four sets. Note: Only butterflies for 1–15 are used on day 4. Butterflies for 16–20 are added on day 5.
15-MM	<ul style="list-style-type: none"> • Attach the Estimation (stars) poster to the 15-Minute Math bulletin board. Mount it facing in (use pushpins to mount it so it can be turned over easily). Place the marker nearby. You will continue the estimation activity through the end of the year. Change the estimation poster every week.
MM	<ul style="list-style-type: none"> • Duplicate Estimating Buttons (appendix), one for teacher. • Duplicate and assemble My Estimation Booklets (appendix), one for teacher and one per student.
LTAI	<ul style="list-style-type: none"> • Prepare a sample lightning bug scene to use as a model. Use a yellow or orange crayon to color in a small piece of white paper, pressing firmly as you color. Then completely color over the yellow or orange with a black crayon, pressing firmly. Use a paper clip, coin, or other object to scratch out “lightning bugs” across the paper. The picture should resemble yellow or orange lightning bugs flying in a night sky. • Cut pieces of white paper into quarters, one quarter per student.
Day 5	
TE	<ul style="list-style-type: none"> • Make theme vocabulary cards for “spider” and “web.”* • Duplicate Spider page (appendix).
RT	<ul style="list-style-type: none"> • Duplicate and cut First-or-Final Spinner (appendix). Tape to transparent spinner.
LL	<ul style="list-style-type: none"> • Create a sample spider web by gluing white yarn onto a piece of dark construction paper. Place in the art lab.
LTAI	<ul style="list-style-type: none"> • Gather the happy-or-sad face sticks, or create new ones (unit 2 appendix).
Day 6	
TE	<ul style="list-style-type: none"> • Make theme vocabulary card for “spring.”*
STaR	<ul style="list-style-type: none"> • Number the pages of <i>The Boy Who Didn't Believe in Spring</i>. The first page of story text is page 1.
LL	<ul style="list-style-type: none"> • Optional: Cut pieces of green construction paper in half lengthwise. Cut enough to equal about 10 feet when attached end to end. Paper will serve as grass for the spring group art project in the art lab. If you choose not to do this, students may use green paint on white paper to create grass instead.
MM	<ul style="list-style-type: none"> • Fill small plastic bags with ten bear counters, one bag per partnership. • Gather sets of number cards for 1–10, one set per partnership (use for day 7 as well)
LTAI	<ul style="list-style-type: none"> • Title a piece of chart paper “Signs of Spring.”*

Day 7	
TE	<ul style="list-style-type: none"> • Make theme vocabulary card for “bud.”* • Number the pages of <i>It’s Spring!</i>; the first page of text is page 2.
LTAI	<ul style="list-style-type: none"> • Prepare a sample Budding Tree for students to view before creating their own. Create your tree by using the Budding Tree from the appendix, drawing a brown tree trunk and branches on white paper, or pasting pieces of brown construction paper onto white paper in the shape of a tree trunk and branches. Glue small, crumpled pieces of tissue paper to the branches for the plant buds. Use a variety of green paper for the leaf buds and pink or red paper for the flower buds. • Duplicate Budding Tree (appendix), one per student (optional).
Day 8	
TE	<ul style="list-style-type: none"> • Make theme vocabulary cards for “migrate” and “nest.”*
STaR	<ul style="list-style-type: none"> • Number the pages of <i>The Happy Day</i>; the first page of story text is page 1.
MM	<ul style="list-style-type: none"> • Find a small cup or basket to use as a bird’s nest
LTAI	<ul style="list-style-type: none"> • Write the names of 5–8 animals that change behaviors during spring on index cards (e.g., bear, bird, frog).
Day 9	
TE	<ul style="list-style-type: none"> • Make theme vocabulary cards for “sprout” and “blossom.”*
MM	<ul style="list-style-type: none"> • Duplicate Making 10 page (appendix), one per student.
LTAI	<ul style="list-style-type: none"> • Cut out or collect pictures from magazines, seed catalogs, etc. that depict trees and plants in winter and in spring. You will need at least one picture per partnership.
Day 10	
TE	<ul style="list-style-type: none"> • Make theme vocabulary cards for “warm” and “cool.”*
STaR	<ul style="list-style-type: none"> • Duplicate the full-size images for <i>The Story of Sneaky e</i> (appendix), one set.
LL	<ul style="list-style-type: none"> • Duplicate <i>The Story of Sneaky e</i> booklet pages (appendix), one per student.
MM	<ul style="list-style-type: none"> • Fill small plastic bags with linking cubes (ten yellow, ten red), one bag per partnership.

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

Day 1 | Ready, Set...

Focus

Insects and other small creatures are part of our world.

Materials	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 12, week 1 • Sign-in sheets (lines only) • Classroom Library Lab: theme-related books about insects and spiders • Literacy Lab: letter tiles (previous units)
Gathering Circle	<ul style="list-style-type: none"> • Brain Game materials for focus game of Cool Kid's choice: <ul style="list-style-type: none"> – Silly Sounds: familiar objects that make distinctive sounds (e.g., stapler, rhythm sticks, etc.) – Catch That Sound: passages that contain several instances of selected focus sounds
Theme Exploration	<ul style="list-style-type: none"> • SFAF Big Book: <i>Creature Features: Insects</i> • Rock/Small Creatures Picture Cards • Insects/Spider Picture Cards • Theme vocabulary word cards for “insect” and “characteristic” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • <i>Language Play & Listening Fun for Everyone!</i> CD • Rock/Small Creature Picture Cards • Insect/Spider Picture Cards
STaR	<ul style="list-style-type: none"> • Trade book: <i>My Father's Hands</i>
15-Minute Math	<ul style="list-style-type: none"> • No new materials
Snack/Outside/Gross Motor Play	<ul style="list-style-type: none"> • Green bell pepper cut into thin slices to look like butterfly wings • Celery (short sticks) • Carrots (sliced in circles) • Pretzel sticks (small, thin) • Outdoor thermometer (bulb type, child-safe) • Magnifiers (handheld) • Bug boxes
KinderRoots	<ul style="list-style-type: none"> • Shared Story: <i>The Mud Dog</i> (teacher and student copies) • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards: “i,” “g,” “e,” “s,” “c,” “h,” and “u” or IWB access • Green Word cards: “cup,” “mud,” “suds,” “yells,” “dug,” “must,” “sun,” “him,” “pup,” and “tugs” or IWB access • Red Word cards: “does,” “that,” “oh,” “good,” “likes,” and “puts” or IWB access

Materials	
Math Mysteries	<ul style="list-style-type: none"> • Bag of manipulatives • Two identical clear jars, one filled with cubes and one filled with beads • Chart paper and marker or IWB access • Estimating Handfuls (appendix), one per partnership • Bags of bears counters, bicolored counters, cubes, or buttons, one bag of either type per partnership • Crayons
Let's Daydream	<ul style="list-style-type: none"> • “Mosquito,” <i>The 20th Century Children’s Poetry Treasury</i>, page 6
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • SFAF Big Book: <i>Creature Features: Insects</i> • Rock/Small Creatures Picture Cards • Insects/Spider Picture Cards • Prepared “Small Creatures” chart paper or IWB access • Chart paper or large graph paper titled Spring Temperatures Graph (use same format as Winter Temperatures Graph from unit 8) • Graph paper (with large squares) or Temperature Graph (unit 5 appendix), one per student • Writing implements • Read & Respond bookmarks • Theme-introduction letter for unit 12 (appendix), one per student • Home Link animal hand stamp: parrot

Learning Labs

Dramatic Play Lab | Housekeeping

- Furniture, such as kitchen appliances, 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, and doll beds
- Mirror

Blocks Lab | Build a Habitat

- Vinyl insects and small creatures
- Plastic plants
- Plastic trees
- Plastic or real rocks

Art Lab | Create a Bug

- Pipe cleaners
- Fabric scraps
- Polystyrene foam in various sizes and shapes
- Tissue paper
- Glue
- Scissors

Classroom Library Lab | Buggy Books

- Books that support the theme (including STaR books that have not yet been introduced)

Literacy Lab | Play School: First Sounds Game

- Letter-Blending Cards—Deck 1
- Word/Sentence Picture Cards (one per student)

Math Lab | Free Exploration

Math manipulatives:

- Counting/patterning/sorting: linking cubes, bear counters, buttons, beads, pattern blocks, etc.
- Geometry/spatial: puzzles, small vehicles, interlocking construction blocks, etc.

Computer/Media Lab | Free Exploration

- Computers, tape recorders, digital tablets, or other electronic media that you may have; software, applications, or CDs to accompany the media

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

Science Lab | Observing Small Creatures

- Jars (clear) with lids for observing live insects
- Bug boxes
- Magnifiers (handheld)
- Insects (live and/or dead)
- Paper
- Pencils, markers, and crayons

Writing Lab | Describe a Bug

- Insect/Spider Picture Cards
- Pictures of bugs, insects, and other small creatures
- Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini-chalkboards or whiteboards, journals, etc.)

Day 1


**Greetings, Readings,
& Writings**

TIMING GOAL: 15 minutes

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

Homework

- Ask students if they read any books about community helpers over the weekend.

Sign In

- The sign-in sheet today will include only lines. Encourage students who have not yet learned to write their names to use emergent-writing forms that you have introduced.

Available Activities

Classroom Library Lab

- Include new theme-related books about insects and spiders.

Literacy Lab

- Place the letter tiles in the lab so students will be encouraged to stretch and spell words.

Math Lab

- Place bear counters in the lab so students can tell addition and subtraction stories.

Computer/Media Lab

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

- Make copies of each student's writing available in the lab. Encourage students to type previously written works on the computer or type new poems or stories. If possible, allow students to print their work.

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



Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Partner Challenge

- Introduce the Partner Challenge.

Our Partner Challenge today is to tell your partner when you would use the Peace Path.

- Provide a moment for students to think about the challenge and ask clarifying questions. Remind students that they will have time to talk about this challenge during snack.
- Tell students that they will earn pocket points when they use active-listening skills to help them listen carefully to their partners.

Brain Game

- Introduce a focus Brain Game.

We've learned Brain Games that help us focus (Give the Focus signal.), **remember** (Give the Remember signal.), **and stop and think**. Give the Stop and Think signal. **This week our Cool Kid** (name of Cool Kid) **will choose a focus Brain Game.**

- Invite the Cool Kid to pick from among these three focus games: Telephone, Silly Sounds, or Catch That Sound. Review the selected game with the class, and play it several times now and throughout the week. As the game becomes easier for your students, tweak it to make it more challenging.

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 this week?

This week, we will learn about insects and other small creatures. Our Daily Message will tell us more about what we will learn about today. Let's see what it says.

Daily Message

Insects and other small creatures live in our community.

- 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:
 - **There are many words in today's message. Let's look carefully at the first one.** Underline the word "insects." **The first word, "insects," begins with the little word "in."** Point. **You will see the word "insects" many times this week.**
 - **Are there any words here that look familiar to you?** Invite students to identify familiar words. If no students point out the word "community," underline the word and remind students that this is a word they saw many times recently as they learned about neighborhoods and community helpers.



Theme Learning



- Explain the content of the Daily Message.

Let's think about what today's Daily Message means. I know that insects and bugs are tiny animals that crawl and fly. T-P-S: Do they live in our community? Allow several students to briefly share their buggy experiences. You're going to learn more about bugs as we read stories and work in the labs today and this week.

- Introduce the book *Creature Features: Insects*.

This book will help us learn more about insects. The title of this book is *Creature Features: Insects*. The author is Sally Francis Anderson, and the illustrator is Lyliam Walker.



- Read the book aloud, pausing to allow students an opportunity to point out some of the insects and bugs found on its pages.
- Distribute the Rock/Small Creatures Picture Cards, except for the rock. Use the Insects/Spider Picture Cards, if there are not enough of the others, so each student has a card. Direct students to sit with classmates who have cards depicting the same creature.
- Have students in each pair or group examine their picture cards and talk about what they see. To get them focused on their creatures' characteristics, ask questions, such as: "Does your animal have legs?" "How many?" "Does your creature have wings?"
- Give students time to identify and describe their creatures' characteristics to their partners or groups. Then engage students in the following activity.

Now we will play a game. When I name a characteristic that your small animal has, your group will stand up and show your card to the class.

If the creature on your card has legs, stand up. Most of the class will stand up. Have students show the legs on their pictured creatures to students near them, and then have them sit down.

If your creature has no legs, stand up. Again, after the others have seen the cards, students may sit down.

- Continue in this manner, naming other characteristics, such as wings, body parts, antennae, or eyes, as long as students show interest.

You have observed some of the characteristics that make each of your bugs special. That is what scientists who study insects and other small creatures do. They are called entomologists. This week, we'll all be entomologists as we observe these small animals to learn more about them.



- Play the digital dictionary videos for "insect" and "characteristics."
- 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 "insect" and "characteristics."

An insect is a small animal with a hard covering over its body. Some insects crawl and others fly. I can make a sentence with the word "insect":

A bee is a type of insect that can fly.

A characteristic is a feature that makes one thing different from another thing. I can make a sentence with the word “characteristic”:

Colorful wings are a characteristic of many butterflies.



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 “Butterfly.”

Today we will begin to learn a new song about butterflies. The singer of the song will tell us about how a butterfly starts as an egg and grows into a caterpillar before it finally becomes a butterfly.

- Play “Butterfly” from the *Language Play & Listening Fun for Everyone!* CD.

Develop Phonemic Awareness—Auditory Sound Segmenting



- Repeat the chorus, stressing the words “day” and “grow.” Pause before each rhyming word to allow students to jump right in.

Listen again as I sing part of the song. Try to help me by saying the right rhyming word when I pause for you to jump right in. Say the rhyme.

- Distribute one Picture Card to each student. Review the names of each of the creatures with students.

Teacher’s Note: For this activity, you will use both the Rock/Small Creature Picture Cards and the Insects/Spider Picture Cards to ensure that each student has a card. Eliminate the picture of the rock for this activity.

- Tell students that they will take turns presenting their creature or insect to the class.
- Have one student show and name his or her creature, and then invite the other students holding the same picture to stand. Prompt the entire class to break down the word in Joey talk. For example, after Jazmine shows and names her beetle, all students should respond by segmenting /b-ee-t-le/. Give all students an opportunity to name their creatures, and have them segment the word.

Teacher’s Note: Since some students will catch on quickly to this game and others will need more repetition, be sure to practice saying the names of all the pictures even though they will be repeated several times because of duplicate pictures.



- Award pocket points if most students are successfully able to segment the words.

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



STaR Words:

scooping
steady
swaying

TIMING GOAL: 20 minutes

My Father’s Hands

Written by Joanne Ryder

Illustrated by Mark Graham

As a father digs in the garden, he discovers many wonderful insect treasures to share with his daughter. Together they discover the beauty and unique attributes of each insect in their garden. This beautifully illustrated story demonstrates a respect for nature and a special bond between a father and his daughter.

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 our story today is *My Father’s Hands*. WGR: What’s another word for the name of a story? *The title*. The story’s author is Joanne Ryder. What does an author of a book do? *Writes the story*. The person who drew the pictures is Mark Graham. What do we call a person who draws pictures for a story? *The illustrator*.



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

Let’s think about what might happen in this story. Remember that the title is *My Father’s Hands*. Take a look at the cover. T-P-S: Who do you think the people on the cover are? *A father and daughter*. Display page 1. Now take a look at the first page of the story. T-P-S: Talk with your partner about what you see in this illustration. *Lots of plants, a father and daughter in a garden, a wheelbarrow, the father carrying a big bag of something*. What do you think this story will be about?

- Introduce the story vocabulary words.

We will see some important new words in today’s story. One new word will be “scooping.” In the story, the father is scooping up dirt. In this story, “scooping” means digging. Demonstrate what scooping dirt looks like.

Another important word we will see is “steady.” The story describes the girl’s fingers as steady. This word means not moving. Remember when we read *Bippity Bop Barbershop* and Miles’ knees were wobbly. Wobbly is the opposite of steady.

We will also read the word “swaying.” “**Swaying**” means moving from side to side. You might see a tree swaying in a strong wind.



Relate story plots to reality.

- Introduce the good-reader skill for today.

Good readers think about whether stories could actually happen in real life. As I read the story today, think about whether or not it could be a true story.

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 1: I just read one of our vocabulary words—“scooping.” Remember, “scooping” in this story means digging.**
 - **Page 3: T-P-S: What is the father doing? *Planting seeds in a garden.***
 - **Page 6: Think about what has happened in the story so far. T-P-S: Do you think this story could happen in real life? Why or why not?**
 - **Page 10: It looks like the father is holding an earthworm in his hand. Notice how carefully and gently he is holding the earthworm so it doesn’t get hurt.**
 - **Page 19: T-P-S: How do you think the girl knows that nothing in her father’s hand would harm her?**
 - **Page 20: The girl’s fingers are steady when she holds the praying mantis. Remember that “steady” means not moving. T-P-S: Do you think the girl is nervous or scared to hold the mantis?**
 - **Page 22: T-P-S: How do you think the praying mantis feels about being held by a person? Explain.**
 - **Page 24: The story says the mantis is swaying on the girl’s shirt. This means the mantis is moving from side to side.**

After Reading

T-P-S: **Why do you think the girl calls the things her father held in his hands “treasures”?**

T-P-S: **Do you think this story could have happened in real life? Why or why not?**

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

The story describes the father scooping dirt in the garden. T-P-S: What is another word for “scooping”? *Digging.* Let’s make a sentence together using the word “scooping.” 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 with the words “steady” and “swaying.”



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:

- The dramatic play area will be an imaginary home.

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 the dramatic play area will be a home today. Students can decide whether it is a single-family home, an apartment, etc.

Facilitate Learning:

- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, props, and rules they created for the scenario.

Example:

- **What should we cook today? I want to make something with fresh spring vegetables.**

Blocks Lab | Build a Habitat

Description:

- Students will make habitats for insects.

Purpose:

- Participation in this lab will reinforce thematic concepts and 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 any vinyl insects and small creatures that you have placed in the lab, and tell students that they can make a habitat for them.
- Talk with students about the creatures, and ask what they think these animals might need in their environment.

T-P-S: What do you think that insects and small creatures will need in their habitats?

Facilitate Learning:

- Join students in building habitats.
- Talk with students about the habitats that they are building.

Example:

- **I'm going to build a habitat for a cricket. I'm going to make sure it protects the cricket from the rain. What are you building a habitat for?**

Art Lab | Create a Bug**Description:**

- Students will create a bug or insect.

Purpose:

- This lab reinforces thematic concepts and 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 new materials you have added to the lab.
- Tell students that they may use these materials to create a bug or an insect. They can make a bug that looks like something they have seen in their environment or in one of the books they read today, or they can use their imaginations to make a bug or an insect that is brand new.

Facilitate Learning:

- Join students in creating a bug or insect.
- Talk with students about the insects or bugs they are creating. Ask them about the number of legs, the number of body parts, wings, antennae, and so forth.
- If they wish, they may take their finished projects to the writing lab and write about them.

Teacher's Note: Have students keep their bugs at school for use in next week's art lab.

Classroom Library Lab | Buggy Books

Description:

- Students will have the opportunity to explore books about insects and spring.

Purpose:

- This lab reinforces thematic concepts and 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:

- Encourage students to explore the books about insects and spring.

Facilitate Learning:

- Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form.
- Talk with students about the animals depicted in the insect books. If they have had any experiences finding some of these small animals, encourage them to tell you and the other students about them.
- If students are reading the books about spring, talk with them about their observations about spring in their neighborhoods. Are the changes described in the books similar to those found where they live? If so, have students tell you about the changes they have seen that are like those in the spring books.
- If your climate is different, talk with them about the spring changes where you live and how they differ from those in the books.

Literacy Lab | Play School: First Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the first sounds in words and the letters that make those sounds.

Purpose:

- 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:

- Tell students that today in their imaginary classroom, they can play a game with the letter and word picture cards.
- The student who is playing the role of the teacher will show and name the Word/Sentence Picture Cards so every student knows which words the pictures portray.

- Then, the “teacher” will distribute one Word/Sentence Picture Card to each student and have each student say the name of the picture on his or her card.
- Students will say the first sound they hear in their words. Next, students will look at the Letter-Blending Cards and find the letters that make the sounds and place them on their pictures.
- The “teacher” will redistribute the cards so each student has a different card and then repeat the process with these pictures.

Facilitate Learning:

- Join students as they play First Sounds. Provide a model of identifying the first sound in a word and the letter that makes the sound.

Math Lab | Free Exploration

Description:

- Students will explore various math manipulatives to create number combinations.

Purpose:

- This lab provides students with an opportunity to explore numbers, number combinations, and creating sets.

When You Tour:

- Remind students that they can use the manipulatives to make number combinations.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about various number combinations.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Free Exploration

Description:

- Students will explore the properties of sand and/or water by experimenting with a variety of tools.

Purpose:

- This lab provides students with an opportunity to investigate the natural world with a focus on water and sand.

When You Tour:

- Remind students of any new tools or materials you have placed in the lab.

Facilitate Learning:

- Ask questions that will help students to think about the nature of sand and water and the tools and materials in the lab. For best results, jump in and join the play as you interact with students.

Examples:

- **What bugs or insects do you think like to live in sand?**
- **How do you think water is important to insects and bugs?**

Science Lab | Observing Small Creatures

Description:

- Students will observe and describe bugs and insects.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to observe and describe bugs and insects.

When You Tour:

- Point out the small creatures (dead and/or alive) that you have captured.
- Explain to students that they may use the magnifiers to study them.
- Encourage students to observe the number of body parts, legs, antennae, and wings. Other body parts, such as mouths and eyes, and how the creature moves can be additional points of comparison.
- Encourage students to record their observations either in writing or by drawing pictures.

Facilitate Learning:

- Join students in observing the bugs and insects.
- As students examine the creatures, talk with them about their observations.

Examples:

- **How do you think the bugs and insects are the same?**
- **What differences do you see in the bugs and insects?**

Writing Lab | Describe a Bug

Description:

- Students will write a description of a bug or insect they know of, or one in a picture.

Purpose:

- This lab provides students with an opportunity to practice descriptive writing.

When You Tour:

- Tell students they can write a description of a bug they know of.
- Point out the Insect/Spider Picture Cards and other images of bugs and insects you have placed in the lab. Tell students that they may also write about the creatures in the pictures.

Facilitate Learning:

- Talk with students about their writing.
- Encourage them to use writing strategies, such as writing the sounds they know and copying words.



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

- 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? Twelve.** **Do you remember what month it is now? Answers may vary.**
- Point to the days of the week on the calendar. WGR: **If you know how many days are in a week, say it out loud! Seven.** **Let's practice counting again.** Touch and count, **1, 2, 3, 4, 5, 6, 7.** **There are seven 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? RWE: 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). Place the "Yesterday" card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week). **If yesterday was** (day of the week) **and today is** (day of the week), **then tomorrow must be** (day of the week). Place the "Tomorrow" card in the pocket behind the appropriate date card. Do not turn the card to reveal the date. Think Aloud: **I wonder what the date will be tomorrow.**

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.**

Ten-Frames

- Add a dot to the ten-frame, and say how many dots there should be. 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 is Monday, add two dots to the ten-frames for Saturday and Sunday before students arrive.



TRANSITION

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



TIMING GOAL: 30 minutes

Snack

- Have students each assemble a butterfly with the vegetables by placing a celery stick in the center of their napkins and placing a slice of green pepper on each side. They can add color and design to the butterfly by placing carrot circles inside the green pepper. Use the pretzel sticks for antennae. Identify and name the body parts of butterflies as students assemble them. Talk about the taste, texture, and aroma of the vegetables as students eat.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to tell your partner when you would use the Peace Path.** Allow sufficient time for students to talk about the challenge. Monitoring conversations will allow you to determine whether students understand how and when to use the

Peace Path. As you listen to their responses to the challenge, you can help them better understand the purpose of the Peace Path.



- Award pocket points when students use active-listening skills to help them listen carefully to their partners.

Outside/Gross-Motor Play

- Gather students around an outdoor thermometer, and ask them to recall reading it to determine the outdoor temperatures during the winter. Explain that you will be reading and charting daily temperatures again now that it's spring to see how they compare to the winter temperatures. Read and note the temperature.
- Look under rocks in your play area for bugs or other creatures. Use the magnifiers to examine them closely. Can students identify any of their parts? Can they determine how many legs each kind of critter has?
- Carefully collect any small creatures you find outside, and bring them in for students to examine in the science lab.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar concepts-of-print book or Shared Story with partners or in unison as a class.

Video Words:

muddy
cup
dirty
soap
water
wash
afraid

Story Introduction

Previewing

- Show the cover of *The Mud Dog*. Introduce the title, author, and illustrator of the story.

When we read our new story, we will see how Matt and Nan take care of Sad Sam after he surprises them and gets into a little trouble. This story is called *The Mud Dog*. What do you think Sad Sam is going to do? How do you know?



- **Let's learn some words that will help us to understand the story better.** Show the Word Play video segment.

Making Predictions

- Distribute student copies of the book. Guide students to tap into their background knowledge and make predictions about the story.



Many dogs like to dig and play in the dirt. It is a very natural thing for them to do. When dogs get dirty, they need to be bathed. In today's story, Sad Sam gets dirty and needs a bath. If a dog has soapsuds around his mouth, it might look like he has rabies. Rabies is a disease that dogs and other animals can get. Animal doctors, or veterinarians, give dogs and cats shots to keep them from getting rabies and other diseases.

T-P-S: Have any of you ever had a dog or cat that got a rabies shot?

Together with your partner, look at the pictures in your books.

T-P-S: Someone in the story thinks Sad Sam might be sick with rabies. How do you think Matt and Nan will show that Sad Sam is not a sick dog?



- Use the sharing sticks to select a few students to share their predictions.

We will get to find out if that's what really happens when we read the story tomorrow. Let's practice reading some of the sounds and words that we will see in the story so we'll be ready to enjoy reading it!

Word Presentation

Read sounds.

- **These are some sounds that we will see in the story words.** Show the plain letter side of the key cards for /i/, /g/, /e/, /s/, /c/, and /h/. Have students say the sound for each letter. Show the mnemonic picture side if needed.



- Show the key card for the focus sound /u/. **We will see this sound a lot in our story words. Let's watch our funny cartoon that helps us remember the sound.** Show the Animated Alphabet segment for the focus sound /u/.

Stretch and Read

Alphie and his friends can use Stretch and Read to sound out words. Let's watch.



- Show the Sound and the Furry video segment.
- **Now it's your turn.** Have students stretch and read the Green Words as you point to the sounds on each word card.

Green Words:

cup	must
mud	sun
suds	him
yells	pup
dug	tugs

Quick Erase

- **Let's practice using Stretch and Read to find out what these words will be in our Quick Erase game.** Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.

kick → pick → pack → sack → rack

Red Words:

does good
that likes
oh puts

Say-Spell-Say

We have to stop and think about Red Words because the sounds are new to us or don't follow the rules. We can play Say-Spell-Say to help us remember them.

- Show the Red Word card for each sight word. Read the word, and then use it in a sentence. Have students say each word, soft-clap it by letter, and say it again. Do this three times for each word. Add the words to the Red Word wall.

Readles:

smiles
soap

Readles

Sometimes in our story, we will see little pictures instead of words.

- Show the readle “smiles” on page 9 of the Shared Story. **Does anyone remember what this readle is for?** *Smiles*. Repeat with the other readle.

Partner Word and Sentence Reading**Roo's Request**

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: **Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner.** Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

Celebration

- Two students will celebrate what they have learned by reading a page they have practiced from a Shared Story or concepts-of-print book. Invite the first student to stand before the class and read. Celebrate his or her success with a cheer and pocket points. Repeat this process with the second student. Then announce who will need to practice tonight for tomorrow's celebration.
- Use My Turn, Your Turn to quickly review the Red Words on the word wall.



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

- Show students a bag filled with manipulatives. Select a student to come up and count the manipulatives. Select another student to come up and count again.
- Award pocket points if both students are able to successfully count the manipulatives.

T-P-S: What should you do if you count a large set of objects twice and you get a different number the second time you count? *Count a third time.*

Estimation skills can be developed through opportunity and practice. Students' initial estimates are often favorite numbers, such as 100, 1,000, or even 1,000,000. Continue to reinforce the value of the number you are estimating, and you will soon see your students give more reasonable estimates.



Active Instruction

- Tell students that they will practice counting again today.
 - Today we will do a counting activity, but first we are going play a guessing game.**
- Hold up a jar filled with cubes. Allow students time to think about how many cubes are in the jar.
- I want you to think about how many cubes are in this jar. When I call on you, I want you to tell me your guess.
- Record students' guesses on chart paper as you ask each student to share his or her guess. Accept all responses.

WGR: How can we find out how many cubes are in the jar? *Count them.*

- Ask students to help you as you count the cubes out loud. When you have finished counting the cubes, record the number of cubes that were actually in the jar on a sheet of chart paper.
- Discuss which guesses were close.
- Hold up the jar with beads.



T-P-S: What can you tell me about this jar? *It is filled with beads. The jar is the same size as the jar filled with cubes. The beads are about the same size as the cubes.*

- Explain how this jar is similar to the jar with cubes.

WGR: This jar is the same size as the first jar, and the beads are about the same size as the cubes. Do you think that knowing how many cubes fit in the jar will help us guess how many beads fit in the jar? *Yes.*

- Explain the term estimate, and ask students to estimate the number of beads in the jar.

Knowing how many cubes fill the jar will help us make a good guess, or estimate, about the number of beads in the jar. I want you to think about

how many cubes filled the first jar. Then I want you to estimate how many beads are in the second jar.

- Use another sheet of chart paper to record each student’s estimate. Accept all responses, pointing out which estimates are close to the number of cubes in the first jar.

Let’s find out how many beads are in the jar. Count with me.

- Have students count with you as you take the beads out of the jar. When you have finished counting the beads, record on your chart paper the number of beads that were actually in the jar. Ask students to look at the estimates recorded on the chart paper.

T-P-S: Was your estimate close to the actual number of beads in the jar? Why? Yes. Knowing how many cubes filled the jar helped us to make a better guess about the beads.

Partner Practice

- Tell partners that they will practice making estimates.

Today you and your partner will practice making estimates. You will take turns making estimates and counting how many manipulatives will fit in your hand.

- Show students the Estimating Handfuls sheet and the manipulatives.

You will take turns recording your estimates on this sheet. Each partner should use a different color crayon to write each estimate. You will begin with whichever bag of manipulatives you have first. Let’s say you have the bears. Estimate how many bears your partner can hold in his or her hand. Write your estimates on the first line under the picture of the bear. Model this by estimating and writing your estimate on the line. Then you will grab a handful of bears and count to see how many bears will fit in your hand. Then you will write the actual number on your recording sheet. Model this. When you are done, you will switch your bag of manipulatives with another partnership.

- Distribute the bags of manipulatives, crayons, and Estimating Handfuls recording sheet to each partnership.
- As students work, circulate and assist as needed. Ask questions, such as, “How many buttons do you think your hand will hold?” “If you can hold fifteen buttons in your hand, how many counters do you think your hand can hold?” “How does knowing how many buttons you had help you estimate how many counters?”
- When most students are finished counting and recording the number of manipulatives on their paper, tell students to place their manipulatives back in their bags and switch with another partnership.
- Continue in this same manner, exchanging manipulatives and estimating, as long as time and interest allow.

Recap



- Select partnerships to share their estimates and actual numbers counted of one manipulative with the class. Ask them to share how they made each estimate.



- Award pocket points if partnerships had reasonable estimates and can explain their thinking.



- Review the concept of estimating.

T-P-S: **What is an estimate?** *An estimate is a good guess.*



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

- “Mosquito,” *The 20th Century Children’s Poetry Treasury*, page 6

Introduce the Poem

Since we’ve been talking about **insects** and other small creatures that live in our community, I thought you would enjoy listening to a poem about a very familiar **insect**—the mosquito. Valerie Worth, the poet who wrote the poem called “Mosquito,” took the time to notice the parts of the mosquito’s body, which she describes in her poem. Listen to the words in this poem, and try to picture the mosquito. The next time you see a real mosquito flying around, you might even think about this poem.



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 we have been talking about insects. You are going to write about an insect you've seen before.

T-P-S: What insects have you seen at home or school?

- Share an example that applies to you.

I think that I will write a sentence that says, "Bees fly around our garden."

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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

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

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

Example:

I am ready to write my sentence. My sentence is, "Bees fly around our garden."

- **The first word is "Bees." What sounds do you hear in "bees"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"Fly." Do you hear any sounds we've learned in "fly"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"Bees fly around our garden." "Around" is the next word. I hear some sounds I know in "around." I hear /a/, /r/, n/, and /d/. Write each letter as you say the sound.**
- **"Our." I've written this word before and remember how to spell it. Write "our."**
- **"Garden" is the last word. I hear a few sounds we've learned in "garden." I hear /g/, /r/, /d/, /e/, and /n/. Write each letter as you say the sound.**
- 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 some very small animals that live in our community. WGR: What are the names of some of those insects or small creatures? If students have a difficult time remembering the creatures they heard about in the Theme Exploration and STaR books, page through one or more of those books, allowing time for students to focus on the animals in the pictures.

- Distribute the Rock/Small Creatures Picture Cards and Insects/Spider Picture Cards used in Theme Exploration. Prompt students to identify the names of the animals pictured on their cards. As students provide them, list the names of the creatures in the left column of the chart paper titled “Small Creatures.”

- Direct students' attention to the characteristics of each creature.

Now let's describe these animals by listing their characteristics. Who can remember something special about (name the first creature on the list)?

- Encourage students who are holding a picture card of the first item listed to look at their cards to help them describe the creature. Encourage them to note the characteristics described in Theme Exploration, such as legs, wings, color, and size. Record the characteristic in the right column of the chart next to the name of that animal.
- Continue until there are descriptions of each animal on the list.

Now let's see which insects, bugs, and other small animals have the same characteristics listed for them.

- Have students look at the right side of the chart paper to see if there are any words that are the same for more than one animal. Read the words.

We are going to learn more about these animals this week. Some of them are insects because they have special features that make them different from other animals.



- With students' help, mark the Spring Temperatures Graph with today's temperature.

Teacher's Note: Post this graph in the science lab next to the Fall and Winter Temperatures Graphs so students can refer to it throughout the unit.

- Each student can make his or her own graph (using individual graph paper or the graph from the unit 5 appendix), taking the information from the class graph. Have students keep their graphs in the science lab so they can record the temperature each day during Greetings, Readings, & Writings or during lab time.



Vocabulary Review

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



One of our new words today is "insect." An insect is a small animal with a hard covering over its body. Some insects crawl, and others fly.

T-P-S: When did we see, hear, or use the word "insect" today?

Our other new word today is "characteristic." A characteristic is a feature that makes one thing different from another thing. When did we see, hear, or use the word "characteristic" 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:

insect
characteristic

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Ants insects.	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, Ants are insects.</i>
The student responds in a complete, but not very elaborate, sentence. I don't like insects.	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. Can you tell us more about why you don't like insects?



- 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 when you would use the Peace Path.



- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to give their responses to the challenge. Award pocket points when students use active-listening skills to help them listen carefully to their partners.
- 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 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 12 to each student. Tell students they will find today's Home Link show online when they click on the parrot.
- **Read & Respond: Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- 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.

Day 2 | Ready, Set...

Focus

Ants are insects that live and work together in a community.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> CD of lively music or other noisy distraction Trade book: <i>I Wonder Why I Sleep</i>
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>Ant Cities</i> Optional for ant city project: jar (clear with a lid with holes punched in it), dirt, small piece of sponge, food for the ants, and ants Theme vocabulary word card for “ant” or IWB access
Rhyme Time	<ul style="list-style-type: none"> <i>Language Play & Listening Fun for Everyone!</i> CD
STaR	<ul style="list-style-type: none"> Trade book: <i>My Father’s Hands</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Apple slices Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>The Mud Dog</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “i,” “g,” “e,” “s,” “c,” and “u” or IWB access Green Word cards: “cup,” “mud,” “suds,” “yells,” “dug,” “must,” “sun,” “him,” “pup,” and “tugs” or IWB access Red Word cards: “does,” “that,” “oh,” “good,” “likes,” and “puts” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Clear jar (from day 1) Bear counters (enough to fill the jar) Bicolored counters (enough to fill the jar) Pattern blocks of the same color (enough to fill the jar) Bags of bears counters, bicolored counters, linking cubes, or buttons (from day 1), one of any bag per partnership Small clear jars (e.g., baby food jars), one per partnership Paper Crayons
Let’s Daydream	<ul style="list-style-type: none"> “Ants, Although Admirable, Are Awfully Aggravating,” <i>The 20th Century Children’s Poetry Treasury</i>, page 7

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Trade book: <i>Ant Cities</i> • Chart paper and marker • Optional: class ant city • Spring Temperatures Graph and student graphs (if applicable) • Home Link animal hand stamp: monkey

Learning Labs—Additional Materials

Math Lab Ant Farm
<ul style="list-style-type: none"> • Paper bag with red and black cubes, one bag per partnership • Paper • Crayons
Sand/Water Lab Ant Cities
<ul style="list-style-type: none"> • <i>Ant Cities</i> • Vinyl insects, particularly ants

Day 2

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 1

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

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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.

Phonemic Awareness: Auditory Sound Blending

- Explain to students that you will play Say-It-Fast together, just like you do in Rhyme Time each week. You will say the sounds of a word in Joey Talk, and they will tell you the word. Do this process with the words “skip” and “float.” Students must identify both words correctly to demonstrate mastery of the skill.

Beginning Reading

- This week, find out if your students can sound out the words “must” and “pup.” You will also watch to see whether they can read the sentence, “Nan puts suds on Sad Sam.”
- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

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

Math

- Invite students to place one red bear counter and eight blue bear counters into a cup or jar. Ask them which color will probably be chosen if they close their eyes and select one of the bears and why.



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: **In last night's story, what did Kenya's caterpillar grow into?**
A butterfly.

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



Active Instruction

- Review the cognitive regulation skill, focus, with the game Telephone.

Let me see you make a muscle. Pause while students make a muscle. You may wish to demonstrate flexing your arm for students who may not be familiar with this request. T-P-S: **How do you make your muscles strong? Using them, exercising, working them hard, eating good food, etc. Each day when we play Brain Games, we exercise our mind muscles to make them stronger, much like the way you make the muscles in your body stronger. Today we're going to work on making our mind muscles stronger to help us focus on things and pay attention. Being able to focus and pay attention helps us become better learners in school.**

- Open the book *I Wonder Why I Sleep* to pages 6 and 7. Read the first three sentences on page 6. T-P-S: **Why is your brain important? Your brain helps you think and remember.** Turn back to page 4. Point to the illustration of the brain, and say, **This is the part of our bodies where focusing, thinking, and remembering happen.**

When we make our mind muscles stronger, we will be able to use our brains better for learning and getting along with our friends in school.

We've played the focus game (Demonstrate the Focus signal—hands like binoculars.) **Telephone before. This game helps our mind muscles focus on**

what someone says to us so we can tell someone else. T-P-S: What do you have to do when you play this game to help you focus on what someone tells you? RWE: You need to use active-listening skills and pay attention to what the speaker says.

- Quickly place students in small groups of four or five members to play the Brain Game Telephone.

Let's play Telephone now.

- Before you give each group a phrase to pass on, turn on some loud music or provide another noisy distraction to make it difficult for them to hear what is being said. Provide a phrase for each group, speaking at a low volume to make it difficult for them to hear.
- When the groups finish, ask the last student in each group to state the original phrase. Have students in their groups confirm the accuracy of the ending message. T-P-S: **Were you able to focus on what the person who gave you the message said? Why was it harder to focus this time?**

T-P-S: **What can you do to help yourself focus when there are noises or other distractions while you are trying to pay attention to what someone says?** Restate their responses. Possible strategies include using self-talk to remind them to listen, moving to a quiet spot to play the game, or always looking at the speaker. Select one or two of the strategies students named, and have them play the game again using one of these strategies to help them focus while there is a distraction.

Partner Practice

- Engage students in practicing the focus Brain Game Telephone while there are distractions in order to identify strategies to help them focus.
- Play Telephone again with the same distraction while students use one of the strategies they named to play. After finishing and confirming beginning and ending statements, ask students to share in their groups how the strategy they used helped.

T-P-S: **How did you use your brains to help you play this game and focus on what someone said to you? RWE: You really had to work to pay attention to what the person next to you said.**

This week we will make our mind muscles stronger when we play the focus Brain Game the Cool Kid chose. We will practice focusing and paying attention when we play (name of this week's Brain Game). As we play the game, remember some of the things we did that really help you focus on what's being said, like looking carefully at the speaker or reminding yourself to think about what the speaker says. Using these ways to focus will help you all day in kindergarten.

Partner Challenge

- Introduce the challenge.

For our Partner Challenge today, you will tell your partner the answer to this question: "When do you need to focus in school?"

- Provide a moment for students to think about the challenge and ask clarifying questions if necessary. Remind them that they will work with their partners on this challenge later in the day.
- Tell students that they will earn pocket points when they name something they do in school that requires them to focus.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What insects have you seen in our community?**

Today we will learn about a special insect that is a very hard worker. Our Daily Message will tell us more about this hard-working insect.

Daily Message

Ants are insects that live and work together in a community.

- 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:
 - Use Stretch and Read to have students read the word “ants.”
 - Use Think-Pair-Share to have students identify the word that begins with the little word “in.” *Insect.*
 - **Are there any words here that look familiar to you?** Invite students to identify familiar words. If no students point out the word “community,” underline the word and remind students that this is a word they saw many times recently as they learned about neighborhoods and community helpers.



Theme Learning



- Explain the content of the Daily Message.

Yesterday we said that insects and other small creatures live in our community. Our Daily Message today tells us that a particular kind of insect, ants, live in their own communities. T-P-S: **When you read that, what picture do you get in your mind? What do you imagine?** *Answers will vary.*



- Open the book *Ant Cities* to pages 8 and 9.

WGR: **What do you see the ants doing in this picture?** *Going into tunnels.*
- Point to one of the rooms in the ants’ home.

If your students will be observing an ant city during this unit, use this time to construct the ant city as a class. Turn to the last page of the book, and show students that the author includes directions for making an “ant farm,” which is another term for an ant city or community. Read the directions on the final page of the book as students help with each step. Place the jar in a dark place in your room, and tell students that they may check on the ants during lab time to see how they are getting used to their new home.



TRANSITION

WGR: What do you think this is? RWE: This is one of many rooms in the ants’ home. Their home looks like a little neighborhood.

T-P-S: How could the ants’ community be like ours? RWE: In some ways, it is like ours. Each of the ants has a job to do, and each ant’s job helps all the other ants in their community.

- Show students the cover of the book.

This book, *Ant Cities*, will help us learn more about ants and their communities. *Ant Cities* was written and illustrated by Arthur Dorros.

- Read page 5 aloud.

T-P-S: What kind of work do you think the ants have to do? Answers will vary. Let’s see if your ideas are the same as the author’s.

- Read through page 10 aloud.

The author tells us that ants do many different kinds of jobs, just like many of the people in a city. That is what makes this a city of ants. Let’s read and see some of the kinds of work that ants do.

- Read through page 17 aloud, and then go back to page 16 and point out the various rooms and the work that is taking place in them.
- Read through page 24 aloud. If time and interest allow, continue reading through page 31.
- Play the digital dictionary video for “ant.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

Our new word for today is “ant.”

An ant is a small insect that lives in the ground. Ants are often red or black in color. I can make a sentence with the word “ant”:

Some ants live in anthill communities.

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

- Play “Butterfly” from the *Language Play & Listening Fun for Everyone!* CD. Encourage students to sing and move along with the song.

Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:

/g-r-ow/	grow	/s-m-all/	small	/l-ea-f/	leaf
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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.



TIMING GOAL: 20 minutes

Review



- Review the title, author, and illustrator.

We read this story yesterday. Do you remember the title? My Father’s Hands.

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

WGR: The illustrator is Mark Graham. 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 “scooping.” What does “scooping” mean? *Digging.*

T-P-S: Can you think of a sentence that uses the word “scooping”? 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 “steady.” *The word “steady” means not moving.*
- Repeat this process with the word “swaying.” *The word “swaying” means moving side to side.*

Story Retell

- Explain to students that they will talk about what happens in parts of the story and then act out those parts. **Today we will work in groups and look at the illustrations to remember what happens in the story. Then you will pretend to do the things the characters in the story do.**
- Show pages 1–3. Have students talk in their groups to answer this question. **What happens in the beginning of the story? Pretend that you are the girl’s father in the story, and show how you would scoop the earth and carry the sack of seeds.**

- Show pages 4–8. Invite groups to talk about these pages. Have students act out planting, watering, and weeding.
- Show pages 10–19. Have students talk about these pages. Have partners act out holding the insects in their hands. **Peanut Butters act out holding the insects. Jellies act out looking at the insects.**
- Show pages 22 and 23. Have students talk about what the praying mantis is doing. **Pretend that you are the mantis. What would you look like?**
- Show pages 26 and 27. Have partners act out plucking the mantis off the shirt. **Jellies act out taking the mantis off the Peanut Butters’ shirts.**
- Show pages 28 and 29: Have students act out letting the mantis go.
- Close the activity by having students tell their partners which part of the story they liked acting out best and why. **Tell your partner what part you liked acting out best. Why did you choose this part?**



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 | Housekeeping

Description:

- The dramatic play lab will be an imaginary home.

When You Tour:

- Remind students that the dramatic play lab is a home today.

T-P-S: How are insect and bug homes different from human homes? How are they the same?

Blocks Lab | Build a Habitat

Description:

- Students will make habitats for insects.

When You Tour:

- Remind students that they can make a habitat for bugs and insects. Have students who have already visited the lab describe the habitats they made.

Art Lab | Create a Bug

Description:

- Students will create a bug or insect.

When You Tour:

- Remind students that they may create a bug or an insect.

Classroom Library Lab | Buggy Books

Description:

- Students will have the opportunity to explore books about insects and spring.

When You Tour:

- Remind students that they can explore the books about insects and spring.

Literacy Lab | Play School: First Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the first sounds in words and the letters that make those sounds.

When You Tour:

- Remind students that in their imaginary classroom, they can play a game with the letter and word picture cards.

Math Lab | Ant Farm

Description:

- Students will count the ants in an ant farm using tally marks.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to record information using tally marks.

When You Tour:

- Tell students that they will pretend that they own an ant farm. Show students a paper bag. Tell students that this is the ant farm.
- Explain that in their ant farms there are black ants and red ants. Show students a black cube and a red cube from inside the bag that will act as their “ants.”
- Tell students that their friends want to know how many black ants and red ants they have in their ant farm. Explain that they should work with a partner to count the ants in their ant farms using tally marks.
- Model how to create a recording sheet on which to write the tally marks.

Facilitate Learning:

- Join students as they count the ants in their ant farms.
- Ask questions that will help students to think about recording information using tally marks.

Examples:

- **Which ants do you have more of in your ant farm, black ants or red ants?**
- **What happens when you are counting ants and you get to five?**

Computer/Media Lab | Free Exploration

Description:

- Students will 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 | Ant Cities

Description:

- Students will make an ant city in the sand.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to investigate the natural world with a focus on sand.

When You Tour:

- Tell students that they can build an ant city in the sand.
- Explain that students can also create paths for the ants to follow by dragging a finger or pencil in the sand.

Facilitate Learning:

- Join students as they make an ant city.

- Ask questions that will help students to think about the nature of ants and ant cities. For best results, jump in and join the play as you interact with students.

Examples:

- **I wonder how ants know how to build ant cities.**
- **How do you think ant cities and human cities are alike and different?**

If the class made an ant farm during Theme Exploration, move it to the science lab, and encourage students to observe the ants.

Science Lab | Observing Small Creatures

Description:

- Students will observe and describe bugs and insects.

When You Tour:

- Remind students that they can observe bugs or insects in the lab today.
- Encourage students to observe ants if any are available.

Writing Lab | Describe a Bug

Description:

- Students will write a description of a bug pictured or another bug they are familiar with. Students may also describe the creature they made in the art lab or one they observed in the science lab.

When You Tour:

- Remind students that they can write a description of the bug pictured or another familiar bug. If students have visited the art lab or science lab this week, suggest they write a description of a bug they created or observed. Encourage students to write descriptions of ants.



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

Complete the following activities as described on day 1.

Calendar

- Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Ask a student to add the calendar cutout for today's date to the calendar. Then ask, **Is this the picture you thought it would be? Replies. How did you know which picture would be**

next? *The pictures make a pattern, and patterns repeat. Let's name the pattern again, but instead of using the picture names, let's use the letter names. Every time I point to a lion, say "A." Every time I point to a lamb, say "B."* Point to the cutouts, and say, A, B, B, B, A, B, B, B... until you have named all the pattern pieces. Then say, **Today is** (day of the week), (month and date), (year).

Teacher's Note: The cutouts referred to are the cutouts for the month of March. You might be using the cutouts from a different month. Adjust as necessary.

Days of the Week

Days of School Tape

Ten-Frames



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 the apple slices, and talk with students about some foods both people and ants like to eat. Have they ever seen ants eating food that was left on the ground? What kind of food was it?
- Invite students to talk about the Partner Challenge. **For our Partner Challenge today, you will tell your partner the answer to this question: "When do you need to focus in school?"**
- Allow students time to talk with their partners about the challenge. Monitor conversations to help students think about the times during the day when focusing is important. You may ask questions, such as "Can you think of a time in school when you really need to pay attention so you will know what do?" and "What would happen if you don't pay attention when I give directions about what you may choose to do in the Learning Labs?"
- Award pocket points when students name something they do in school that requires them to focus.



Outside/Gross-Motor Play

- Look for ants on the playground today, and suggest that students observe them and see if they can locate the anthill. Have students describe the ants and their activities. If there are no ants around, perhaps students can pretend to be ants

following one another to the anthill or scouting for food. Talk with them about how they use self-control while they pretend to be ants.

- Note students who invite others to play and otherwise seek others out by initiating interaction, a positive interpersonal skill.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /e/, /s/, /c/, and /u/.
- Show the Animated Alphabet video segment for /u/.



Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.



Green Words:

cup	must
mud	sun
suds	him
yells	pup
dug	tugs

Quick Erase

- Use the following word sequence:
Don → dog → dug → tug → rug

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Red Words:

does	good
likes	smiles
puts	soap

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading



- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Guided Group Reading



Review

- Review background concepts for the story by playing the Word Play video segment.
- Remind students about their predictions from yesterday.

We used clues from the pictures and the title to guess what might happen in the story. Let's read the story now to find out what really happens.

Guided Group Reading

- Follow these steps on each page:
 - Read the teacher text at the top of the page.
 - Have students point to the first word of the first sentence, and then read it with them in unison. Read with a soft voice unless they need more support.
 - Read each sentence on the page twice to help build fluency.
 - Ask comprehension questions as guided by the questions printed at the bottom of each page in the teacher's version of the Shared Story.

Discussion Questions

- After reading the entire story, use these questions to check comprehension.



T-P-S: **How does Sad Sam get so muddy?** *He digs in the mud.*

T-P-S: **Why does Sad Sam run away?** *He doesn't like getting a bath.*

T-P-S: **Why does the man think that Sad Sam is a mad dog?** *Sad Sam has suds on his face.*

T-P-S: **How does Sad Sam look at the end of the story?** *He looks clean.*

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on page 5. Point to something in the picture that Sad Sam does not like. Tell your partner in a complete sentence why Sad Sam is running.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Celebration



- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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 a clear jar filled with bear counters. Select a student to estimate how many bears are in the jar. Select another student to count the bears.
- Award pocket points if students are able to successfully estimate and count.

T-P-S: **What do I mean when I ask you to estimate how many bears are in this jar?** *Make a good guess about how many bears are in the jar.*

Active Instruction

- Tell students that they will practice estimating again today. Hold up the empty jar.

We are going to fill this jar with different objects. Show the bicolored counters. **We will fill it with counters first. Think about how many counters you think it will take to fill the jar.**



WGR: **How can we find out how many cubes are in the jar?** *Count them.*

- Prompt students to think about their estimates before they make them.



T-P-S: **Do you think it will take one counter to fill the jar? Why or why not?** *Answers will vary.* **Do you think it will take one million counters to fill this jar? Why or why not?** *Answers will vary.*

If one is not enough and one million is too many, how many do you think it will take to fill the jar?

- Ask each student to make an estimate. Record their estimates on a piece of chart paper.

Count with me as I fill the jar with counters.

- Count the number of bicolored chips it takes to fill the jar. Record the actual number on the chart paper. Discuss how close students’ estimates were, and then empty the jar.
- Repeat with square pattern blocks.

Partner Practice

- Tell partners that they will practice making estimates.

Today you and your partner will practice making estimates. You will take turns making estimates and counting how many manipulatives will fit in the small jar.

- Show students a small jar and the manipulatives.

Each partnership will have a different type of manipulative. Let's say you have small bears. You will estimate how many bears the jar will hold. Write your estimates in crayon on your paper. Each partner should use a different color crayon to write each estimate. Model this. Then you will fill the jar with bears to see how many bears it will hold. Then you will write the actual number on your paper and circle it. Model this. When you are done, you will switch your bag of manipulatives with another partnership.

- Distribute the bags of manipulatives, crayons, and paper sheet to each partnership. Model how to fold a blank sheet of paper into four equal parts. Tell students that they will use this sheet to record their estimates and actual numbers. Remind them to circle the actual number in each square.
- As students work, circulate and assist as needed. Ask questions, such as, "How many buttons do you think your jar will hold?" "If your jar can hold twelve bears, how many cubes do you think your jar can hold?" and "How does knowing how many bears it held help you estimate how many cubes it will hold?"
- When most students are finished counting and recording the number of manipulatives on their paper, tell students to place their manipulatives back in their bags and switch with another partnership.
- Continue in this same manner, exchanging manipulatives and estimating, as long as time and interest allow.

Recap



- Select partnerships to share their estimates and actual numbers counted of one manipulative with the class. Ask them to share how they made each estimate.
- Award pocket points if partnerships had reasonable estimates and can explain their thinking.
- Review the concept of estimating.

T-P-S: How does the size of the objects affect the number of objects in the jar? *The larger the objects, the fewer that will fit in the jar. The smaller the objects, the more that will fit in the jar.*



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

- “Ants, Although Admirable, Are Awfully Aggravating,” *The 20th Century Children’s Poetry Treasury*, page 7

Introduce the Poem

Today I’d like to share an interesting poem with you called “**Ants, Although Admirable, Are Awfully Aggravating**” by Walter R. Brooks. As its name implies, it is about **ants**. I love the title of this poem because all the words begin with the letter “A.” When Walter Brooks refers to admirable **ants**, he means that you can have respect for **ants** because of how hard they work. He also says that **ants** are aggravating. I wonder if he thinks they are aggravating because they are usually found nibbling people’s food.

- Read the poem two times.



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 we’ve been talking about ants. Imagine that you are an ant. You are going to write about how the world would look to you if you were an ant.

T-P-S: How would the world look to you if you were an ant?

- Share an example that applies to you.

I think that I will write a sentence that says, “A leaf would look like a blanket.”

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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

- To model writing your sentence, use the writing strategies that have already been introduced.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

I am ready to write my sentence. My sentence is, “A leaf would look like a blanket.”

- **The first word is “A.” That word is on the word wall. I’ll copy it. I need to make sure to use a capital or upper case “A” when I write “a” because it is the first word in a sentence. Remember that we always capitalize the first letter of the first word in a sentence. Write “A.”**
- **The next word is “leaf.” I think I’ll draw a picture for leaf. Draw a picture of a leaf.**
- **“Would.” Do you hear any sounds we’ve learned in “would”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.**
- **“Look.” I can remember how to spell “look.” Write “look.”**
- **“A leaf would look like a blanket.” “Like” is the next word. I hear a couple of sounds I know in “like.” I hear /l/ and /k/. Write each letter as you say the sound.**
- **“A.” I remember “A” from earlier. Write “a.”**
- **The last word is “blanket.” What sounds do you hear in “blanket”? Say the word slowly, emphasizing the individual sounds. Write any letters 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. 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 ants and their communities. We learned that some ants live together in anthills, and each anthill is made of many small tunnels and rooms. Ants are very busy, and they each have their own special job!

If you created an ant city during Theme Exploration, use this time to have students carefully observe the ant city. Encourage students to think about what the city will look like tomorrow after the ants have had some time to work in it. Write down students’ predictions so they can make comparisons tomorrow.

- Use the book *Ant Cities* to review key ideas about ants. If you did not finish the book during Theme Exploration, use this time to pick up at your stopping point or reread the book.
- Write the word “Ants” vertically down a piece of chart paper. Tell students that you will write a special kind of poem called an acrostic together as a class. Explain that each line of the poem will begin with a letter from the word “ants.”
- Ask students for words or phrases that describe “ants” that begin with “a,” “n,” “t,” and “s.” If students struggle, provide them with examples, such as angry, alive, amazing, and awful.

Teacher’s Note: Provide flexibility with this activity. Your students might choose to list one adjective or word for each letter, or they may prefer to list many. You might also suggest writing a phrase or sentence next to each letter. The goal of this exercise is to prompt idea retrieval and not necessarily accuracy.

- Graph today’s temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs, or remind them that they may do so tomorrow during Greetings, Readings, & Writings.



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 have students make connections to the contexts in which the word was used today.



Our new word today is “ant.” An ant is a small insect that lives in a community. T-P-S: When did we see, hear, or use the word “ant” 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:
ant

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Ant insect.	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, An ant is an insect.</i>
The student responds in a complete, but not very elaborate, sentence. Ants work hard.	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. Can you tell us more about some of the things ants do?



- 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. For our Partner Challenge today, you will tell your partner the answer to this question: "When do you need to focus in school?" Provide a moment for students to review the challenge.



- Use the sharing sticks to select students to tell when focusing in school is important. Award pocket points when students name something they do in school that requires them to focus.
- 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 at school today.
- 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 monkey for today's show.
- **Read & Respond: Share a 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

Insects have three body parts and six legs.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Small plastic bags with colored craft sticks or other items for creating patterns, four items per student Paper, large enough to cover counters, one sheet per partnership
Theme Exploration	<ul style="list-style-type: none"> SFAF Big Book: <i>Creature Features: Insects</i> Prepared “insects” Marshmallows, polystyrene balls, playdough, or other materials to shape insect body parts Toothpicks, pipe cleaners, or other materials for insect legs Theme vocabulary word cards for “thorax” and “abdomen” or IWB access
Rhyme Time	<ul style="list-style-type: none"> <i>Language Play & Listening Fun for Everyone!</i> CD
STaR	<ul style="list-style-type: none"> Trade book: <i>Where Butterflies Grow</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Trail mix Trade book: <i>Ant Cities</i> Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>The Mud Dog</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “i,” “g,” “e,” “s,” “c,” and “u” or IWB access Green Word cards: “cup,” “mud,” “suds,” “yells,” “dug,” “must,” “sun,” “him,” “pup,” and “tugs” or IWB access Red Word cards: “does,” “that,” “oh,” “good,” “likes,” and “puts” or IWB access

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Clear jar filled with bear counters (from day 2) • Twenty-four buttons • Paper • String • Overhead projector (or piece of black construction paper) • Two pieces of construction paper per partnership • Bags of twenty to fifty buttons or bicolored counters, one bag per partnership • Crayons
Let's Daydream	<ul style="list-style-type: none"> • "Ants, Although Admirable, Are Awfully Aggravating," <i>The 20th Century Children's Poetry Treasury</i>, page 7
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Students' "insects" from Theme Exploration • Spring Temperatures Graph and student graphs (if applicable) • <i>Language Play & Listening Fun for Everyone!</i> CD • Home Link animal hand stamp: koala

Learning Labs—Additional Materials

Dramatic Play Lab Caterpillar in a Chrysalis
<ul style="list-style-type: none"> • Sleeping bags or large blankets • Colorful scarves • Trade book: <i>The Very Hungry Caterpillar</i>
Art Lab Beautiful Butterflies
<ul style="list-style-type: none"> • Paper coffee filters (basket type) • Clothespins (round head) • Food coloring (variety of colors) • Eyedroppers • Water • Containers to mix food coloring and water

Day 3

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 2

Literacy Lab

- Same as day 2

Math Lab

- Same as day 2

Computer/Media Lab

- Same as day 2

Writing Lab

- Same as day 2

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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. Write the word "mud" on the board.



T-P-S: How do you stretch and read the word that I wrote on the board? Tell your partner how you read this word for someone at home.

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



Active Instruction

- Review the cognitive regulation skill, remembering, using the Brain Game Copy Me!

Yesterday we played the Brain Game Telephone. WGR: How does playing the Brain Game Telephone help you exercise your mind muscles? If students need a hint, demonstrate the focus signal. *It helps us focus.*

Today we're going to play the remembering (Demonstrate the Remember signal—massage temple.) **Brain Game Copy Me!** Invite the Cool Kid to help you demonstrate this game. **First, I'll put four counters in a row.** Place four counters in a row where all students can see them. **Now** (name of Cool Kid) **will copy my pattern.** Tell the Cool Kid, **Look carefully at the counters so you can remember the order. Let's see if we can help** (name of Cool Kid) **remember the order of the counters.** Invite students to name the color of each counter as the Cool Kid points to them. Allow a few seconds for everyone to study the order. Cover the counters, and say to the Cool Kid, **It's your turn to place your counters in the same order as mine.** Allow enough time for the Cool Kid to work with the counters. Remove the cover from your counters,



and ask, **Do both rows of counters look the same?** If they don't match, give the Cool Kid time to make necessary corrections.

T-P-S: **What did we do to help remember the pattern?** *We named them in order.*

Partner Practice

- Engage students in playing the remembering Brain Game Copy Me!
- Quickly designate one member of each partnership as Peanut Butter and the other as Jelly. Distribute one bag of counters to each student.

You will play Copy Me! with your partners. Peanut Butters, line up four counters in a row. When they finish, say, Peanut Butters, point to each counter while the Jellies name the color. Jellies, look carefully at the row of counters your partner made. Your job is to remember the order in which your partner put the counters and copy it without looking at it. Give the Jellies several seconds to study the pattern. Say, **Peanut Butters, cover the row of counters with the paper. Jellies, place your counters in a row just like the one your partner made.** Encourage the Jellies to place their counters beneath the row the Peanut Butters made so they can compare them easily. When the Jellies finish, say, **Peanut Butters uncover your row of counters. Are the two rows the same?** Allow students enough time to compare the two rows of counters. If the patterns aren't correct, give students time to correct them.

Reverse roles, and have students play the game again. **We're going to play this game again, and this time, Jellies, you will line up the counters.** Allow students enough time to create a new order. **Jellies, point to each counter, and Peanut Butters, name the color as your partner points to it. Peanut Butters, look carefully at the row of your partner's counters.** Allow several seconds for them to do this. **Jellies, cover your counters. Peanut Butters, place your counters in a row just like the one your partner made.** Encourage the Peanut Butters to place their counters beneath the row the Jellies made so they can compare them easily. When the Peanut Butters finish, say, **Jellies, uncover your row of counters. Are the two rows the same?** Allow students enough time to compare the two rows of counters. If the patterns aren't correct, give students time to correct the pattern.



T-P-S: **How did you use your brains to put the counters in the same order as your partner?** RWE: **You had to look carefully at the order in which your partner placed them, and you had to use your mind muscles to remember the order.** T-P-S: **What did you do to help you remember the order of the counters?** *Possible answers may include repeating the order quietly; asked questions about the order, such as "Which color was first?"; made a picture in my mind.*

Sometimes when I want to remember things, such as the order of a row of counters, I repeat the order very quietly to myself. Let's try this way of remembering together.

- Create a pattern with your counters. Invite students to name colors of the counters in order from left to right. Cover the pattern, and have students replicate your

pattern. Encourage them to say the order of the counters quietly to themselves to help them copy your pattern.

This Brain Game helps you exercise your mind muscles for remembering. Today when you listen to stories, work in the Learning Labs, learn during Math Mysteries, and write at Write Away, you will use your remembering mind muscles. When you play Brain Games like Copy Me! you exercise the mind muscles that will help you all day in kindergarten.

Partner Challenge

- Introduce today’s Partner Challenge.

Today’s Partner Challenge is to tell your partner how you remember the order of the counters when you play Copy Me! Provide a moment for students to think about the challenge. Tell them that they will be able to think and talk about this some more with their partners at snack.
- Tell students that they will earn pocket points when they name a way to remember.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What does an insect look like?

You have some wonderful ideas about the characteristics of insects. Our Daily Message will tell us about certain characteristics all insects have in common.

Daily Message

Insects have three body parts and six legs.



- 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:
 - **Today’s Daily Message has some number words in it. Listen as I read the message again.** Read the message aloud. **WGR: What number words did you hear? “Three” and “six.”**
 - **We can write numbers with letters and with numerals. Let’s look at the word for “three.”** Underline “three.” /Th-r-eee/. **These sounds make the word “three.” How else can we write “three”?** Prompt students to write the numeral 3 in the air with their fingers.

- Now let’s look at the word for “six.” Underline “six.” **Help me break down this word.../s-i-x/, “six.”** How else can we write “six”? Prompt students to write the numeral 6 in the air with their fingers.

Theme Learning

- Use the book *Creature Features: Insects* to explain the content of the Daily Message.

We have looked at many bugs and small creatures this week. Sometimes people refer to all of them as insects, but insects are a special group of animals. Our Daily Message tells us two ways we can tell if a creature is an insect. Let’s read what it says again. Reread the Daily Message.

Hmm. I wonder if the insects pictured in this Big Book have three body parts and six legs. Let’s take a look at some of the bugs in *Creature Features: Insects* again. Let’s be entomologists who study the insects in this book. Invite students to repeat the word “entomologist” with you.



- Read page 2 aloud, and involve students in examining and counting the legs of the fly.
- Read page 3 aloud, and involve students in examining and counting the body parts and legs of the ant.

We can tell which creatures are insects because all insects have three body parts and six legs. Let’s see how many legs it has. Point to and count each leg of an ant on the page. **Now let’s count the body parts of an ant.** Point to and count each body part of an ant on the page. **1, 2, 3.**

- Point out the individual body parts as you name each.

As the book says, the three body parts of an insect are the head, the thorax, and the abdomen. Point to each part as you say, **You can easily see the head of an insect. The thorax is the middle part. The abdomen is the tummy part, but it is at the end of the insect.**

Teacher’s Note: If it comes up, you may need to point out that insects also have two parts on each wing set and one pair of antennae. Some creatures that are not insects have wings (e.g., beetles) and/or antennae (e.g., slugs).

- Introduce your “insect(s)” to the class. Use your model insect(s) to explain the following activity to the class.

This morning, you will each get to create your own insect, just like this one. At your tables, you will find (marshmallows, playdough, etc.) and (pipe cleaners, toothpicks, etc.) to create your insects. Remember to give your insect three body parts (Point to the parts of your insect as you name each one.): a head, a thorax, and an abdomen. WGR: How many legs should your insect have? Six. Yes. You may create an insect you know, like an ant or a bee, or you might like to create a brand new kind of insect.

- Have students move to tables to create their insects. Allow students time to create their insects. Encourage them to check their partners’ work to ensure each insect has three body parts and six legs.

- Move, or have students move, their creations to a safe place in the classroom. Tell students that at the end of the day, they will introduce their insect to their classmates.



- Play the digital dictionary videos for “thorax” and “abdomen.”
- 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 “thorax” and “abdomen.”

The thorax is the middle part of an insect. I can make a sentence with the word “thorax”:

The thorax is in between an insect’s head and its tummy.

The abdomen is the tummy part of an insect. I can make a sentence with the word “abdomen”:

Every insect has an abdomen.



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



- Play “Butterfly” from the *Language Play & Listening Fun for Everyone!* CD. Encourage students to sing and move along with the song.

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.

grow	/g-r-ow/	small	/s-m-all/	leaf	/l-ea-f/
-------------	----------	--------------	-----------	-------------	----------



- 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:

burst
creep
soar

Where Butterflies Grow*Written by Joanne Ryder**Illustrated by Lynne Cherry*

This beautifully illustrated book tells the story of the life cycle of a butterfly by engaging the reader's imagination during the transformation. The process begins with an egg on a leaf and takes the reader through each stage of development, ending with the newly emerged butterfly's first flight. This story provides a wealth of information about this interesting life cycle. The author even includes directions for creating an environment to attract butterflies.

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 *Where Butterflies Grow*. WGR: What does the title of a story tell us? *The name.* The person who wrote the words is Joanne Ryder. WGR: What do we call the person who writes the words of a story? *The author.* The illustrator is Lynne Cherry. What does the illustrator do? *Makes the pictures.*



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

Let's think about what this story might be about. Remember the title is *Where Butterflies Grow*. T-P-S: What clues does the title give you about the story? *It is probably about butterflies growing.* Display the cover. **Take a close look at the cover. T-P-S: **Talk with your partners about what you see on the cover.** *Butterflies, flowers and other plants, a mouse, etc.***

What do you think might happen in this story?

- Introduce the story vocabulary words.

We're going to see some important new words in this story. One word we will read is "burst." "**Burst**" means break open. If you burst open a water balloon, you break it open and all the water comes out.

We will also see the word "creep" a few times. "Creep**" in this story means crawl. A turtle might creep across the mud to get to a pond.**

"Soar" will be an important word in this story. Another word for "soar" is fly. Sometimes we see birds soar across the sky.



- 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.

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.
 - **Pages 2 and 3:** Point to the eggs on page 2. **These are caterpillar eggs. They are tiny.** Point to the enlarged illustration on page 3. **These are close-up pictures of the eggs. The illustrator drew a close-up picture so we can see them better.**
 - **I just read two of our vocabulary words. I read that the caterpillar bursts its shell and creeps into brightness. This means that the caterpillar breaks open its shell and crawls into brightness.**
 - **Page 6:** On this page, I read one of our vocabulary words again. T-P-S: Can anyone tell me what it was? *Creep.* That’s right, the word was creep. What does creep mean? *Crawl.*
 - **Page 9:** The caterpillar eats so much its skin begins to feel tight. T-P-S: What is the caterpillar eating? *Flowers and leaves.* Have you ever eaten so much that your stomach feels tight? What did you eat? I wonder what is going to happen to the caterpillar now that its skin feels tight.
 - **Page 11:** Look the caterpillar. Its old, tight skin split and fell off. Now it has a new skin.
 - **Page 13:** T-P-S: Who is the “hungry one” that wants to eat the caterpillar? *The bird.* The story says the caterpillar protects itself by looking “fierce.” The caterpillar looks really angry and scary, so the bird goes away.
 - **Pages 16 and 17:** Look closely at these pictures. They show how the caterpillar sticks itself to the tree and shakes off its striped skin. After that, it rests. T-P-S: What does this page make you wonder about?
 - **Pages 18 and 19:** What “hungry ones” are in this picture? *Squirrels, a bird, a skunk, a rabbit, frogs, a mouse.* Point to the brown chrysalis on the right side of page 19 above the skunk. **What keeps the caterpillar safe? It looks like a brown twig.**
 - **Pages 20 and 21:** The story says the caterpillar, which has turned into a butterfly, is ready to burst its twig-like shell. T-P-S: “Burst” is one of our vocabulary words. Who remembers what “burst” means? *Break open.* Point to the enlarged illustrations on page 21. **See what it looks like when the butterfly bursts its shell.**
 - **Page 28:** On this page, I read that the butterfly soars above the places where it lived as a caterpillar and then rested in its shell. “Soar” is another vocabulary word. T-P-S: What does “soar” mean? *Fly.*

After Reading



T-P-S: **What were some questions you had as we read this story? Did you find out the answers to your questions?**

Think about the story and the changes a caterpillar goes through as it turns into a butterfly. Now think about a baby and how it changes as it turns into a grown-up. T-P-S: Who do think changes more as they grow, people or caterpillars and butterflies? Explain your answer.

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

The caterpillar in the story bursts its egg and later its shell. T-P-S: What does “burst” mean? Break open. Let’s make a sentence together using the word “burst.” 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 with the words “creep” and “soar.”



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 | Caterpillar in a Chrysalis

Description:

- Students will act out the metamorphosis of the caterpillar into a butterfly from *The Very Hungry Caterpillar*.

Purpose:

- Participation in this lab will reinforce thematic concepts and 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:

- Point out the sleeping bags, scarves, and book.
- Explain that today students will take turns acting out the metamorphosis of the caterpillar to a butterfly from *The Very Hungry Caterpillar*.
- Explain that one student can read or take a Picture Walk through *The Very Hungry Caterpillar* to remind the group of the sequence in which a caterpillar changes into a butterfly. Other students can act out the story.
- Once the metamorphosis has been acted out, students can change roles, giving other students the opportunity to be the reader and the actor.
- Encourage students to use the scarves or materials from the art lab to make costumes.

Facilitate Learning:

- Join students in acting out the metamorphosis.
- Prompt students by pretending to be the caterpillar crawling, munching, and finally feeling snug in a chrysalis.
- Encourage students to continue until each student in the group who wants a turn with each part, reader and actor, has a turn.

Blocks Lab | Build a Habitat

Description:

- Students will make habitats for insects.

When You Tour:

- Remind students that they can make a habitat for bugs and insects. Have students who have already visited the lab describe the habitats they made.

Art Lab | Beautiful Butterflies

Description:

- Students will make butterflies.

Purpose:

- This lab reinforces thematic concepts and 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 colored water, coffee filters, and eyedroppers.
- Tell students that they can use these to make butterflies.
- Demonstrate how colored water will spread on the coffee filter paper when you use an eyedropper to place a few drops on one filter.
- Tell students that they will need to let their coffee filters dry before they can finish making a butterfly.
- Demonstrate how to make a butterfly by pushing the filter paper into the opening of the clothespin and bunching it up until all the paper is in the opening.

Facilitate Learning:

- Join students in creating a beautiful butterfly.
- Talk with students about their butterflies.

Examples:

- **I'm going to use blue and red on my coffee filter. What colors are you going use?**
- **What happened when your colors ran together?**

Teacher's Note: Have students save their butterflies at school for use in next week's art lab.

Classroom Library Lab | Buggy Books

Description:

- Students will have the opportunity to explore books about insects and spring.

When You Tour:

- Remind students that they can explore the books about insects and spring. Encourage students to identify insect body parts as they look at the books.

Literacy Lab | Play School: First Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the first sounds in words and the letters that make those sounds.

When You Tour:

- Remind students that in their imaginary classroom they can play a game with the letter and word picture cards.

Math Lab | Ant Farm

Description:

- Students will count the ants in an ant farm using tally marks.

When You Tour:

- Remind students that their friends want to know how many black ants and red ants they have in their ant farm. Explain that they should work with a partner to count the ants in their ant farms using tally marks.

Computer/Media Lab | Free Exploration

Description:

- Students will 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 | Ant Cities

Description:

- Students will make an ant city in the sand.

When You Tour:

- Remind students that they can build an ant city in the sand.

Science Lab | Observing Small Creatures

Description:

- Students will observe and describe bugs and insects.

When You Tour:

- Remind students they can observe bugs or insects in the lab today.
- Encourage students to observe bug or insect body parts.

Writing Lab | Describe a Bug

Description:

- Students will write a description of a bug pictured or another bug they are familiar with. Students may also describe the creature they made in the art lab or one they observed in the science lab.

When You Tour:

- Remind students that they can write a description of the bug pictured or another familiar bug. If students have visited the art lab or science lab this week, suggest

that they write a description of a bug they created or observed. Encourage students to write descriptions of butterflies.



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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames



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 the trail mix. While students are eating, reread page 11 of the book *Ant Cities*. Ask them about the seeds they are eating. What do they taste like? What kind of juice do they think is in these seeds? If students are interested, continue paging through the book, stopping to read some of the information that was not read on day 2.
- Invite students to talk about the Partner Challenge. **Today's Partner Challenge is to tell your partner how you remember the order of the counters when you play Copy Me!** Allow students time to talk with their partners about strategies they use to help them remember. As you monitor conversations, encourage them to think of ways besides repeating the pattern as a way of remembering the order of the counters. Did they ask questions about the pattern or make a mental image?
- Award pocket points when students name a strategy for remembering.



Outside/Gross-Motor Play

- Have students find a space in which they can move around. Explain to them that they can move like the insects you name. Name insects (or other creatures) that move in different ways or have special characteristics, such as ants (crawl), bees (fly), lightning bugs (light up), worms (slither).
- Remember to record today’s temperature.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /e/, /s/, /c/, and /u/.
- Show the Animated Alphabet video segment for /u/.



Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.



Green Words:

cup	must
mud	sun
suds	him
yells	pup
dug	tugs

Quick Erase

- Use the following word sequence:
cup → pup → pop → top → tip

Red Words:

does good
that likes
oh puts

Readles:

smiles
soap

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.



Guided Partner Reading

- Review the story by having students work with their partners to answer the following questions.

T-P-S: Today, before we read the story about Sad Sam again, take a moment to retell the story with your partner.

Now you're ready to read the story again. This time you will read it with your partners, but I will guide you to move from page to page. Open your books to the first page.

- Closely guide the partner reading process by following these steps on each page:
 - Read the teacher text at the top of the page.
 - Have Peanut Butter read the first page of the student text. Jelly will help.
 - Have the whole class read the page in unison.
 - Have Jelly read the next page of the student text. Peanut Butter will help.
 - Repeat the steps for the remainder of the pages, alternating which partner will read and which partner will help for each page. Model, or assist, as needed.

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on page 6. Read the last sentence with your partner. Tell your partner in a complete sentence why the man yells.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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 the jar filled with bears. Select several students to answer the following question.

T-P-S: This jar holds (actual number) bears. If I fill the jar with buttons, do you think it will take more buttons than bears to fill the jar or fewer buttons than bears? Why? RWE: **The jar would hold more buttons because they are smaller than the bears. The buttons are smaller and take up less space, so more buttons will fit into the jar.**

- Award pocket points if students are able to successfully explain their answer and their thinking.

WGR: When we estimate, do we need to guess the actual number or just try to get close to the actual number? Try to get close.

Active Instruction

- Tell students that they will practice estimating again today.

We are going to estimate how many buttons are on the overhead projector.

- Place all the buttons on the overhead.

I want you to think about the buttons on the overhead. Cover the buttons or turn the overhead off. **Estimate how many buttons are on the overhead, and whisper your estimate to your partner.** Allow time for students to share their estimates with their partners. **Before you tell me your estimate, I am going to show you a way that will make estimating easier. After I show you how to make an estimate, you might want to change your estimate before you tell me.**

- Uncover the buttons or turn the overhead back on. Take a piece of string and use it to divide the buttons into two groups. Make the number of buttons in each group about equal, but do not count them at this time.

Teacher's Note: Partitioning is a strategy where part of the value of the quantity to be estimated is known. For example, if there is a large number of items to be estimated and ten are counted out, then the partition is ten and students are encouraged to use the known quantity to estimate the total. This strategy focuses on understanding relationships between numbers and their values.

- Cover one group of buttons with a piece of paper.

I made a smaller group of buttons that can be counted quickly and easily.

Count the buttons that are visible aloud with students. Remove the piece of paper.

If you do not have access to an overhead projector, use a large piece of black construction paper. Have students sit so they all have a clear view of the buttons on the construction paper.

If students' initial estimates are unreasonable, continue to give them opportunities to estimate. They will need many opportunities to develop strategies for estimating. As their number sense grows, so will their estimating skills.

Now that we know that there are (actual number) of buttons in this group, we can estimate how many buttons there are altogether.

- After a moment, cover all the buttons and ask students to estimate how many buttons they think are there altogether. Record students' estimates on a piece of chart paper.
- Uncover the buttons.



T-P-S: How can we find out how many buttons are actually on the overhead? *Count all the buttons.*

- Ask students to count all the buttons with you on the overhead or piece of paper. Record the total number on the chart paper.
- Ask students to look at the estimates they made and see which estimates were close to the actual number.

Partner Practice

- Tell partners that they will practice making estimates again today.
- Show students the bags of manipulatives.

Each partnership will have a bag of buttons or bicolored counters. You will lay all your manipulatives out on your construction paper. Then, you will use another piece of paper to cover up some of the manipulatives. Then, you and your partner will count how many manipulatives are showing. Next, you will estimate the total number of manipulatives and write your estimate down in crayon. Finally, you will pick up the paper and count the total number of manipulatives. Record the actual number on your paper.

- Distribute the bags of manipulatives, construction paper, crayons, and paper sheet to each partnership. Model how to fold a blank sheet of paper into four equal parts. Tell students that they will use this sheet to record their estimates and actual numbers. Remind them to circle the actual number in each square.
- As students work, circulate and assist as needed. Ask questions, such as, "How many buttons do you see? How will that help you to estimate?"
- When most students are finished counting and recording the number of manipulatives on their paper, tell students to place their manipulatives back in their bags and switch with another partnership.
- Continue in this same manner, exchanging manipulatives and estimating, as long as time and interest allow.

Recap



- Select partnerships to share their estimates and actual numbers counted with the class. Ask them to share how they made each estimate using a partition.
- Award pocket points if partnerships had reasonable estimates and can explain their thinking.
- Review the concept of estimating using a partition.



T-P-S: How does knowing how many are in a smaller part of the set help you to estimate how many are in the total set? *It helps you get an estimate closer to the actual number. It gives you a starting point.*



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

- “Ants, Although Admirable, Are Awfully Aggravating,” *The 20th Century Children’s Poetry Treasury*, page 7

Introduce the Poem

Teacher’s Note: Frequently, when people see bugs and insects, they want to shoo them away or swat them with a fly swatter. Try to make students aware of all living things and have them appreciate all of their qualities.

The poet Walter Brooks wrote a poem called “Ants, Although Admirable, Are Awfully Aggravating.” Think for a moment about the ants that you have seen, and what you have seen them do. As you listen to this poem again today I’m sure you’ll be able to understand how Mr. Brooks respects ants, even though he doesn’t really like them. Imagine yourself taking a walk and seeing an ant do all the things the author describes.



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 we've been talking more about insects. You are going to write about one of the life stages of a butterfly.

T-P-S: What does a butterfly look like before it changes into a butterfly?

- Share an example that applies to you.

I think that I will write a sentence that says, "The egg is a tiny white ball."

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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.

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

Example:

I am ready to write my sentence. My sentence is, "The egg is a tiny white ball."

- **The first word is "The."** "The" is on the word wall. Let's use Say-Spell-Say to help us write and remember it. Prompt students to use Say-Spell-Say. Write "The."
 - **The next word is "egg."** What sounds do you hear in "egg"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"Is."** I remember how to write "is." Write "is."
 - **"The egg is a tiny white ball."** "A" is the next word. It's on the word wall, so I can copy it. Write "a."
 - **"Tiny."** Do you hear sounds we've learned in "tiny"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"White" is the next word. I hear a couple of sounds I know in "white."** I hear /w/ and /t/. Write each letter as you say the sound.
 - **The last word is "ball."** I can draw a picture for "ball." Draw a ball on the last line.
- 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. On the weekly record form, record the stage of writing that you observe for each of those 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 how you can tell an animal is an insect. T-P-S: How can we tell if an animal is an insect? *Insects have six legs and three body parts. Yes, we can count an animal’s legs and body parts.*

- Distribute, or have students retrieve, students’ “insects” from Theme Exploration.

An insect has six legs. How many legs does your bug have? Let’s count them together. Encourage students to point to each leg on their insect as they count them aloud. **Our bugs have six legs, but they need something else to be insects.**

Insects have three body parts. How many body parts does your bug have? Let’s count them. Encourage students to point to each body part as they count them. **Yes, your bugs have a head, a thorax, and an abdomen. They are insects!**

- Quickly separate students into groups of four or five. Invite students to introduce their insects to students in their group. Encourage students to share information about their insect, such as its name, where it lives, and what it eats. Remind students that their insects may be “real,” like an ant, or made up.
- Graph today’s temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs, or remind them that they may do so tomorrow during Greetings, Readings, & Writings.

- Play “Butterfly” from *Language Play & Listening Fun for Everyone!* Encourage students to sing and dance along to the music.



Vocabulary Review

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



One of our new words today is “thorax.” The thorax is the middle part of an insect. T-P-S: When did we see, hear, or use the word “thorax” today?

Our other new word today is “abdomen.” The abdomen is the tummy part of an insect. T-P-S: When did we see, hear, or use the word “abdomen” 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:

thorax
abdomen

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Abdomen is tummy.	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, An abdomen is an insect’s tummy.</i>
The student responds in a complete, but not very elaborate, sentence. Insects have abdomens.	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. Can you tell me about any of the other body parts an insect has other than the abdomen?



- 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. Today's Partner Challenge is to tell your partner how you remember the order of the counters when you play Copy Me!

- Provide a moment for students to review what they talked about at snack.
- Use the sharing sticks to select students to respond to the challenge. Award pocket points when students name a strategy for remembering.
- 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 koala for today's show.
- Read & Respond: **Share a book with someone in your family tonight. 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

Insects communicate with their bodies.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: trade book: <i>Where Butterflies Grow</i>; Shared Story: <i>The Mud Dog</i>
Gathering Circle	<ul style="list-style-type: none"> Brain Game materials for Cool Kid's choice (from day 1)
Theme Exploration	<ul style="list-style-type: none"> Vinyl insects Insect/Spider Picture Cards SFAF Big Book: <i>Creature Features: Insects</i> Theme vocabulary word card for "lightning bug" or IWB access
Rhyme Time	<ul style="list-style-type: none"> <i>Language Play & Listening Fun for Everyone!</i> CD Insects/Spider Picture Cards
STaR	<ul style="list-style-type: none"> Trade book: <i>Where Butterflies Grow</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Celery sticks cut into 2–3" lengths Cream cheese or peanut butter <p>Teacher's Note: Check for allergies!</p> <ul style="list-style-type: none"> Raisins Flashlight Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>The Mud Dog</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: "i," "g," "e," "s," "c," and "u" or IWB access Green Word cards: "cup," "mud," "suds," "yells," "dug," "must," "sun," "him," "pup," and "tugs" or IWB access Red Word cards: "does," "that," "oh," "good," "likes," and "puts" or IWB access Letter tiles for "u" (appendix) All letter tiles from previous units

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Forty-two buttons • Overhead projector or piece of black construction paper • Paper and marker • Estimating Buttons (appendix) • My Estimation Booklet (appendix), one per student and one for teacher • Crayons • Index cards
Let's Daydream	<ul style="list-style-type: none"> • "Beetles," <i>The 20th Century Children's Poetry Treasury</i>, page 6 • "Dragonfly," <i>The 20th Century Children's Poetry Treasury</i>, page 7
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • SFAF Big Book: <i>Creature Features: Insects</i> • Prepared lightning bug scene • White paper cut into quartered-sizes, one piece per student • Yellow, orange, and black crayons • Paper clips, coins, pen caps, or other objects for scratching out crayon wax • Spring Temperatures Graph and student graphs (if applicable) • Home Link animal hand stamp: leopard

Learning Labs—Additional Materials

Literacy Lab Play School: Final Sounds Games
<ul style="list-style-type: none"> • Letter-Blending Cards—Deck 1 • Word/Sentence Picture Cards
Math Lab Butterfly Match
<ul style="list-style-type: none"> • One-Winged Butterflies for 1–15 (appendix), three or four sets • Matching Butterfly Wings for 1–15 (appendix), three or four sets

Day 4

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Where Butterflies Grow* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *The Mud Dog* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 3

Math Lab

- Same as day 3

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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: Last night's story talked about insects. What is one thing that you learned about insects from the story?

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



Partner Challenge

- Introduce the Partner Challenge.

Today's Partner Challenge is to tell your partner something you have to remember when you are in school.

- Provide a moment for students to think about and/or ask questions they have about the challenge. Remind them that they will have time to talk with their partners about the challenge at snack.
- Tell students that they will earn pocket points when they name something they need to remember in school.

Brain Game



- Play this week's Brain Game.
- Review this week's focus game, adding more challenge if students are ready. Play the game several times now, and continue to play throughout the remainder of the week.

T-P-S: **How does** (name of game) **help us exercise our mind muscles?**

Demonstrate the Focus signal (hands like binoculars). If appropriate, invite the Cool Kid to be the leader. Play the game several times now, and continue to play throughout the remainder of the week.

T-P-S: **What do you do to help you focus when you play this game?**



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What do insects sound like?**

You have some wonderful ideas about the noises insects make. Our Daily Message will tell us about insects and their noises.

Daily Message

Insects communicate with their bodies.



- 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:
 - **Today's Daily Message begins with a word we have seen every day this week. What word is this?** Point to "insects." *Insects.* **Yes, this word says "insects." It begins with the little word "in."**
 - **The next word in this sentence is a long word, but it reminds me of another long word we have read in other Daily Messages.** Display the Daily Message from day 2 under today's message. Underline the words "communicate" and "community."
 - Ask students to spell the two long, underlined words with their partners. **These are two similar words: "communicate" (Point.) and "community." Point. We communicate by talking together, and we live in a community together. Both words mean doing something with others.**

Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that insects communicate with their bodies. A few weeks ago, we learned about some of the ways people communicate with their bodies. T-P-S: How do people use their bodies to communicate? RWE: Yes, people use their mouths to speak. People also use their hands to communicate with sign language. WGR: Do you think insects communicate the same way people communicate? Do you think ants use their mouths to speak? No. Do lightning bugs use sign language? No. No, insects communicate very differently from people.

- Distribute a vinyl creature or an Insect/Spider Picture Card to each partnership.

T-P-S: How do you think your insect might use its body to communicate?

- Ask students holding a vinyl ant or picture of an ant to hold it up and share how they think ants might communicate.

As ants travel, they set up paths for other ants to follow. T-P-S: How do you think ants set up these paths? Answers will vary. Ants use a substance from their bodies to make a path for the other ants to follow. If an ant finds food, it might create a path to help lead other ants to food.

- Ask partnerships holding crickets to hold up the creature or picture card.

T-P-S: How do you think crickets communicate with one another?

RWE: Crickets communicate by rubbing their wings and hind legs together to make a singing noise. Some crickets also make a snapping noise as they fly. All of these noises are the crickets' own language.

- Ask partnerships holding fireflies or lightning bugs to hold up the creature or picture card. Show students the pictures on page 8 of *Creature Features: Insects* as well.

Lightning bugs are small beetles that are black or brown in color. At night, the ends of fireflies light up, or glow. Fireflies is another name for lightning bugs. T-P-S: How do you think lightning bugs communicate with other lightning bugs? RWE: Lightning bugs use the light they make with their bodies to communicate with other lightning bugs.

- Many insects have ways of communicating with others in their species or families. They have special ways to do this.



- Play the digital dictionary video for “lightning bug.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

Our new word for today is “lightning bug.”

A lightning bug is an insect that makes a light with its body. I can make a sentence with the word “lightning bug”:

It is easy to spot lightning bugs in the dark because they light up as they fly.



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

- Play “Butterfly” from the *Language Play & Listening Fun for Everyone!* CD. Encourage students to sing and move along with the song.

Develop Phonological Awareness—Identify Initial and Ending Sounds



- Prompt students to identify the initial sound in “butterfly.” Use Think-Pair-Share to have students tell other bugs whose names begin with /b/.

Our song sings about a /b/ /b/ butterfly. What sound do you hear at the start of “butterfly”? /b/. **Yes. What other bugs have names that begin with /b/?** *Bee, bumblebee, beetle, etc.*

- Distribute one Insects/Spider Picture Card to each partnership. As you distribute the cards, say the name of the creature pictured, emphasizing the initial sound.
- Introduce the game First and Final.

Let’s play a game with our small creatures. The name of our game is First and Final. Let’s take turns naming our pictures and saying just the first sound you hear.

- Have one student show and name his or her creature and then invite the other students holding the same picture to stand. Prompt the entire class to say the first phoneme. For example, after Pierre shows and names his spider, all students should respond with the sound /s/. Give all students an opportunity to name their creatures, and have them say the first phoneme.

Teacher’s Note: Since some students will catch on quickly to this game and others will need more repetition, be sure to practice saying the names of all the pictures even though they will be repeated several times because of duplicate pictures.

- Say, **Now let’s take turns naming our pictures and have everyone say just the final sound they hear. Ready?** Have students take turns naming their pictures. Encourage the entire class to say the final phoneme. For example, if Ming holds up her cricket picture, all students should respond with the sound /t/. Give all students an opportunity to name their pictures and have them say the final phoneme.
- Tell students that they will play this game again tomorrow using a special game spinner.
- Award pocket points if most students are successfully able to identify the initial and ending sounds of the small creature names.





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? Where Butterflies Grow.

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

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

- Review the story vocabulary word. 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 “burst.” What does “burst” mean? *Break open.*

T-P-S: Can you think of a sentence that uses the word “burst”? 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 “creep.” *The word “creep” means crawl.*
- Repeat this process with the word “soar.” *The word “soar” means fly.*

Story Retell

- Tell students that as you reread the story they will act out some of the things the caterpillar/butterfly does.
- Reread the story, pausing as indicated for students to act out various characters’ parts.
 - **Page 3: The caterpillar creeps into brightness. Remember that “creep” means crawl. Show me how you can “creep” like a caterpillar.**
 - **Page 9: Let’s see you nibble and eat like the caterpillar.**
 - **Page 13: The caterpillar looks fierce or angry and scary to protect itself. Show me how you can look fierce like the caterpillar.**
 - **Page 17: Let’s see you wiggle and stretch like the caterpillar.**
 - **Page 21: Now show what it looks like to crawl out of the twig-like shell.**
 - **Page 25: Move your wings like the butterfly to dry them.**

- **Page 26: Put out your tongues to sip nectar from the flowers.**
- **Page 29: Wave your wings good-bye, butterflies.**
- Conclude the activity by asking students which part they liked acting out the most and why.



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 | Caterpillar in a Chrysalis

Description:

- Students will act out the metamorphosis of the caterpillar into a butterfly from *The Very Hungry Caterpillar*.

When You Tour:

- Remind students that they can take turns acting out the metamorphosis of the caterpillar to a butterfly from *The Very Hungry Caterpillar*.

Blocks Lab | Build a Habitat

Description:

- Students will make habitats for insects.

When You Tour:

- Remind students that they can make a habitat for bugs and insects. Have students who have already visited the lab describe the habitats they made.

Art Lab | Beautiful Butterflies

Description:

- Students will make butterflies.

When You Tour:

- Remind students that they can make butterflies.

Classroom Library Lab | Buggy Books

Description:

- Students will have the opportunity to explore books about insects and spring.

When You Tour:

- Remind students that they can explore the books about insects and spring.

Literacy Lab | Play School: Final Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the final sounds in words and the letters that make those sounds.

Purpose:

- 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:

- Tell students that today in their imaginary classroom they can play a game with the letter and word picture cards.
- The student who is playing the role of the teacher will show and name the Word/Sentence Picture Cards so every student knows which words the pictures portray.
- Then the “teacher” will distribute one Word/Sentence Picture Card to each student and have each student say the name of the picture on her card.
- Students will say the final sound they hear in their words. Next, students will look at the Letter-Blending Cards and find the letters that make the sounds and place them on their pictures.
- The “teacher” will redistribute the cards so each student has a different card and repeat the process with these pictures.

Facilitate Learning:

- Join students as they play Final Sounds. Provide a model of identifying the final sound in a word and the letter that makes the sound.

Math Lab | Butterfly Match

Description:

- Students will match butterfly wings with dots and to the correct numerals.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to match sets of 1–15 to their corresponding numerals.

When You Tour:

- Show students the butterflies with one wing that has dots. Ask students what's missing.
- Explain that they will find the other wing for the butterfly that has the matching numeral. Model counting the dots on the butterfly you are holding. Then find the matching numeral.

Facilitate Learning:

- Listen as students count the number of dots. Notice if they count one number per dot. Are they able to retain the number while searching for the matching numeral?
- Ask questions that will help students to think about recording information using tally marks.

Examples:

- **How many dots are on this butterfly's wing? Can you count them for me?**
- **Which number would match this butterfly's wing?**

Computer/Media Lab | Free Exploration

Description:

- Students will 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 | Ant Cities

Description:

- Students will make an ant city in the sand.

When You Tour:

- Remind students that they can build an ant city in the sand.

Science Lab | Observing Small Creatures

Description:

- Students will observe and describe bugs and insects.

When You Tour:

- Remind students that they can observe bugs or insects in the lab today.
- Encourage students to observe bug or insect antennae and/or what looks like bugs or insects communicating.

Writing Lab | Bug Messages

Description:

- Students will pretend that they are bugs and write messages to other bugs.

Purpose:

- This lab provides students with an opportunity to practice imaginative writing.

When You Tour:

- Remind students that they have been learning about how bugs and insects communicate.
- Tell students to pretend that bugs and insects can write and then write a message that one bug or insect might send to another.

Facilitate Learning:

- Talk with students about their writing.
- Encourage students to think about what kind of information would be important for bugs or insects to communicate.

Example:

- **I wonder what ants need to communicate to each other. How could I write that in a message?**



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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number-Recognition Circle 11–15

- Remove the clothespin from the Number-Recognition Circle 11–15. Select a student to come up and clip the clothespin on any number. Ask the class to identify the number. Ask students to suggest an action they could do while counting from 1 to the number (e.g., jumping, hopping, snapping fingers).



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

- Students can make a snack that some people call “Ants-on-a-Log” by spreading cream cheese or peanut butter on a celery stick and adding raisins on top. Talk about why they think people would call this snack “Ants-on-a-Log.” Encourage students to talk with one another about what they have done this morning, using new vocabulary and complete sentences.
- Invite students to talk about the Partner Challenge. **Today’s Partner Challenge is to tell your partner something you have to remember when you are in school.**
- Allow time for students to talk about the challenge. As you monitor their conversations, you may want to ask about the strategies they use to help them remember. Tell students to use one of these strategies to remember what their partner tells them. Tell them this will help them when it’s time to talk about the Partner Challenge during Let’s Think About It.



- Award pocket points when they name something they need to remember in school.

Outside/Gross-Motor Play

- Is there a shady place in your play area or somewhere close by? If there is, play a game of Firefly Hide-and-Seek. Demonstrate how to shine the flashlight so the light shows in a bush or on the ground. Then turn the light off. Have students close their eyes and count to 10. While they have their eyes closed, turn the light on, aiming it at a dark space where the light will show. When they open their eyes, they will look for the light. You can flash the light on and off like a firefly until someone locates the light. Let students take turns being the firefly.

Teacher’s Note: This game can be played indoors or outdoors.

- Remember to record today’s temperature.



TRANSITION

When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /e/, /s/, /c/, and /u/.
- Show the Animated Alphabet video segment for /u/.



**Green Words:**

cup must
 mud sun
 suds him
 yells pup
 dug tugs

Red Words:

does good
 that likes
 oh puts

Readles:

smiles
 soap

**Stretch and Read**

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:
 sun → fun → fan → ran → run

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.
- As they read the entire story, or designated pages, students should focus on remembering to include all steps of partner reading.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

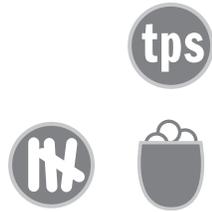
Roo's Request

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on pages 8 and 9. Use the words "mad" and "mud" to tell your partner about Sad Sam and the man in the story.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Partner Story Questions

- Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
 - Lead the class in reading the question in unison.
 - Give students time to answer the question with their partners.
 - Use the sharing sticks to select a student to share his or her partnership’s answer.
 - Ask all students to fill in the blank or circle either “yes” or “no” in their books.
 - Award pocket points for correct responses.



Stretch and Count / Stretch and Spell

- Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or baggies of letter tiles to students.
- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.
- If students are writing, have them draw the number of lines that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the words on the lines.
- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side by side to form a word.

sun

mud

dig



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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



- Show forty-two buttons on the overhead or a piece of construction paper. Cover half of the buttons. Select one student to come up and count the buttons that are showing. Select another student to estimate how many buttons there are altogether.



- Count the total number aloud with the class.
- Award pocket points if students are able to successfully count and estimate.



T-P-S: Why do we count part of a set before we estimate? *To help you get an estimate closer to the actual number. It gives you a starting point.*

Active Instruction

- Tell students that they will practice estimating again today.
- Show the Estimating Buttons sheet.

I want you to think about the buttons on this paper. Put the paper down so students can no longer see it. **Estimate how many buttons are on this paper, and whisper your answer to your partner.** Allow time for students to share their estimates with their partners. **Before you tell me your estimate, I am going to show you another way that will make estimating easier. After I show you how to make an estimate, you might want to change your estimate before you tell me.**

- Show the Estimating Buttons sheet again. Use a marker to make a circle that will divide the buttons into two groups. Make the number of buttons in each group about equal, but do not count them at this time.

I made a smaller group of buttons that can be counted quickly and easily, just as we did yesterday by covering up part of the group. This time, I circled part of the group.

- Cover the buttons that are not circled with another sheet of paper. Count the buttons that have been circled.

Now that we know that there are (actual number) buttons in this group, we can estimate how many buttons there are altogether.

- After a moment, ask students to estimate how many buttons they think are there altogether. Record students' estimates on a piece of chart paper.



T-P-S: How can we find out how many buttons are actually on this piece of paper? *Count all the buttons.*

- Remove the sheet of paper to reveal all the buttons on the Estimating Buttons sheet. Ask students to count all the buttons with you. Record the total number on the chart paper.
- Ask students to look at the estimates they made and see which estimates were close to the actual number.

Partner Practice

- Tell partners that they will practice making estimates again today using a partition.
- Show students the My Estimation Booklets.

There are pictures of different objects on each page of this booklet. A group of the objects will be circled. You will cover the objects that are not circled with a notecard and count the objects that are circled. Then, you will estimate how many objects are on the page altogether. You will record your estimate in crayon at the bottom of the page. Next, share your estimate with your partner, and explain your thinking. Finally, you will uncover all the objects, and you and your partner will count the total number of objects together to see if your estimates were close.

- Select a student partner to help you model the first page of the booklet.



T-P-S: When we count the objects all together, will we start at number 1? Why or why not? *No. You will start counting from the number you got when you counted the smaller group.*

- Distribute the My Estimation Booklets, a notecard, and crayons to each student. Remind students that they should not count the total number of objects until they have made their estimates.
- As students work, circulate and assist as needed. Ask questions, such as, “How many objects do you see circled? How will that help you to estimate?”
- If students finish early, allow them to color their booklets.

If students have difficulty keeping track of which objects they have counted, suggest that they use their crayons to mark the objects as they are counted.

Recap



- Select partnerships to share their estimates and actual numbers counted with the class. Ask them to share how they made each estimate using a partition.
- Award pocket points if partnerships had reasonable estimates and can explain their thinking.
- Review the concept of estimating using a partition.



T-P-S: What can you do to help you estimate large groups? *Count a smaller group, and then estimate.*



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

- “Beetles,” *The 20th Century Children’s Poetry Treasury*, page 6
- “Dragonfly,” *The 20th Century Children’s Poetry Treasury*, page 7

Introduce the Poem

Today I’d like to read you two simple poems. The first one is called “Beetles” by Monica Shannon. The second poem is called “Dragonfly” by Rebecca Kai Dotlich. Listen for the descriptive words in each poem that give you a picture in your mind.

- Read each poem at least twice to give students an opportunity to absorb the words.



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 we’ve been talking about how insects communicate. Pretend that you are an insect or another small creature. Think about how you would communicate with other creatures just like you. You can write something very serious, or you can write something very silly.

T-P-S: How would you communicate if you were an insect?

- Share an example that applies to you.

I think that I will write a sentence that says, “I buzz to talk to other bees.”

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I buzz to talk to other bees.”

- **The first word is “I.” I can copy this word from the word wall. Remember that when we write the word “I,” it is always a capital or uppercase letter, like it is written on the word wall. Write “I.”**
- **The next word is “buzz.” What sounds do you hear in “buzz”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“I buzz to talk to other bees.” The next word is “to.” I remember how to spell “to.” Write “to.”**
- **“Talk.” Do you hear any sounds we’ve learned in “talk”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“To” is the next word. I remember how to write this word. Write “to.”**
- **“Other” is the next word. What sounds do you hear in “other”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The last word is “bees.” I’ll draw a picture for “bees.”** Draw a bee on the last line.

- 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 talked about some of the ways insects communicate with each other. WGR: Do insects communicate through talking, writing, and signing, like we do? No. WGR: What do insects use to communicate? Their bodies. Yes. Insects use their bodies to communicate with one another.

- Use the Big Book *Creature Features: Insects* to review how some insects use their bodies to communicate.
- Show the ants on page 3.

Ants communicate with other ants by creating paths for them to follow. They leave a substance from their body along their trail that they want the other ants to follow.

- Show the crickets on page 5.

Crickets communicate with other crickets by making a sound that sounds like singing or chirping. They make this sound by rubbing their wings and legs together.

- Show the firefly on page 8.



WGR: How do lightning bugs, or fireflies, communicate with one another? RWE: Yes, these insects make a glowing light with their bodies. We sometimes see these bugs at night during the summer. They are like little floating flickers of light.

- Show students your lightning bug scene. Point out that the specks of yellow look like tiny lightning bugs flying in the dark night. Invite students to move to their tables where they will create their own lightning bug scenes.
- Explain to students that they will first use orange or yellow crayons to color in their piece of paper. Encourage students to press firmly with their crayons. Tell students that they will next color over their yellow or orange markings with a black crayon. Again, encourage students to press firmly and to completely cover their yellow or

orange markings. Demonstrate how once the color is completely covered by black, students can use a paper clip or other object to scratch out a small circle of black. The yellow or orange will shine through like a lightning bug.

- Circulate as students complete the activity, providing assistance where needed. Encourage students to count how many lightning bugs they have created in their picture.
- Graph today’s temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs or remind them they may do so tomorrow during Greetings, Readings, & Writings.



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 have students make connections to the contexts in which the word as used today.



Our new word today is “lightning bug.” A lightning bug is an insect that makes a light with its body. T-P-S: When did we see, hear, or use the word “lightning bug” 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:
lightning bug

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Lightning bugs light.	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, Lightning bugs light up at night.</i>
The student responds in a complete, but not very elaborate, sentence. Lightning bugs fly.	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. Can you tell me about what a lightning bug might look like as it flies?



- 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. Today's Partner Challenge is to tell your partner something you have to remember when you are in school.

- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to tell what their partner said. Award pocket points when they name something they need to remember in school.
- 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 leopard for today's show.
- **Read & Respond: Share a book with someone in your family tonight. 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

A spider cannot be classified as an insect.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Cards for ant, millipede, slug, and spider from the Rock/Small Creature Picture Cards Spider page (appendix) Ball of yarn Theme vocabulary word cards for “spider” and “web” or IWB access
Rhyme Time	<ul style="list-style-type: none"> <i>Language Play & Listening Fun for Everyone!</i> CD Insects/Spider Picture Cards First-or-Final Spinner (appendix) Transparent spinner
STaR	<ul style="list-style-type: none"> Storybook for free-choice day
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nutritious snack Yarn or string Tennis or other playground balls Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>The Mud Dog</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “i,” “g,” “e,” “s,” “c,” and “u” or IWB access Green Word cards: “cup,” “mud,” “suds,” “yells,” “dug,” “must,” “sun,” “him,” “pup,” and “tugs” or IWB access Red Word cards: “does,” “that,” “oh,” “good,” “likes,” and “puts” or IWB access
Math Mysteries	<ul style="list-style-type: none"> One handful of linking cubes Paper Pencils
Let’s Daydream	<ul style="list-style-type: none"> “Eyes,” <i>The 20th Century Children’s Poetry Treasury</i>, page 73

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Happy-or-sad face sticks (from unit 2) • Spring Temperatures Graph and student graphs (if applicable) • Cool Kid certificates

Learning Labs—Additional Materials

- SOLO assessment for your current grading period

Art Lab Spin a Web
<ul style="list-style-type: none"> • Construction paper (dark colors) • Glue in squeeze bottles with small opening • White yarn • Sample spider web

Day 5

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 4

Literacy Lab

- Same as day 4

Math Lab

- Same as day 4

Computer/Media Lab

- Same as day 4

Writing Lab

- Same as day 4

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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: Last night's song was the "Eensy Weensy Spider" song. Can you sing the song and do the hand movements?



- Use the sharing sticks to select two or three children to share the hand movements and song with the whole class. Award pocket points in recognition of students' efforts.

Class Council

- Review the Brain Game cognitive regulation skills remembering, focus, and stop and think.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no problems you need to address, you may use the following to work on remembering strategies.

We've been learning about how our Brain Games help us exercise our mind muscles to make us better learners. We played Copy Me! to help us with remembering. Let's talk some more today about things we can do that help us remember.



- Quickly place students in groups of four by combining partnerships.

We're going to play a Brain Game called Going to Grandma's. This is like the game Going to the Market we played before. This time when we play this game, instead of thinking of things we buy at the market, we will think of things we will pack for a visit to Grandma's house. T-P-S: If you were going to visit your grandmother, what would you take with you?

This is a cumulative game in which one student starts by saying, "I'm going to Grandma's, and I will take _____." The next student repeats the sentence, including the item the first student named and adding another item. Play continues in that manner until each student has a turn to repeat the sentence and add an item.



- If students need help remembering how to play this type of game, demonstrate how to play with the Cool Kid and another student. Provide the sentence stem, "I'm going to Grandma's, and I will pack _____." When all members of each group have had a turn, have the group repeat the sentence with all the items they will pack.

When you play, think about what you do to help you remember the things that get packed in the suitcase.

- Allow students time to play the game. When all groups finish playing, invite students to talk in their groups to answer the following question.

What did you do that helped you remember what was in the suitcase?

- Use the sharing sticks to select students to give their answers. Write students' responses on the board. Focus on responses that indicate they repeat the information to themselves quietly, ask questions about the thing to remember, and visualize what they want to remember.
- Assign each a group a strategy to use to remember two things to take to grandma's (e.g., a coat and a toothbrush). For the group (or groups) that will remember by talking quietly to themselves, say, **You will use saying something quietly to yourself to remember that you will pack a coat and a toothbrush to take to Grandma's.** For the group(s) that will ask questions, say, **You will ask questions about the things you will take to Grandma's to help you remember that you will take a coat and a toothbrush.** And for the group(s) that will remember by making a picture in their minds, say, **You will make a picture in your mind of a coat and a toothbrush to help you remember that you will take these things to Grandma's.** Allow students a few minutes to use their assigned strategy for remembering.
- Circulate and offer help as needed, particularly for the asking questions group. You may need to offer suggestions for questions, such as "Why will I need to take a coat to Grandma's?" and "When will I use a toothbrush on my visit?"
- Use the Zero Noise signal to get students' attention. Use the sharing sticks to select students to respond to their groups' question. Ask students in the group(s) that used repeating to help them remember what they will pack. T-P-S: **How did repeating the names of the things you will pack help you remember?** Ask the group(s) asking questions to help them remember, T-P-S: **What kinds of questions did you ask? How did asking those questions help you remember the items?** Ask the groups(s) that made a mental image, T-P-S: **How did you make a picture in your mind? What did you picture? What did you do when it was time to remember the things you will pack? We learned three ways to help with remembering. You can repeat the things you want to remember quietly to yourself, you can ask questions about what you want to remember, and you can make a picture in your mind of the thing you want to remember. You can use these when you play remembering Brain Games like Going to Grandma's.**





Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

- Place the ant, millipede, slug, and spider cards from the Rock/Small Creature Picture Cards on a ledge or somewhere visible to all students.



T-P-S: Which one of these creatures is an insect? How do you know?

Yes, the ant (Point.) is the only insect in this group! Insects have three body parts and six legs. The ant is the only creature here with three body parts (Count the body parts on each creature.) and six legs. Count the legs on each creature. We know a lot about ants. Today we will learn about another one of these creatures.

Daily Message

A spider is not an insect.

A spider has two body parts and eight legs.

- Write the Daily Message in front of students, reading each word as you finish writing it. Write the second sentence directly under the first so the words “A spider” align. Then read the entire message again, touching each word as you read it.



- Reinforce literacy objectives by pointing out the following:
 - **WGR: The Daily Message has two sentences. How can you tell that there are two sentences? There are two periods. The first word in each sentence begins with an uppercase letter.**
 - **WGR: What is the same about the sentences? They begin with the same two words. Yes, both sentences begin with the words “A spider.” Both sentences tell information about a spider.**
 - **As I read the second sentence again, listen to find the number words. When you hear a number word, trace the numeral in the air with your finger.** Read the sentence aloud, allowing students enough time to trace the numerals 2 and 8 in the air as you mention them.

Theme Learning



- Explain the content of the Daily Message.

The Daily Message gives us a lot of information about spiders. The Daily Message says that a spider is not an insect. T-P-S: If a spider is not an insect, what is it? Acknowledge students’ replies. (It is not expected that students will know the term “arachnid.”) A spider belongs to a special group of animals called **arachnids (a-RAK-nids).**

The Daily Message also tells how a spider is different from an insect. It says a spider has two body parts and eight legs. WGR: How many body parts does an insect have? *Three*. WGR: How many legs does an insect have? *Six*. Yes, spiders and insects have very different bodies.



- Show students the picture of the spider and a web.

T-P-S: Do you know why a spider spins a web? RWE: Spiders spin webs to catch insects to eat. A spider web is made out of tiny strings that are sticky to the touch. The strings are so thin that they are difficult for some insects to see. The insects fly into the web and get stuck on the sticky strings.

T-P-S: Think about the ways spiders and ants get food. How are they different? RWE: Ants leave the anthill to find food to bring it back for others in the community. A spider lives alone and uses a web to catch its food.

- Guide students in creating a giant spider web with a ball of yarn. Holding onto one end of the yarn, roll or gently toss the ball to a student across the circle from you. Encourage the student to hold onto the yarn as they roll or toss the ball to another student. Continue to do so until each student is holding a piece of the web.
- Tell students that they will have an opportunity to create their own spider web today if they visit the art lab.



- Play the digital dictionary videos for “spider” and “web.”
- 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 “spider” and “web.”

A spider is a small animal with two body parts and eight legs. I can make a sentence with the word “spider”:

Spiders have more legs than insects.

A web is a set of very thin threads that have been strung together. Spiders spin webs to catch their food. I can make a sentence with the word “web”:

Spiders spin webs.



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

- Play “Butterfly” from the *Language Play & Listening Fun for Everyone!* CD. Encourage students to sing and move along with the song.

Develop Phonological Awareness—Identify Initial and Ending Sounds



- Introduce the activity to students. Review the difference between a first phoneme and a final phoneme.

Today we will play a new version of the First or Final game with our picture cards. WGR: What does “first” mean? *The beginning.* What does “final” mean? *The end.* Display the First-or-Final Spinner, and point to the words as you say, **The word “first” is written here, and the word “final” is written here. “First” and “final” begin with the same sound.../fff/. Point to the last letter (t) in “first” as you say, Let’s look at the last letter in “first.” What sound goes with that letter? /t/. Let’s look at the last letter in “final.” What sound goes with that letter? /l/. Now let’s use the pictures to play First or Final.**

- Distribute one Insects/Spider Picture Card to each pair. As you distribute the cards, say the name of the creature pictured, emphasizing the initial sound.
- Have students take turns naming their pictures and spinning the spinner. The class will respond with the first or final sound of the picture named, depending on where the spinner lands. For example, if Sabrina holds up and names a picture of a beetle and the spinner points to “final,” the other students would respond with the sound /l/. Take turns playing until each student has had a turn.

Teacher’s Note: Remember that the repetition will help those students who need more practice identifying first and final phonemes in words.



- Award pocket points if most students are successfully able to identify the initial and ending sounds of the small creature names.



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

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. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | Caterpillar in a Chrysalis

Description:

- Students will act out the metamorphosis of the caterpillar into a butterfly from *The Very Hungry Caterpillar*.

When You Tour:

- Remind students that they can take turns acting out the metamorphosis of the caterpillar to a butterfly from *The Very Hungry Caterpillar*.

Blocks Lab | Build a Habitat

Description:

- Students will make habitats for insects.

When You Tour:

- Remind students that they can make a habitat for bugs and insects. Have students who have already visited the lab describe the habitats they made.

Art Lab | Spin a Web

Description:

- Students will make a spider web.

Purpose:

- This lab reinforces thematic concepts and 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 new materials you have added to the lab.
- Tell students that they may use these materials to make a spider web. Show students the sample web you created.
- Encourage students to draw a spider on their web, or make a spider and glue it to the web.

Facilitate Learning:

- Join students in creating spider webs.
- Talk with students about spiders and spider webs. Ask them how spiders differ from insects.

Classroom Library Lab | Buggy Books

Description:

- Students will have the opportunity to explore books about insects and spring.

When You Tour:

- Remind students that they can explore the books about insects and spring.

Literacy Lab | Play School: Final Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the final sounds in words and the letters that make those sounds.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game with the letter and word picture cards.

Math Lab | Butterfly Match

Description:

- Students will match butterfly wings with dots and to the correct numerals.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to match sets of 1–20 to their corresponding numerals.

When You Tour:

- Remind students that they will find the other wing for each butterfly that has the matching numeral. Point out that today they will also find matching wings for butterflies with 16–20 dots on their wings.

Computer/Media Lab | Free Exploration

Description:

- Students will 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 | Ant Cities

Description:

- Students will make an ant city in the sand.

When You Tour:

- Remind students that they can build an ant city in the sand.

Science Lab | Observing Small Creatures

Description:

- Students will observe and describe bugs and insects.

When You Tour:

- Remind students that they can observe bugs or insects in the lab today.
- Encourage students to observe spiders if they are available.

Writing Lab | Bug Messages

Description:

- Students will pretend that they are bugs and write a message to another bug.

When You Tour:

- Remind students that they can pretend that bugs and insects can write and then write a message that one bug or insect might send to another. Encourage students to write messages that spiders might send to each other.



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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames



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 snack, and encourage theme-related conversations.

Outside/Gross-Motor Play

- Weave a spider web with a ball of string. Have students sit or stand in a loosely shaped circle. Holding on to the end of the string, roll it to one of the students in the circle. That student holds onto the string and rolls the ball to someone else, continuing in this fashion until a web has been formed. Perhaps the web can be left out to “trap” insects as they play on the playground. Students can further challenge themselves by trying to bounce a ball into the web (like a bug flying into it) without hitting the string.
- Take this time to observe which students can roll an object in an intended direction.
- Remember to record today’s temperature.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /e/, /s/, /c/, and /u/.
- Show the Animated Alphabet video segment for /u/.





Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Green Words:

cup	must
mud	sun
suds	him
yells	pup
dug	tugs

Quick Erase

- Use the following word sequence:
mud → mad → had → hat → hut

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Red Words:

does	good
that	likes
oh	puts

Readles

- Review each of the readles from the story.

Readles:

smiles
soap

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.



Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another.
- As they read the entire story, or designated pages, students should focus on practicing all the steps of partner reading: read, retell, and reread together.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look at page 10. Tell your partner in a complete sentence how Sad Sam gets back to looking like a good dog again.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Stretch and Count/Stretch and Spell

- Have students count the sounds and then write the letters that make the sounds in each of the following words:

dug

tug

sip

- Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

- Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (Point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.

Sad Sam dug up the mud.

All Together Now

- Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without teacher text.
- Award pocket points for successful reading.



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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



- Show the Estimating Buttons sheet from day 4.



T-P-S: **How did we estimate the buttons on this sheet yesterday?** *We circled a part of the buttons and counted how many were in that part. Then we used that number to help us estimate how many buttons there were altogether. Then we counted to find the actual number.*



- Award pocket points if students are able to describe the estimation process.

Active Instruction



- Tell students that today they will try problem-solving again.

It is important to emphasize perseverance as a critical element in problem-solving. Because answers are not always clear, students tend to give up rather than try other strategies. Discussing perseverance will help students to know it is okay to struggle with an answer.

- Review problem-solving with students.

When you problem-solve in math, you solve mysteries. You might have to investigate to find clues that will help you to solve to the problem—like a detective would!

- Remind students that when we problem-solve, sometimes the answer is not always clear. Tell students that it is important to keep trying to find a solution and that it is okay if you do not get the answer right away.
- Make sure students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

Damon and his neighbors Josh, Patsy, and Bernie decided to start recycling. They each bought a recycling bin. Each recycling day, they lined their bins out on the street to be collected. Josh always put his bin out first. Bernie put her bin out after Damon, and Patsy always put her bin out last. What position order did Bernie and Damon put their bins out?

- Use a Think Aloud to explain your thinking about this problem.

Hmm. I need to figure out what the problem is. Let's see, I know that there are four neighbors that put recycling bins out. I know that Josh's bin is first and Patsy's bin is last. I know that Bernie puts her bin out after Damon. I need to find out what order Bernie and Damon put their bins out.

- Tell students that you will think about the problem-solving story again, only this time you want them to help you figure out how to solve it.

I need to figure out what I can use to help me solve this problem. Maybe I can use cubes. Show the linking cubes. But sometimes I don't have cubes to help me. I wonder if I could draw a picture.

- Encourage students to think about how you might draw a picture to help you solve the problem.



T-P-S: How might I draw a picture to help me solve this problem? RWE: I can draw pictures of the recycling bins and write each person's name on or below the bin.

- Repeat the problem-solving story.

Damon and his neighbors Josh, Patsy, and Bernie decided to start recycling. They each bought a recycling bin. Each recycling day they lined their bins out on the street to be collected. Josh always put his bin out first. Bernie put her bin out after Damon, and Patsy always put her bin out last. What position order did Bernie and Damon put their bins out?

- Pause to think. **Hmmm. I think I'm going to start with Josh's bin. I know that Josh's bin goes out first. Model drawing a rectangle that will represent Josh's bin. Now I need to label this bin so I know who it belongs to. I'm going to put a "J" for Josh on the bin. Model labeling the bin. Now I'm going to draw Patsy's bin. I know her bin goes out last. I need to leave space for Bernie's and Damon's recycling bins. Model drawing a rectangle and leaving space for the other bins. I need to label this bin too. I will put a "P" for Patsy. Model labeling the bin.**

- Encourage students to think of the next step in acting out the problem.

T-P-S: I have drawn the two recycling bins that I know the positions of. Now what should I do? *Draw Bernie's and Damon's recycling bins.*

- Use a Think Aloud to model how to determine the order of the bins.

I need to find out the order in which Bernie and Damon put out their recycling bins. I know they are not first or last, so they have to be second or third in the line of recycling bins. Point to the empty space on your drawing. **I think I should draw two more recycling bins, but not label them yet.** Draw two more rectangles to represent recycling bins.

- Encourage students to think of the next step in acting out the problem.

T-P-S: I have all my bins drawn, but not labeled. Now what should I do? *Decide which bin is Bernie's and which bin is Damon's.*

- Continue solving the problem.

I have two bins that are not labeled. If I think back to the problem, I know that Bernie put her bin out after Damon. So Damon's bin has to go before hers. That means Damon's bin must be second and Bernie's bin must be third! Now I can label those bins! I will put a "D" on the second bin for Damon and a "B" on the third bin for Bernie.

- Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? *The problem was finding out the order of Bernie's and Damon's bins. How did we solve the problem?* *We drew a picture and labeled the bins.*

Partner Practice

- Tell students that they will solve another mystery with their partner.
- Give partnerships a paper and a pencil.

Lilly and her friends Ricardo, Vick, and Nina recycled their juice boxes after lunch. They took turns placing their juice boxes in the recycling bin. Ricardo put his juice box in first. Vick put his juice box in last. Lilly put her juice box in after Nina. In what position order did Nina and Lilly place their juice boxes in the recycling bin?

- Prompt students to think about the problem.

T-P-S: What is the problem in the story? *The problem is that we need to figure out the order in which Nina and Lilly place their juice boxes in the recycling bin.*

- Read the story again slowly, prompting one partner to draw Ricardo's juice box and label it with an "R" for Ricardo. Then prompt the other partner to draw Vick's juice box and label it with a "V" for Vick, leaving space for the other juice boxes.
- Prompt students to think about the next step.

T-P-S: What should you do next to figure out the order in which Nina and Lilly placed their juice boxes in the recycling bin? *Draw two more juice boxes. Think back to the problem and label Nina's juice box with an "N" for Nina and Lilly's juice box with an "L" for Lilly.*



- Prompt students to think about the answer.

T-P-S: In what order did Nina and Lilly place their juice boxes in the recycling bin? How do you know? *Nina’s juice box was second, and Lilly’s juice box was third. I know because the problem said that Lilly put her juice box in the recycling bin after Nina.*

- If time permits, create similar problem-solving stories for students to solve.

Recap



- Select several students to explain how they worked through and solved the problem-solving story.
- Award pocket points if students are able to explain their thinking.
- Review problem-solving.

T-P-S: How did we solve the mysteries today? RWE: We solved the mysteries today by drawing a picture and labeling it in the correct order.

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

- “Eyes,” *The 20th Century Children’s Poetry Treasury*, page 73

Introduce the Poem

The name of the poem is “Eyes” by J. Paget-Fredericks. This poem is about an insect, but it never tells exactly what kind of insect. Maybe you’ll hear some clues in the poem that will help you figure out what insect it is about. Close your eyes, listen carefully, and create a picture in your mind.



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

Today, instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First, you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

- Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate.

I think I will choose this sentence. Read the selected sentence. **Now I will tell more about my sentence.** Share a new sentence that expands on the information provided in your first sentence.

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new 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 have been learning about spiders. We know that spiders are creatures with eight legs and two body parts. WGR: Are spiders insects? No. Why aren't spiders considered insects? They have too many legs. They only have two body parts, and insects have three.

- Review the learning focus of the week, incorporating the theme-related vocabulary words for the week.

This week, we have learned a lot about insects and other small creatures. We learned about the characteristics of insects and spiders, such as how many legs and body parts they have. Let's see if we can remember the three body parts of an insect. Show students a picture of an ant. Point to each body part (head, thorax, abdomen), prompting students to name each part. We also learned a lot about this particular insect, the ant. WGR: Do ants live alone, or do they live in big groups? They live in big groups. Yes, ants live and work in communities. Another insect we learned about is the lightning bug. Ants and lightning bugs both have special features that help them communicate with other ants and lightning bugs.

- Show students the happy-or-sad face sticks, and review their use. Then distribute the sticks with students, and play a quick game to review this week's theme-related vocabulary words. Offer a series of statements, such as those below. When your statement is false and students disagree, guide students in restating the sentence in a way that is true. Encourage students to form complete sentences.

All insects have six legs. Agree.

Some insects have wings. Agree.

Insects have two body parts: the thorax and the abdomen. Disagree. Insects have three body parts. They also have a head.

Spiders have two legs. Disagree. Spiders have eight legs.

Lightning bugs and fireflies are two very different insects. Disagree. Lightning bugs and fireflies are the same thing.

All insects spin webs. Disagree. Spiders spin webs.

In each ant community, there is a king ant. Disagree. Ants have queens, but not kings.

- Graph today's temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs, or remind them they may do so during Greetings, Readings, & Writings.



Vocabulary Review

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



One of our new words today is “spider.” A spider is a small creature with eight legs and two body parts. T-P-S: When did we see, hear, or use the word “spider” today?

Our other new word today is “web.” Spiders spin webs made of thin, sticky strings. T-P-S: When did we see, hear, or use the word “web” 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:

spider
web

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Spider webs.	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, Spiders spin webs.</i>
The student responds in a complete, but not very elaborate, sentence. Spiders spin webs.	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. Can you tell us about why a spider spins a web?



- 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.
- 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.).
- Explain the homework assignment.

Theme Exploration: On your way home, or when you get home, search for a spider. Look carefully at the spider, and count the body parts and legs—but do not touch it! Tell someone at home how a spider is different from an insect.

Read & Respond: Try to read a book about an insect, spider, or other small creature over the weekend!

Day 6 | Ready, Set...

Focus

Spring is the season that follows winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 11, week 2 • Math Lab: Ten-Frame Cards for 1–10
Gathering Circle	<ul style="list-style-type: none"> • No new materials
Theme Exploration	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • Brown paper grocery bag • Signs of spring (e.g., buds on a branch, daffodils, crocus, or something else appropriate to your locale) • Theme vocabulary word card for “spring” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • Linking cubes or other manipulatives, three per student and three for the teacher
STaR	<ul style="list-style-type: none"> • Trade book: <i>The Boy Who Didn't Believe in Spring</i> • Trade book: <i>Where Butterflies Grow</i>
15-Minute Math	<ul style="list-style-type: none"> • Number-Recognition Circle 16–20 • Clothespin • Three linking cubes (any color)
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Fresh, unsliced loaf of bread • Trade book: <i>The Boy Who Didn't Believe in Spring</i> • Outdoor thermometer (bulb type, child-safe) • Clipboard(s) • Markers or pencils
KinderRoots	<ul style="list-style-type: none"> • Shared Story: <i>Tubb, the Cub</i> (teacher and student copies) • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards for “i,” “g,” “a,” “t,” “s,” “u,” and “b” or IWB access • Green Word cards: “back,” “big,” “but,” “sobs,” “bad,” “bit,” “cubs,” “Tubb,” “bats,” “bugs,” “fun,” and “Tubb’s” or IWB access • Red Word cards: “be,” “me,” “play,” “have,” “ow,” and “want” or IWB access
Math Mysteries	<ul style="list-style-type: none"> • Set of number cards for 1–10, one set per partnership • Bags with ten bear counters, one bag per partnership
Let's Daydream	<ul style="list-style-type: none"> • “Helicopters,” <i>The 20th Century Children's Poetry Treasury</i>, page 27

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Chart paper titled "Signs of Spring" or IWB access and marker • Paper, at least one piece per student • Crayons or markers • Spring Temperatures Graph and student graphs (if applicable) • Read & Respond bookmarks • Home Link animal hand stamp: lion

Learning Labs—Additional Materials

Dramatic Play Lab Spring Cleaning
<ul style="list-style-type: none"> • Dust cloths • Broom • Dustpan and brush • Bucket (small) filled halfway with water • Sponges
Blocks Lab Build It!
<ul style="list-style-type: none"> • Wooden and/or cardboard blocks • Block play-figures, such as people, animals, traffic signs, or vehicles • Toy dump trucks • Bulldozers • Construction hard hats
Art Lab Spring Group Art Project
<ul style="list-style-type: none"> • Butcher (craft) paper for group art project • Construction paper (green) cut in half lengthwise (enough to equal about 10' when attached end to end, or students may paint a 10' piece of white paper green) • Scissors • Masking tape • Paint (tempera), especially spring colors (add white to create pastels) • Tissue paper pieces cut or torn • Seeds (variety) • Feathers • Students' bugs from art lab, week 1 • Students' beautiful butterflies from art lab, week 1

Classroom Library Lab | Books Spring into Action

- Spring, seasons, insects, spiders, and other theme-related fiction and nonfiction books and magazines
- Insects/Spider Picture Cards
- Rock/Small Creatures Picture Cards

Literacy Lab | Play School: Middle Sounds Game

- Letter-Blending Cards—Deck 1
- Word/Sentence Picture Cards (one per student)

Math Lab | Free Exploration

Math manipulatives:

- Counting/patterning/sorting: linking cubes, bear counters, buttons, beads, pattern blocks, etc.
- Geometry/spatial: puzzles, small vehicles, interlocking construction blocks, etc.

Sand/Water Lab | Down Came the Rain

- Plastic tube (about as long as a paper towel roll but larger around) to represent a “waterspout” in “Itsy Bitsy Spider” (If possible, attach a vinyl spider on a string to one end of the tube so students can make the spider climb up.)
- Vinyl or plastic spider
- Cup or pitcher

Science Lab | Scientist’s Station

- Items to encourage exploration (e.g., a balance scale, items to weigh, leaves, shells, rocks, scraps of material, magnets, magnetic and non-magnetic items with which to experiment, magnifying glasses)

Writing Lab | Free-Choice Writing

- Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini-chalkboards or whiteboards, journals, etc.)

Day 6

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond
- Ask students if they saw any spiders over the weekend. Ask what they noticed about the spiders.

Sign In**Available Activities**

Classroom Library Lab

- Same as day 5

Literacy Lab

- Same as day 5

Math Lab

- Place the Ten-Frame Cards for 1–10 so students can make sets of 1–10.

Computer/Media Lab

- Let students know that the computer/media lab is open. Turn on the computers if necessary.
- Make copies of each student's writing available in the lab. Encourage students to type previously written works on the computer or type new poems or stories. If possible, allow students to print their work.

Writing Lab

- Same as day 5

Science Lab

- Encourage students to graph the last day's temperature on their Spring Temperatures Graph.

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

- This week, find out if your students can sound out the words “bugs” and “sobs.” You will also watch to see whether they can read the sentence, “A big, bad bug nips Tubb.”
- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

Emergent Writing

- When you conference with a student about his or her writing during Learning Lab 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 to see whether they participate actively in the Brain Games.

Math

- Place six bear counters (or other manipulative) in front of the student. Ask him or her to separate the set of six into two smaller sets. See if they can show more than one way to separate the group of six.

Example:

- The student creates two groups of three. You can prompt him or her by saying, **So three and three make six. Let's put them back together again and see if you can separate them another way.**



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



Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Partner Challenge

- Introduce the challenge.

When we practiced the Brain Game Going to Grandma's last week, we learned about ways to help us remember. Our Partner Challenge today is to tell your partner what you can do when you want to remember something.
- Provide a moment for students to think about the challenge. Remind them that they will have time to talk about the challenge with their partners during snack.

When you talk about the Partner Challenge later today, try to name all three ways we know to help us remember things.
- Tell students that they will earn pocket points when they name at least one way to remember something.

Brain Game

- Invite the Cool Kid to select the Brain Game for the week.
We've learned Brain Games that help us focus (Give the Focus signal.), **remember** (Give the Remember signal.), **and stop and think**. Give the Stop and Think signal. **Our Cool Kid will pick this week's game for us.**
- Invite the Cool Kid to pick from among these three stop and think games: Simon Says, Head, Shoulders, Knees, and Toes, or Freeze.
- Play the game now and at other times throughout the day and week.

Theme Exploration

TIMING GOAL: 15 minutes



Partnership Question of the Day

T-P-S: How do we know spring is coming?

You have some wonderful ideas about spring! Our Daily Message will tell us something important about spring.

Daily Message

SPRING IS THE SEASON AFTER WINTER.



- Write the Daily Message in front of students, reading each word as you finish writing it. Write the message in all uppercase letters. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **Something is not quite right with our Daily Message. It sounds fine when I read it aloud, but it does not look right. WGR: What is wrong with our Daily Message? All the letters are uppercase. You're right! All the letters are uppercase. Help me rewrite the message. Should all the letters be lowercase, or should some be uppercase? Only the first letter should be uppercase.** Rewrite the message with correct capitalization. **That looks much better!**

Theme Learning



- Explain the content of the Daily Message.
Our Daily Message tells us that spring is the season after winter. Winter is the coldest time of year. WGR: Do you think spring is as cold as winter? No. No, spring is not as cold as winter. Let's watch a quick video to find out more about the season of spring.



- Play the Spring background video.

Our video asks us, “What do you like about spring?” Tell your partner something you like about spring!

We have been learning a lot about insects and other small creatures. Many of these animals are seen as the seasons change from winter to spring and Earth gets warmer. There are other changes we notice as the seasons change from winter to spring—things that some people like to call “signs of spring.”

- Bring out the bag of items you have gathered that indicate that spring has arrived in your area. Tell students that you have some signs of spring in your bag and that you want them to think about what those signs might be.

I’ll give you some clues about one of the signs of spring in my bag. Then you and your partners can think about what it might be.

- Give several clues about one of the items you have in your bag. State each clearly, pausing between clues to allow students time to think about what you have said. For example, if you have a branch from a tree with buds on it, you might say:
 - “These are something on a tree.” (Pause.)
 - “They appear on a tree before new leaves do.” (Pause.)
 - “Joey would say, /b...u...d...s/.” Pause. Repeat “/b...u...d...s/.”
- Encourage students to talk about their clues with their partners to try to determine what you have described.
- After several partnerships give their ideas, take the item out of the bag. Did students guess correctly? Have everyone repeat the name of the item after it is correctly identified.

Does anyone remember what we call trees that lose their leaves in the fall? *Deciduous trees*. Deciduous trees lose their leaves in the fall, are bare in the winter, and grow buds that become leaves in the spring.

- Have students state in a complete sentence (individually or in groups) that a particular item is a sign of spring; e.g., “Buds on a tree branch are a sign of spring.”
- Continue in this manner until you have identified all the items in the bag, or as long as students remain interested.
- During this and other Theme Exploration discussions this week, note students who demonstrate expansion of understanding the basics of the change of seasons. Other logical observation opportunities include the science lab and Let’s Think About It each day.



- Play the digital dictionary video for “spring.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

Our new word for today is “spring.”

Spring is the season that comes after winter and before summer. I can make a sentence with the word “spring”:

Trees and flowers begin to bloom again in the spring.



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 “Itsy Bitsy Spider.”

Today we will listen to an old rhyming song about a very small spider. If you know the song, please sing it with me.

- Use My Turn, Your Turn to teach the chorus of the song to students, one line at a time. Teach students the traditional fingerplay along with the song.

Itsy Bitsy Spider

Itsy bitsy spider (Use fingers to mimic a spider crawling upward.)

Climbed up the waterspout (Continue motion.)

Down came the rain (Wiggle fingers as you move arms down like rain.)

And washed the spider out (Move hands outward from crossed position to wash the spider out.)

Out came the sun (Place arms overhead in a circle.)

And dried up all the rain (Open arms to side, palms up.)

So the itsy bitsy spider (Mimic the spider crawling upward again.)

Climbed up the spout again (Continue.)

Develop Phonological Awareness—Identify Medial Sounds



- Introduce the game What’s in the Middle?

Today we will play a sound game we know called What’s in the Middle? In this game, we have to listen carefully to the middle sounds in words. I will say some words with the same middle sound, and your job will be to figure out what that sound is.

- Distribute three linking cubes to each student, and review how to play.



Listen as I say some words. Say the words slowly and with clear articulation. “Sun,” “hug,” “fun.” **These sounds have different beginning and ending sounds, but the sound in the middle is the same. Let’s break down each of these words.** Encourage students to point to each cube as they sound out the words with you. Remind students to begin with the left cube and “read” the sounds from left to right, just as they would read letters. /S-u-n/, /h-u-g/, /f-u-n/. T-P-S: **What sound do you hear in the middle of these words?** /u/. RWE: **Yes, “sun,” “hug,” and “fun” begin and end with different sounds, but they all have the sound /u/ in the middle.** Point to the middle cube.

- Play the game.

Now listen to this set of words: “kid,” “wig,” “fix.” Let’s sound them out together. Be sure to point to each sound as you say it. Break down each word with students. WGR: **What sound do you hear in the middle of these words? /i/. The sound /i/ is in the middle of all of these words!**

- Continue playing the game with the following sets of words, or use combinations targeting medial sounds your students need extra practice with.

“mud,” “tub,” “jug” /u/

“jet,” “web,” “red” /e/

“lid,” “him,” “rib” /i/



- Award pocket points if several partnerships are successfully able to identify the medial vowel sounds in the given words.



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



TIMING GOAL: 20 minutes

STaR Words:

holler

vacant

The Boy Who Didn’t Believe in Spring

Written by Lucille Clifton

Illustrated by Brinton Turkle

King Shabazz lives in the city and finds it difficult to believe in spring. One day he and his friend Tony set out on an adventure to find spring in their neighborhood. At first they are disappointed because they are unable to see any of the obvious signs of spring they have been told about. However, with some careful observations, they are surprised to find that spring does exist in their part of town, and they find joy in making that discovery.

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 today’s story is *The Boy Who Didn’t Believe in Spring*.

WGR: What is another word for the name of a story? *The title*. The story was written by Lucille Clifton. What do we call people who write stories? *Authors*. The illustrator of the story is Brinton Turkle. What do book illustrators do? *Make the pictures for the books*.



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

Let's take a look at the cover of our book and some pictures. Display the cover. T-P-S: **What do you see on the cover?** *Two boys sitting down in front of a brick wall. One is wearing sunglasses.* Display pages 8 and 9. T-P-S: **Talk with your partners about what you see on these two pages.** *People on a city street. The two boys looking in a doorway.* **Where do you think this story is set? Remember the title is *The Boy Who Didn't Believe in Spring*. What do you think might happen in this story?**

- Introduce the story vocabulary words.

We're going to hear some new words in this story. One word is "holler." Another word for "holler" is yell.

We'll also read the word "vacant." "Vacant" means empty. A vacant house is a house no one is in.

- Introduce the good-reader skill for today.

Good readers think about how the setting of the story is the same or different from the settings of other stories that they have read.

Let's think about *Where Butterflies Grow*. T-P-S: **Where did that story take place?** *Out in the country.*

As I read it, think about the setting of our new story. Think about how it is the same as or different from the setting of *Where Butterflies Grow*.



During Reading



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

- **Page 2:** The story says King would holler, "Where is it at?" every time his mother mentioned spring. Remember "holler" is one of our vocabulary words. It means yell.
- **Page 3:** T-P-S: **Why do you think King doesn't believe in spring?**
- **Page 9:** T-P-S: **Why do you think King and Tony are having a hard time finding spring?** Display *Where Butterflies Grow*. T-P-S: **Do you think it would be easier for King and Tony to find spring if this story was set out in the country, like *Where Butterflies Grow*? Why or why not?**
- **Page 16:** King and Tony come to a vacant lot. Remember "vacant" is one of our vocabulary words. It means empty. So there isn't a building on this lot.
- **Page 18:** T-P-S: **What sign of spring do King and Tony find in the vacant lot?** *Yellow flowers.*
- **Page 23:** T-P-S: **Why do you think King says, "Man, it's spring," when he sees the bird eggs?** *Birds lay eggs in the spring.*

After Reading

T-P-S: **How is the setting of *Where Butterflies Grow* different from *The Boy Who Didn't Believe in Spring*? *Where Butterflies Grow* is set in the country. *The Boy Who Didn't Believe in Spring* is set in the city.**

T-P-S: **How do you think the boys felt about discovering spring?**

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

King and Tony find signs of spring in a vacant lot. T-P-S: **Who can tell me another word that means vacant? *Empty*. Let's make a sentence together using the word "vacant."** 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 with the word "holler."



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 | Spring Cleaning

Description:

- The dramatic play area will be an imaginary home where students are doing spring cleaning.

Purpose:

- Participation in this lab will reinforce thematic concepts and 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:

- Tell students that the dramatic play lab will be a home again today.
- Explain to students that spring is a time when some people like to clean things and open up their windows to air out their homes after the winter.
- Tell students that they will do spring cleaning in the dramatic play lab today.
- Point out the cleaning items that you placed in the lab.



T-P-S: How might you use this equipment to clean things?

Facilitate Learning:

- Join students in cleaning the lab.
- As students decide what needs to be cleaned, listen to their conversations. Are they talking to one another about different duties? If they are having a difficult time deciding who will do which jobs, engage them in conversation that will help them solve their problems. Participate in the activity, showing students how to do routine cleaning activities such as sweeping dust into a dustpan.

Example:

- **I think I'll wash the dishes in the kitchen. What do you want to clean?**

Blocks Lab | Build It!

Description:

- Students will build with blocks.

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 the materials available.
- Ask questions that will encourage students to play in the context of imaginary scenarios.

Examples:

- **What can you use the dump trucks for?** *Moving materials.*
- **When kind of structures could you build today?** *Hospital, school.*

Facilitate Learning:

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

Example:

- **Where do you want me to put this load of bricks?**

Art Lab | Spring Group Art Project

Description:

- Students will create a spring-themed art project as a group.

Purpose:

- This lab reinforces thematic concepts and 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 new materials you have added to the lab.
- Explain that these materials are here for students to use to create a spring group art project.
- If students are going to cut construction paper to make grass for the project, demonstrate one method to make grass: cut the paper into blades of grass by cutting from one edge of the paper and stopping before cutting the paper through.
- Suggest that they paint or draw things like flowers, birds, blooming trees, and plants, and then cut them out and glue them onto the project paper.
- Remind students that they can include the bugs they made in the art lab last week.

Teacher's Note: Display the project where students will be able to work on it throughout the remainder of the unit.

Facilitate Learning:

- Join students in working on the art project.
- Talk with them about what they might see on a spring day.
- Encourage them to use a variety of materials in their creations.

Classroom Library Lab | Books Spring into Action

Description:

- Students will have the opportunity to explore books about insects and spring.

Purpose:

- This lab reinforces thematic concepts and 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:

- Encourage students to explore the books about insects and spring. Point out new ones that have been added to the library since last week.

Facilitate Learning:

- Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form.
- Ask students to point out the books that they have enjoyed so much they want to read them again.
- Suggest to students that they match the various picture cards and/or magazine pictures of insects and small creatures with those in the books.
- If students are reading the books about spring, talk with them about their observations about spring in their neighborhoods. Are the changes described in the books similar to those found where they live? If so, have students tell you about the changes they have seen that are like those in the spring books.
- If your climate is different, talk with them about the spring changes where you live and how they differ from those in the books.

Literacy Lab | Play School: Middle Sounds Game

Teacher’s Note: If most students are able to play First and Final Sounds Game with ease, move on to this game so they can practice the short vowel sounds they have learned. If students are still struggling with identifying first and final sounds in words, have them continue playing those games.

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the middle sounds in words and the letters that make those sounds.

Purpose:

- 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:

- Tell students that today in their imaginary classroom they can play a game with the letter and word picture cards.
- The student who is playing the role of the teacher will show and name the Word/Sentence Picture Cards so every student knows which words the pictures portray.
- Then the “teacher” will distribute one Word/Sentence Picture Card to each student and have each student say the name of the picture on his or her card.
- Students will say the middle sound they hear in their words. Next, students will look at the Letter-Blending Cards and find the letters that make the sounds and place them on their pictures.

- The “teacher” will redistribute the cards so each student has a different card and repeat the process with these pictures.

Facilitate Learning:

- Join students as they play Middle Sounds. Provide a model of identifying the middle sound in a word and the letter that makes the sound.

Math Lab | Free Exploration

Description:

- Students will explore various math manipulatives to create sets of 16–20.

Purpose:

- This lab provides students with an opportunity to explore numbers, number combinations, and creating sets.

When You Tour:

- Remind students that they can use the manipulatives to make number combinations. Encourage students to make sets of 16, 17, 18, 19, or 20.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about various numbers.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Down Came the Rain

Description:

- Students will act out the rhyme “Itsy Bitsy Spider” using the materials provided.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to practice retell and sequencing skills.

When You Tour:

- Point out the materials and props you have added to the lab.
- Tell students that they can use the materials and props to act out the rhyme “Itsy Bitsy Spider.”

Facilitate Learning:

- Join students in acting out the rhyme “Itsy Bitsy Spider.”
- If necessary, help students recite the rhyme.

Science Lab | Scientist’s Station

Description:

- Students will use materials and tools to freely investigate their world.

Purpose:

- This lab provides students with opportunities to observe, investigate, and record.

When You Tour:

- Point out any new materials that you have added to the lab.

Facilitate Learning:

- Use the following prompts to reinforce scientific concepts and facilitate oral-language development.

Examples:

- **What changes have you observed as spring has arrived?**
- **Why do you think plants start growing more in the spring?**

Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

- Briefly explain that students can use whatever materials they want to write about whatever they would like.

Facilitate Learning:

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

Examples:

- **I like how you copied “spring.”**
- **Drawing a picture of a flower to stand for the word is a great writing strategy.**



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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Separating Sets



- Show students a stick of three linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. **I had three cubes. I took away one cube. T-P-S: How many cubes are left in my stick? 2.** Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper ($3 - 1 = 2$). Read the number sentence aloud, pointing to each numeral or symbol as it is named.
- Repeat the process with the subtraction facts $3 - 1 = 2$ and $3 - 0 = 3$.



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

- Take a Picture Walk through *The Boy Who Didn't Believe in Spring*, stopping at the page that begins, “They passed Weissman’s.” Ask students to say what is sold at Weissman’s bakery. Say, **In the story, the boys stop to smell the buns and fresh bread. We have some fresh bread like the bread at Weissman’s bakery today.** If the bread you have came from a local bakery with which students are familiar, mention that and talk with them about the smells and tastes associated with a bakery. Finish the Picture Walk while students are eating. Talk with them about the sights and smells associated with spring in your region.
- Invite students to talk with their partners about the Partner Challenge.

Our Partner Challenge today is to tell your partner what you can do when you want to remember something.
- Allow students time to talk about the challenge. As you monitor students’ conversations, remind them to try to name all three ways we know to help us remember things.
- Award pocket points when students name at least one way to remember something.



Outside/Gross-Motor Play

- Take several clipboards, paper, and pencils or markers outside with you. Go for a walk around the school neighborhood, and look for signs of spring the way the boys do in *The Boy Who Didn't Believe in Spring*.

If your play area has trees, shrubs, grasses, or even weeds, have students search among them for signs of spring. If not, perhaps you could take a walk around the school neighborhood to look for any indications that spring is in the air. Point out things like open windows, clothes people are wearing, etc.

- Students can take turns using the clipboard(s) to write or draw a picture of any of the signs of spring they observe.
- Remember to record today's temperature.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar concepts-of-print book or Shared Story with partners or in unison as a class.

Story Introduction

Previewing

- Show the cover of *Tubb, the Cub*. Introduce the title, author, and illustrator of the story.

Video Words:

backpack

big

bug

smack

stick



When we read the new story, we will meet Tubb, the little lion cub, and we will learn why he is sad at the beginning of the story. This story is called *Tubb, the Cub*.

- **Let's learn some words that will help us to understand the story better.** Show the Word Play video segment.

Making Predictions

- Distribute student copies of the book. Guide students to tap into their background knowledge and make predictions about the story.

Tubb is a little lion cub who lives with his mom. Most of the lions in the world today live in Africa or in zoos. A lion is a member of the cat family. Can you see how a big lion and little cat look alike?

T-P-S: Have any of you ever seen a lion before? Where did you see one?

T-P-S: Describe what the lion that you saw looks like.

Together with your partner, look at the pictures in your books.

T-P-S: What problems do you think Tubb will have?





- Use the sharing sticks to select a few students to share their predictions.

We will get to find out if that’s what really happens when we read the story tomorrow. Let’s practice reading some of the sounds and words that we will see in the story so we’ll be ready to enjoy reading it!

Word Presentation

Read sounds.

These are some sounds that we will see in the story words.

- Show the plain letter side of the key cards for /i/, /g/, /a/, /t/, /s/, and /u/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /b/. **We will see this sound a lot in our story words. Let’s watch our funny cartoon that helps us remember the sound.** Show the Animated Alphabet segment for the focus sound /b/.



Stretch and Read

Alphie and his friends can use Stretch and Read to sound out words. Let’s watch.

- Show the Sound and the Furry video segment.

Now it’s your turn.

- Have students stretch and read the Green Words as you point to the sounds on each word card.



Green Words:

back	cubs
big	Tubb
but	bats
sobs	bugs
bad	fun
bit	Tubb’s

Quick Erase

Let’s practice using Stretch and Read to find out what these words will be in our Quick Erase game.

- Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.

sun → run → ran → rap → nap

Red Words:

be	have
me	ow
play	want

Say-Spell-Say

We have to stop and think about Red Words because the sounds are new to us or don’t follow the rules. We can play Say-Spell-Say to help us remember them.

- Show the Red Word card for each sight word. Read the word, and then use it in a sentence. Have students say each word, soft-clap it by letter, and say it again. Do this three times for each word. Add the words to the Red Word wall.

Readles:

lion
tail

Readles

Sometimes in our story, we will see little pictures instead of words.

- Show the readle “lion” on page 1 of the Shared Story. **When we see this picture, we will say, “lion.”** Repeat with the other readle.

Partner Word and Sentence Reading

Roo's Request

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner.** Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

Celebration

- Two students will celebrate what they have learned by reading a page they have practiced from a Shared Story or concepts-of-print book. Invite the first student to stand before the class and read. Celebrate his or her success with a cheer and pocket points. Repeat this process with the second student. Then announce who will need to practice tonight for tomorrow's celebration.
- Use My Turn, Your Turn to quickly review the Red Words on the word wall.



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 sharing sticks to select several students to count to 10. Ask students to count to 10 starting from different numbers (e.g., count to 10 starting from 4). Award pocket point if students successfully count to 10.
- Have students think about the order of the numbers 1–10.



WGR: **Which number comes before 7? 6.**

WGR: **Which number comes after 3? 4.**

WGR: **Which number comes before 10? 9.**

Active Instruction

- Review making sets of ten. Show students a plastic bag full of bear counters.

I want to make a set of ten bear counters. Can you help me count out a set of ten bears? Ask for a student volunteer to help you count out a set of ten bears. Have all students count together to check that the set contains ten bears.
- Review how to write the number 10. Slowly write the number 10 on the board or on chart paper as you explain your movements. Have students write the number 10 in the air with you.



- Remove three bears from the set of ten.

T-P-S: How many bears are left? 7. Let's count to check our answer: 1, 2, 3, 4, 5, 6, 7. Who can show us how to write the number 7? Choose a volunteer to write the number 7 on the board or on a chart. Then have all students write the number 7 in the air.

Partner Practice

- Explain that students will practice making sets of 1–10 and writing the number to represent each set. Give each partnership a set of Number Cards for 1–10 and a plastic bag of bear counters. Give each student a blank piece of paper and a pencil to record the numbers.

Today we are going to practice making sets of 1–10. We will also practice writing the numbers 1–10. One partner will choose a Number Card from the pile. The other partner will make a set of bear counters to show that number. Then each partner will write that number on the piece of paper. Switch roles after each round that you play.

- Have students repeat the activity at least three times. Circulate as students do the activity to check that they are able to write all the numbers 1–10. Check that students are taking turns and are able to count out sets of 1–10.

Recap



- Hold up a set of Number Cards 1–10. Choose a card from the pile, and ask for a volunteer to make a set of bear counters to show this number. Choose another student to write the number. Award pocket points if students are successfully able to show and write the correct 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

- “Helicopters,” *The 20th Century Children’s Poetry Treasury*, page 27

Introduce the Poem

Today I'm going to share a poem with you that reminds me of when I was a child during the spring season. The name of the poem is "Helicopters" by Sylvia Cassedy. Some trees, such as maples, grow seedpods that look like the propellers on a helicopter. As the pods fall to the ground, they look like helicopters. Show the illustration of the maple tree "helicopters" before reading the poem.

- Read the poem two times, giving students an opportunity to develop a visual image.



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 we have been talking about spring. You are going to write about a sign that spring is coming or something that reminds you of spring.

T-P-S: What is a sign that spring is coming? What is something that reminds you of spring?

- Share an example that applies to you.

I think that I will write a sentence that says, "I see green grass growing."

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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

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

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

Example:

I am ready to write my sentence. My sentence is, "I see green grass growing."

- **The first word is "I." I can copy that word from the word wall. Write "I."**
- **"See." I'm going to draw a picture for "see." Draw an eye.**

- **“I see green grass growing.” “Green” is the next word. I hear some sounds I know in “green.” I hear /g/, /r/, and /n/. Write each letter as you say the sound.**
 - **“Grass.” What sounds do you hear in “grass”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Growing” is the last word. What sounds do you hear in “growing”?** Say the word slowly, emphasizing the individual sounds. Write any letters 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 teacher cycle 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 are learning about the season of spring. WGR: What season does spring come after? *Winter*. Much happens as the seasons change from winter to spring. We have been talking about several of the signs of spring today. Let's create a list of spring signs.



T-P-S: What are some signs of spring?

- Write students' suggestions on the chart paper titled "Signs of Spring." Next to each item, draw a small picture representative of the idea. For example, you might draw a small tree with specks of green if students suggest that trees begin to grow leaves again.
- Add as many items to the list as students have ideas.

There are many signs of spring! This is a wonderful list. Let's create some pictures to go along with our list. In a moment, I will ask you to move to the tables. Think about everything on this list, and create a picture that shows some of the signs of spring.

- Invite students to move to tables where paper and crayons or markers are provided.
- Allow students time to create their pictures. Circulate, inviting students to share their ideas about spring. Encourage students to label their picture "Spring."
- If some students complete their pictures before others, encourage them to share their pictures with one another and discuss the signs of spring they each drew.
- Graph today's temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs, or remind them that they may do so tomorrow during Greetings, Readings, & Writings.



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 have students make connections to the contexts in which the word was used today.



Our new word today is "spring." Spring is the season that comes after winter and before summer. T-P-S: When did we see, hear, or use the word "spring" 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:
spring

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Trees in spring.	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, Trees grow leaves in spring.</i>
The student responds in a complete, but not very elaborate, sentence. Things change in spring.	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. Can you tell us about some of the things that change in spring?



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

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 what you can do when you want to remember something.



- Provide time for students to review what they talked about at snack.
- Use the sharing sticks to select students to respond to the challenge. Award pocket points when students name at least one way to remember something
- 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 lion for today's show.
- **Read & Respond: Share a book with someone in your family tonight. 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

Many changes occur during the spring season.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: trade book: <i>The Boy Who Didn't Believe in Spring</i>; Shared Story: <i>Tubb, the Cub</i>
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>It's Spring!</i> Signs of Spring list (from day 6, Let's Think About It) Marker Plant buds Theme vocabulary word card for "bud" or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>The Boy Who Didn't Believe in Spring</i> Paper Markers or crayons
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nutritious snack Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>Tubb, the Cub</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: "i," "g," "a," "s," "u," and "b" or IWB access Green Word cards: "back," "big," "but," "sobs," "bad," "bit," "cubs," "Tubb," "bats," "bugs," "fun," and "Tubb's" or IWB access Red Word cards: "be," "me," "play," "have," "ow," and "want" or IWB access
Math Mysteries	<ul style="list-style-type: none"> Bags with ten bear counters, one bag per partnership Blank paper, one sheet per partnership Set of number cards from 1–9, one set per partnership
Let's Daydream	<ul style="list-style-type: none"> "April is a dog's dream," <i>The 20th Century Children's Poetry Treasury</i>, page 25
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students' writing journals <i>Writing Development Feedback Guide</i>

Additional Materials Needed Today

Let's Think About It

- Signs of Spring list or IWB access
- Prepared Budding Tree craft
- Tissue paper (green, pink, red)
- Glue
- Optional: Budding Tree (appendix), one per student
- White paper, brown markers, brown construction paper, scissors
- Green markers or crayons
- Spring Temperatures Graph and student graphs (if applicable)
- Home Link animal hand stamp: walrus

Learning Labs—Additional Materials

Blocks Lab | Building Nests

- Blankets
- Pillows, soft fabric, etc. to make “nest”

Math Lab | Take Away Stories

- Manipulatives
- Wonder Box

Science Lab | Signs of Spring

- Budding plants such as forsythia
- Buds from trees
- Various newly sprouted plants
- Magnifiers
- Optional: bird's nest

Writing Lab | Spring Signs

- Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini-chalkboards or whiteboards, journals, etc.)

Day 7

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *The Boy Who Didn't Believe in Spring* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Tubb, the Cub* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 6

Math Lab

- Same as day 6

Computer/Media Lab

- Same as day 6

Writing Lab

- Same as day 6

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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. Write the word "big" on the board.



T-P-S: How do you stretch and read the word that I wrote on the board? Tell your partner how you read this word for someone at home.



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

Active Instruction

- Review the cognitive regulation skill, stop and think, using the Brain Game Simon Says.

We've been learning more about our Brain Games. Last week, we played Brain Games that help us exercise our mind muscles so we can focus and remember. Today we're going to play a Brain Game that helps us stop and think.



- Demonstrate the Stop and Think signal (one hand like a stop sign and the other pointing to head).

Today we're going to play Simon Says. Review the game Simon Says by playing the game in the usual way. Give several directions as you model actions, such as, **Simon says touch your nose.** Pause. **Simon says hop on one**

foot. Pause. **Simon says wave hello.** Pause. **Put your hands by your sides.**
 WGR: **Why didn't you put your hands by your sides?** *Because Simon didn't say to do that.* T-P-S: **How did you use your mind muscles so you didn't put your hands by your sides?** *I had to stop and think about whether Simon said to do it.*

Partner Practice

- Engage students in playing a variation of Simon Says that helps them become more aware of the need to stop and think before they act.

I'm going to make the game a little harder, so you really need to use your brains to stop and think before you act.

- Give the following directions while demonstrating actions that differ from the directions.

Simon Says:	Demonstrate:
Clap your hands.	Pat your head.
March in place.	Run in place.
Turn around.	Stand still.
Wave your arms.	Stamp your foot.



T-P-S: **Was it easy or hard for you to do what Simon said when you played this time? Why? How do your mind muscles that help you stop and think help you play this game?** *Possible answers may include repeating what Simon says quietly to myself, telling myself to listen carefully before moving, etc.* **When you use your mind muscles, that helps you stop and think and helps you practice self-control. That means you can control your body.**

Partner Challenge

- Introduce the Partner Challenge.

You need to be able to use self-control in school. That means you have to stop and think before you do something. Today's Partner Challenge is to talk with your partner about when you need to use self-control in school.

- Provide a moment for students to think about the challenge and ask any clarifying questions they may have. You may want to talk some more about the fact that self-control is the ability to stop and think before acting. Remind them they will talk with their partners about the challenge at snack time.
- Tell students that they will earn pocket points when they name a way they use self-control.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What senses let you know that it is spring? If needed, quickly review the five senses with students.**

Spring is all around us! Let's see what our Daily Message says today.

Daily Message

What changes in the spring?

- 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:
 - WGR: **What kind of sentence is this? A question. Yes, you know it's a question because at the end there is a...** Pause for students to jump right in. *Question mark. The word "what" at the beginning of the sentence is a question word.*



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message asks us what changes in the spring. We began to think about this yesterday. T-P-S: **What signs of spring do you remember?** Restate students' responses.
- Show students the cover of the book *It's Spring!*

What do you see on the cover? Mother or father bird and baby birds in a nest. Birds make nests for their babies in the spring. This is a sign of spring.
- Read the title *It's Spring!* as you point to each word. Read the names of the author and illustrator.

T-P-S: **What do you expect to learn from this book? What spring is like, what happens in the spring.**

Let's take a Picture Walk through *It's Spring!* We can see some of the changes that happen in spring.
- Show students the pictures on pages 2 and 3. Point out the buds on the tree.

Here is a sign of spring we talked about yesterday! In the spring, trees begin to grow new leaves. These leaves start as tiny buds. Point. **Some buds also grow into flowers.** Point.

- Pass around several plant buds from the science lab so students can view and touch them.

You can use the magnifying glass to look at some more buds today in the science lab.

- Continue paging through *It's Spring!*, stopping when you come to a page students recognize as one of the signs of spring that you have either talked about during Let's Think About It on day 6 or found in the neighborhood. For example, stop on page 8 and talk about the pussy willows if you have them in your room. Focus on how this and the growth of other types of buds indicate a change from winter to spring.
- As students discuss new signs of spring, add them to your Signs of Spring list.
- Play the digital dictionary video for “bud.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.



Our new word for today is “bud.”

A bud is a tiny new part of a plant that grows into a leaf or a flower.

I can make a sentence with the word “bud”:

Trees begin to grow buds in the spring.



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 “Itsy Bitsy Spider.” Encourage them to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:

/r-ai-n/	<i>rain</i>	/s-u-n/	<i>sun</i>	/s-p-ou-t/	<i>spout</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.



TIMING GOAL: 20 minutes

Review



- Review the title, author, and illustrator.

We read this story yesterday. Do you remember the title? *The Boy Who Didn't Believe in Spring.*

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

WGR: The illustrator is Brinton Turkle. 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 “holler.” What does “holler” mean? *Yell.*

T-P-S: Can you think of a sentence that uses the word “holler”? 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 “vacant.” *The word “vacant” means empty.*

Story Retell

- Tell students that they will make sequence cards to retell the story *The Boy Who Didn't Believe in Spring*. **After I read the story *The Boy Who Didn't Believe in Spring* again today, we will work in groups to make sets of sequencing cards that show what happens in the story.**
- Reread the story without stopping to ask interactive questions.
- Form groups of four students by combining partnerships. Distribute paper and crayons or markers to each group of students.



In the beginning of the story, Tony whispers there is “no such thing” as spring. T-P-S: Where is Tony when he whispers this? *At school. Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture.* Invite students to hold up the card they draw.

Later Tony and King go looking for spring. T-P-S: Where is the first place they look? *The school and playground. Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture.* Invite students to hold up the card they draw.

T-P-S: What is the first sign of spring that King and Tony find? Where do they find it? *Yellow flowers growing in a vacant lot.* Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture. Invite students to hold up the card they draw.

T-P-S: What other sign of spring do the boys find? *A bird's nest with eggs in it.* Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture. Invite students to hold up the card they draw.

- Invite students to place their group's 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 signs of spring they might see in their neighborhood.
- Place the sets of sequence cards in the classroom library lab.



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 | Spring Cleaning

Description:

- The dramatic play area will be an imaginary home where students are doing spring cleaning.

When You Tour:

- Remind students that they will do spring cleaning in the dramatic play lab today.

Blocks Lab | Building Nests

Description:

- Students will build nests.

Purpose:

- Participation in this lab reinforces thematic concepts and 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 the soft materials you have added to the blocks lab as nest-building materials.
- Explain to students that they may use these things to create a nest for a mother bird and her babies.

Facilitate Learning:

- Join students in building nests.
- Talk with students about their nests and how they are building them.

Examples:

- **I'm going to use blankets for my nest. What are you going to use to make the nest comfortable?**
- **How did you decide if it was big enough for all the birds to fit in?**

Art Lab | Spring Group Art Project

Description:

- Students will create a spring-themed art project as a group.

When You Tour:

- Remind students that they can create a spring group art project. Ask students what changes they are noticing outside as spring arrives.

Classroom Library Lab | Books Spring into Action

Description:

- Students will have the opportunity to explore books about insects and spring.

When You Tour:

- Remind students that they can explore books about insects and spring.

Literacy Lab | Play School: Middle Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the middle sounds in words and the letters that make those sounds.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game with the letter and word picture cards.

Math Lab | Ten Stories

Description:

- Students will use manipulatives and items from the Wonder Box to tell stories about making sets of ten.

Purpose:

- This lab reinforces the concept of making sets of ten.

When You Tour:

- Tell students that they will pretend that the manipulatives are baby birds. Ask students what baby birds learn to do after they leave the nest. They learn to fly.
- Explain that they will use an item from the Wonder Box (tissue box, workmat, paper bag, etc.) to act as the “nest.” Then they will tell stories about making sets of ten. Share one example.

Example:

- **If I was working in this lab and I wanted to tell a ten story about the baby birds, I might say: There were five baby birds in the nest. Five more birds flew back into the next. How many birds are in the nest now?**

- Tell students that they will work with a partner. One partner will tell the ten story, and the other partner will act it out.

Facilitate Learning:

- Listen as students tell their ten stories and act them out.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Down Came the Rain

Description:

- Students will act out the rhyme “Itsy Bitsy Spider” using the materials provided.

When You Tour:

- Point out the materials and props you have added to the lab.
- Tell students that they can use the materials and props to act out the rhyme “Itsy Bitsy Spider.”

Science Lab | Signs of Spring

Description:

- Students will observe budding plants and other signs of spring.

Purpose:

- This lab provides students with opportunities to observe, investigate, and record.

When You Tour:

- Point out the new materials that you have added to the lab.
- Tell students they can use the magnifiers to examine the buds and bird’s nest (if available).
- Suggest that students open the buds and examine what is inside.
- Encourage students to describe what they observe in writing or by drawing.

Facilitate Learning:

- Join students in examining the buds and bird’s nest.
- As students explore the flowers and other items you have gathered, talk with them about their observations. Ask them to make predictions based on their observations.

Examples:

- **What do you notice about the _____?**
- **What do you think the _____ will become?**

Writing Lab | Spring Signs

Description:

- Students will record the signs of spring they have observed in the science lab or outside.

Purpose:

- This lab provides students with an opportunity to record written observations.

When You Tour:

- Tell students that they may use the writing materials to record the signs of spring they have observed either in the science lab or outside.

Facilitate Learning:

- As students are writing or drawing pictures about the signs of spring they have observed, ask them to tell you about what they are writing/drawing. Perhaps they have seen or heard something you haven't noticed yet.



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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Separating Sets



- Show students a stick of four linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. **I had four cubes. I took away one cube.** T-P-S: **How many cubes are left in my stick?**
3. Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number

sentence on the laminated piece of paper ($4 - 1 = 3$). Read the number sentence aloud, pointing to each numeral or symbol as it is named.

- Repeat the process with the subtraction facts $4 - 2 = 2$, $4 - 3 = 1$, and $4 - 0 = 4$.



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

- Note students who move confidently between activities, indicating knowledge of the daily schedule.
- Serve snack, and encourage students to engage in theme-related conversation.
- Invite students to talk with their partners about today's challenge.

Today's Partner Challenge is to tell your partner when you need to use self-control in school.

- Allow time for students to talk about the challenge. As you monitor students' conversations, you may want to ask questions, such as "What might happen if we didn't stop and think when it is time to line up to go to the cafeteria?" or "Why can't we all run out the door when it's time to go home?" and "How does stopping and thinking help us work better with our friends?"
- Award pocket points when students name a way they use self-control.



Outside/Gross-Motor Play

- Play a game of Squirrels in the Trees. Have students get into groups of three, with two extra students standing aside. Two of the three in each group face each other, putting their hands on the other's shoulders to make trees. The third student in each group is the squirrel and stands between the other two (in the tree). Of the two extra students, one is "it," and the other is a squirrel. "It" chases the squirrel. If the squirrel wants to rest, he goes inside the tree, chasing out the squirrel already there. Devise a system of rotation so when a squirrel goes to rest, he or she takes the place of one of the children who is part of the tree.
- Read and record the outside temperature.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.



- Use the key cards to guide practice with /i/, /g/, /a/, /s/, /u/, and /b/.
- Show the Animated Alphabet video segment for /b/.



Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Green Words:

back	cubs
big	Tubb
but	bats
sobs	bugs
bad	fun
bit	Tubb’s

Red Words:

be	have
me	ow
play	want

Readles:

lion
tail

Quick Erase

- Use the following word sequence:
big → bug → bun → fun → run

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.



Guided Group Reading

Review



- Review background concepts for the story by playing the Word Play video segment.
- Remind students about their predictions from yesterday.

We used clues from the pictures and the title to guess what might happen in the story. Let's read the story now to find out what really happens.

Guided Group Reading

- Follow these steps on each page:
 - Read the teacher text at the top of the page.
 - Have students point to the first word of the first sentence, and then read it with them in unison. Read with a soft voice unless they need more support.
 - Read each sentence on the page twice to help build fluency.
 - Ask comprehension questions as guided by the questions printed at the bottom of each page in the teacher's version of the Shared Story.

Discussion Questions

- After reading the entire story, use these questions to check comprehension.



T-P-S: What does Tubb want to be? *He wants to be a lion.*

T-P-S: How do the bug and the bat make Tubb cry? *They bite him.*

T-P-S: What are some things a cub can do? *Cubs can play tag, run, dig, and nap.*

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on page 2. Point to someone in the picture who is sobbing. Tell your partner in a complete sentence why the cub is sobbing.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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 sharing sticks to select several students to count to 10. Ask students to count to 10 starting from different numbers (e.g., count to 10 starting from 4). Award pocket point if students successfully count to 10.
- Hold up various number cards 1–10.



WGR: What number is this? Show me how to write this number.

Active Instruction

- Explain that today students are going to talk about pairs that make 10. Use a set of 10 bear counters to demonstrate pairs that make 10.

Let's pretend that our bear counters are flowers. I want to have 10 flowers. Place 2 bear counters on a table or on the floor where they are easily visible to all students. **I have 2 flowers. How many more flowers do I need to have 10 flowers altogether?**

- Demonstrate counting to find the number that makes 10. Place bear counters next to the original set of 2, and count until you reach 10. Keep the original set of two bear counters slightly separated to show the two sets that will make ten.

Let's add counters until we reach 10. We already have 2 flowers, so we will count on from 3 until we reach ten: 3, 4, 5, 6, 7, 8, 9, 10. Now we have 10 flowers altogether. How many more did we add to get to 10? How can we figure it out? Point to the set of 8 bear counters (flowers) that you added. **Let's count how many we added: 1, 2, 3, 4, 5, 6, 7, 8. We had 2 flowers, and we added 8 more to make 10 flowers altogether. How can I write this in a number sentence? $2 + 8 = 10$.**

- Encourage students to think about how many flowers you would have needed to make 10 if you started out with 8.



What if I had 8 flowers? Point to the set of 8 bear counters. T-P-S: **How many more flowers would I need to make 10 flowers altogether?** Point to the set of 2 bear counters as a hint. **Yes, I would need 2 more flowers to make 10. Eight and 2 make 10. Whenever you combine sets of 8 and 2, you will get 10 altogether.** Write " $8 + 2 = 10$ " under the number sentence " $2 + 8 = 10$."

Partner Practice

- Explain that students will figure out other combinations that make 10 with their partners. Give each partnership a set of 10 bear counters, number cards 1–9, and a piece of paper to record combinations for 10.

Today we are going to figure out other combinations that make 10. We already know that 2 and 8 make 10. One partner will choose a number card 1–9. The other partner will count out a set of bears to match the number on the card. Then you will work together to figure out how many bears to add to make a set of 10. Then write the combination for 10 on your paper.

- Demonstrate the activity with a student volunteer. Choose a number card 1–9. For example, say that you chose 4. The student volunteer counts out 4 bears to show the number on the card. Now you work together to figure out how many bears you need to make 10.

We have 4 bears. Let’s count on from 5 to see how many more it takes to get to 10. 5, 6, 7, 8, 9, 10. How many more bears did we need to make 10 bears? 6. Yes, 4 and 6 makes 10. Now we need to record 4 and 6 on the paper as a combination that makes 10.

- Have students work with partners to find other combinations for 10. Circulate and provide help as needed. Ask questions to prompt students’ thinking, such as “How many bears did you start with? How many more did you need to add to make 10? Did you record the combination on your paper?”

Recap



- Select students to share their number combinations for 10. Record each combination on a chart to post in the classroom. (Save this chart for use in other lessons this week.) Award pocket points if students successfully identify the combinations for 10. Here are the combinations you should have: *1 and 9 (9 and 1), 2 and 8 (8 and 2), 3 and 7 (7 and 3), 4 and 6 (6 and 4), and 5 and 5.*



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

- “april is a dog’s dream,” *The 20th Century Children’s Poetry Treasury*, page 25

Introduce the Poem

I’d like to share a poem with you about dogs today. This poem describes how a dog feels when spring comes, the weather changes, and it can run around outside. If you have a dog or know of a dog, you will probably understand what this poem is describing. The name of the poem is “april is a dog’s dream” by Marilyn Singer.



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 we’ve been talking more about spring. You are going to write about what you like or don’t like about spring.

What do you like or not like about spring?

- Share an example that applies to you.

I think that I will write a sentence that says, “I do not like the rain in spring.”

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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.

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

Example:

I am ready to write my sentence. My sentence is, “I do not like the rain in spring.”

- **The first word is “I.” This word is on the word wall. I’ll copy it.** Write “I.”
 - **The next word is “do.” I remember how to write “do.”** Write “do.”
 - **“Not.” Let’s use Stretch and Spell to write “not.”** Prompt students to use Stretch and Spell. Write “not.”
 - **“I do not like the rain in spring.” “Like” is the next word. Do you hear sounds we’ve learned in “like”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“The.” I can say-spell-say that word. The. “t,” “h,” “e,” the.**
 - **“Rain.” I can draw a picture for rain.** Draw a picture of rain drops.
 - **“In” is the next word. We can use Stretch and Spell again.** Prompt students to use Stretch and Spell. Write “in.”
 - **The last word is “spring.” What sounds do you hear in the word “spring”?** Say the word slowly, emphasizing the individual sounds. Write any letters 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. 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 and today we have been finding signs of spring—things we notice that tell us that the season is changing from winter to spring. Let’s see which signs of spring we can remember.

- Point to and read the Signs of Spring list with students.
- Introduce the following craft activity. Show students your sample budding tree.

We know that one of the signs of spring is the buds that begin to appear on trees. Leaves and flowers begin as tiny buds in the beginning of spring, just like this. Point to the buds on your tree. **Today, you each get to make your own budding tree pictures!**

- Invite students to move to tables and complete the activity. If you choose not to use the Budding Tree page provided in the appendix for this activity, provide students with white paper and either brown markers or brown construction paper and scissors to create their own tree trunks and branches.
- Encourage students to use a variety of colors on their trees to represent budding green leaves and colorful budding flowers. Encourage students to color fresh green grass under their trees.
- Graph today’s temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs or remind them that they may do so during Greetings, Readings, & Writings.

We know that the seasons change as Earth travels away from the sun. During the winter, our part of Earth is tilted far away from the sun, so our weather is cooler. Now our part of the world is tilting back toward the sun, so our temperatures are warming up. Last week, we began reading the outdoor thermometer to find out what the temperature is each day. In a few more days, we will compare these spring temperatures to the temperatures we recorded in the winter.



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 have students make connections to the contexts in which the word was used today.



Our new word today is “bud.” A bud is a tiny new part of a plant that grows into a leaf or a flower. T-P-S: When did we see, hear, or use the word “bud” 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:
bud

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Buds on trees.	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, Buds grow on trees.</i>
The student responds in a complete, but not very elaborate, sentence. Buds grow in spring.	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. Can you tell us more about where buds grow?



- 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. Today's Partner Challenge is to tell your partner when you need to use self-control in school.

- Provide a moment for students to review the challenge. Encourage students to elaborate on their answers and explain why they would need to stop and think in the situation they identify.
- Use the sharing sticks to select students to respond to the challenge. Award pocket points when students name a way they use self-control.
- 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: **Share a 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

Animal behaviors change in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Shared Story: <i>Tubb, the Cub</i>
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>It's Spring!</i> Signs of Spring list or IWB access Theme vocabulary word cards for “migrate” and “nest” or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>The Happy Day</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Toast Butter Jam or jelly Apple juice Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>Tubb, the Cub</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “i,” “g,” “a,” “s,” “u,” and “b” or IWB access Green Word cards: “back,” “big,” “but,” “sobs,” “bad,” “bit,” “cubs,” “Tubb,” “bats,” “bugs,” “fun,” and “Tubb’s” or IWB access Red Word cards: “be,” “me,” “play,” “have,” “ow,” and “want” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Bear counters (ten) Sheet of paper, one per student Paper cup or basket to use as a bird’s nest Crayons or markers
Let’s Daydream	<ul style="list-style-type: none"> “Spring,” <i>The 20th Century Children’s Poetry Treasury</i>, page 24

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Signs of Spring list or IWB access • Index cards with animal names written on them (e.g., "bird," "bear," "frog") • Spring Temperatures Graph and student graphs (if applicable) • Home Link animal hand stamp: hippopotamus

Learning Labs—Additional Materials

Dramatic Play Lab Animals in Spring	
<ul style="list-style-type: none"> • Fabric, pillows, and scarves to make comfortable nests • Blanket to place over a table to create a cave 	
Classroom Library Lab <i>The Boy Who Didn't Believe in Spring</i> Sequencing and Retelling	
<ul style="list-style-type: none"> • Trade book: <i>The Boy Who Didn't Believe in Spring</i> • Student-made sequence cards (from day 7 STaR) 	

Day 8

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Also place a few copies of *Tubb, the Cub* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 7

Math Lab

- Same as day 7

Computer/Media Lab

- Same as day 7

Writing Lab

- Same as day 7

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

Other

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

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: **In last night's show, a young girl named Madlenka plants a garden. What did she plant in her garden?** *A tulip.*
- 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

- Review the cognitive regulation skills focus, remember, and stop and think.



We've been practicing our Brain Game skills that help us focus (Give the Focus signal.), **remember** (Give the Remember signal.), **and stop and think** (Give the Stop and Think signal.) **so we can work well with our friends in school.** T-P-S: **Why is it important to be able to focus in school? What can we do to help us focus on what someone is saying?** *Look at the speaker, use active-listening posture, remind ourselves to think about what the speaker says.* T-P-S: **How does playing games in which we have to remember things help us in school? What are some ways we learned that can help us remember?** *Make a picture in our mind, repeat what we want to remember, ask questions that will help us remember.* T-P-S: **When do we need to stop and think in school? What can we do to help us with self-control?** *Telling myself to listen carefully before moving, repeating what's said before acting.*

Today we're going to play a game in which we figure out which Brain Game skill helps us know what to do in different situations in school.

I'll tell about something that happens in school, and you will talk with your partner to decide whether we need to use our mind muscles that help us focus, remember, or stop and think in that situation.

Let's try one together. It's time to go back inside after recess. You run to be the first one in line. Three children are already in line. You want to push those children out of the way so you can be first. What will you do? Pause. Will you use self-control and stop and think before you push the other children (Give the Stop and Think signal.), remember by making a picture in your head of pushing (Give the Remember signal.), or focus (Give the Focus signal.) to remind yourself to listen? Talk to your partner, and when you decide which skill you need, give the signal for that skill.

- Allow students time to talk with their partners to decide which skill applies to this situation. If there are students who feel remember or stop and think are the best option for this situation, invite them to explain their answers. Their reasoning will give you insight into how well they are learning the cognitive regulation skills.

Partner Practice

- Invite students to identify how Brain Game skills help them in school.
- Engage students in identifying the cognitive regulation skills needed for the following situations. Have them respond by giving the signal for their answer. Feel free to use examples of situations on which you'd like to focus in your class.

Suggested Situation	Cognitive Regulation Skill
Someone takes the toy you're playing with. You get so angry you could mark a Feelings Thermometer at the five, and you want to shout at your friend.	<i>stop and think</i>
The teacher is giving the tour of the Learning Labs.	<i>focus</i>
The teacher tells you what to do for your Home Link.	<i>remember</i>
The principal is making an important announcement.	<i>focus</i>
When you get to school, you want to tell your teacher what you see while you're riding on the bus.	<i>remember</i>
Someone is talking to your friend, but you want him to play with you right away.	<i>stop and think</i>

Partner Challenge

- Introduce the challenge.

Our Partner Challenge today is to tell your partner one way you can help yourself stop and think so you don't take something from someone else.

- Provide a moment for students to think about the challenge and ask any questions they may have. Remind them that they will talk with their partners later today.
- Tell students that they will earn pocket points when they tell how they will stop and think.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What do you do in the spring that you don't do in the winter?

Many of us spend more time outside in the spring because the weather gets warmer! Let's see what today's Daily Message tells us about spring.

Daily Message

What do animals do in the spring?



- 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:
 - **Our Daily Message today asks a question. WGR: What in the message tells you that it is a question? *The question mark.* RWE: The question mark at the end of the sentence tells you that this is a question.**
 - **WGR: Can you see two words in our Daily Message that are the same? "Do." Yes, let's read the message again.** Reread the message, emphasizing the word "do" each time you say it.

Theme Learning

- Explain the content of the Daily Message.

Let's see if we can answer the question in our Daily Message. Think about some of the signs of spring that you've learned about. Refer to the Signs of Spring list from days 6 and 7. Do any of these tell what some animals do in the spring?



- Show students the cover of the book *It's Spring!*

WGR: Do you remember in which season the birds make nests for their babies? *Spring.*

The title of this book tells which season this is. Yesterday we took a Picture Walk through this book and saw some signs of spring. Today when I read the book, listen carefully for what some animals do in the spring.

- Read the title and the names of the author and illustrator.
- Read pages 2–11.

WGR: What do earthworms, frogs, turtles, snakes, beetles, and ladybugs do in the spring? *Wake up from winter's sleep.* RWE: Yes, these animals wake up in the spring. Remember, some animals hibernate in the winter. T-P-S: What does it mean to hibernate? *Rest or sleep during the winter.* WGR: Do you think these animals were hibernating? *Yes.*

- Read pages 12 and 13.

Robins and other birds migrate in the winter and come back in the spring. Animals that migrate move to a place that is warmer in the winter and then come back when the winter is over.

- Read pages 14 and 15.

WGR: How are some birds and squirrels getting ready for spring? *They are building nests for their babies.*

- Continue reading the book aloud. Then point out the chart paper with the title “Signs of Spring,” and ask students what they think should be added to the list. As students offer their ideas for the list, have the rest of the group quickly determine by using thumbs up or thumbs down if the suggestions are something animals do in the spring.



- Play the digital dictionary videos for “migrate” and “nest.”
- 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 “migrate” and “nest.”

“Migrate” means to move to a warmer or cooler place. I can make a sentence with the word “migrate”:

Some birds migrate south to warmer weather in the winter and return home to the north in the spring.

A nest is a place animals make to hold their eggs. I can make a sentence with the word “nest”:

Many birds build their nests in trees.



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 “Itsy Bitsy Spider.” Encourage them to do the physical motions that accompany the rhyme.

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.

rain	/r-ai-n/	sun	/s-u-n/	spout	/s-p-ou-t/
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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.

STaR Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:
squirrels
sniff

The Happy Day

Written by Ruth Krauss

Illustrated by Marc Simont

It’s winter and snow is falling as the mice, bears, ground hogs and other animals are hibernating and sleeping soundly in their homes. Suddenly the animals awaken and start to sniff and run. What do they smell? What is making them happy and excited? It’s the first sign of spring emerging from the ground—a beautiful flower!

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 our story today is *The Happy Day*. WGR: What does the title of a story tell us? *The name of the story.* **Ruth Krauss is the author of the story. WGR: **What does the author of a story do?** *Writes the story.***

Marc Simont made the pictures for the story. WGR: What do we call the person who makes the pictures for a story? *The illustrator.*



- 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. **Remember, the title of this story is *The Happy Day*. Let's see if the cover gives us clues to what the story is about.** Point to the animals. **I see a bear, a squirrel, a mouse, and another animal that might be a beaver or ground hog. The animals look happy which makes sense with the title of the story.** T-P-S: **What do you think is making the animals happy? What season do you think it is? Think about the animals that you see on the cover. T-P-S: What do you think might happen in this story?**

- Introduce the story vocabulary words.

Often as we read a story we encounter a word that we have never seen before. Write the word “squirrels” on the board. **One of the words we will see in our story today is “squirrels.” “Squirrels” are furry animals with bushy tails.**

Another word we will see is “sniff.” When you sniff something you smell it.

- Introduce the good-reader skill for today.

Good readers think about the new words that they find in stories. They think about what the new words might mean.



Ask questions about unknown words.

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 3: What is it called when animals sleep for the winter?** *Hibernating.*
 - **Page 7: Stop when you get to the word “squirrels.” I think this is one of our vocabulary words. If I look at the pictures on the page, it makes sense that this word is “squirrels.”** Point out the squirrels sleeping in the trees.
 - **Page 9: The field mice wake up and sniff. “Sniff” is another vocabulary word. It means smell. What do you think they smell?**
 - **Page 22: The animals sniff and run. Where do you think they are going?**
 - **Page 26: The animals laugh and dance. How do you think the animals feel?** *Happy.*
 - **Page 28: What do you think the flower means? Why do you think the animals are happy to smell the flower?** *It means spring is coming which makes the animals happy.*

After Reading

T-P-S: **Remember the title of the story is *The Happy Day*. Why is it a happy day? What do the animals smell that makes them happy?** *It's a happy day because a flower is growing in the snow which is a sign that spring is coming.*

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

The animals in the story wake up and sniff. Remember, “sniff” is one of our vocabulary words. T-P-S: Who can tell me what “sniff” means? *To smell*. Let’s make a sentence using the word “sniff.” 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 with the word “squirrels.”



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 | Animals in Spring

Description:

- Students will build animal homes and act out animal behavior in spring.

Purpose:

- Participation in this lab will reinforce thematic concepts and 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:

- Point out the fabric, pillow, blanket, etc.
- Tell students that they may use the new materials to build a bear cave, bird’s nest, or other animal home.

- Explain that students can pretend to be bears waking up from their winter sleep, birds coming back home after their winter migration, or act out another animal's spring behavior.

Facilitate Learning:

- Join students in making animal homes and acting out their behavior in spring.
- Prompt students by pretending to be an animal in the spring.

Example:

- **I'm a bear. Boy, I'm thirsty after that long winter. Where can I get some water?**

Blocks Lab | Building Nests

Description:

- Students will build nests.

When You Tour:

- Remind students that they may use these things to create a nest for a mother bird and its babies.

Art Lab | Spring Group Art Project

Description:

- Students will create a spring-themed art project as a group.

When You Tour:

- Remind students that they can create a spring group art project. Ask students what changes they are noticing outside as spring arrives.

Classroom Library Lab | *The Boy Who Didn't Believe in Spring* Sequencing and Retelling

Description:

- Students will use sequence cards to retell the story *The Boy Who Didn't Believe in Spring*.

Purpose:

- This lab reinforces thematic concepts and provides the opportunity to practice sequencing and retelling.

When You Tour:

- Point out the book and the sequence cards students created during yesterday's STaR lesson.
- Tell students that they can sequence the cards and use them to retell the story *The Boy Who Didn't Believe in Spring*.

Facilitate Learning:

- Join students as they sequence the cards and retell the story.
- Suggest that students use the book *The Boy Who Didn't Believe in Spring* to check that the cards are in the correct order.

Literacy Lab | Play School: Middle Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the middle sounds in words and the letters that make those sounds.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game with the letter and word picture cards.

Math Lab | Ten Stories

Description:

- Students will use manipulatives and items from the Wonder Box to tell stories about making sets of ten.

When You Tour:

- Remind students that they will work with a partner. One partner will tell the ten story, and the other partner will act it out.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Down Came the Rain

Description:

- Students will act out the rhyme “Itsy Bitsy Spider” using the materials provided.

When You Tour:

- Point out the materials and props you have added to the lab.
- Tell students that they can use the materials and props to act out the rhyme “Itsy Bitsy Spider.”

Science Lab | Signs of Spring

Description:

- Students will observe budding plants and other signs of spring.

When You Tour:

- Remind students that they can use the magnifiers to examine the buds and bird’s nest (if available).

Writing Lab | Spring Signs

Description:

- Students will record the signs of spring they have observed in the science lab or outside.

When You Tour:

- Remind students that they may use the writing materials to record the signs of spring they have observed either in the science lab or outside. Ask students if they have observed any changes in animals’ behavior.



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

Complete the following activities as described on day 1.

Calendar

- Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Ask a student to add the

calendar cutout for today’s date to the calendar. Then ask, **Is this the picture you thought it would be?** *Replies.* **How did you know which picture would be next?** *The pictures make a pattern, and patterns repeat.* **Let’s name the pattern again, but instead of using the picture names, let’s use letter names.** Point to the cutouts, and say, **A, B, B, B, A, B, B, B...** until you have named all the pattern pieces. Ask what would come next. Then say, **Today is** (day of the week), (month and date), (year).

Teacher’s Note: The cutouts referred to are the cutouts for the month of March. You might be using the cutouts from a different month. Adjust as necessary.

Days of the Week

Days of School Tape

Ten-Frames

Separating Sets



- Show students a stick of five linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. **I had five cubes. I took away one cube.** T-P-S: **How many cubes are left in my stick?** 4. Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper ($5 - 1 = 4$). Read the number sentence aloud, pointing to each numeral or symbol as it is named.
- Repeat the process with the subtraction facts $5 - 2 = 3$, $5 - 3 = 2$, $5 - 1 = 4$, and $5 - 0 = 5$.



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



TIMING GOAL: 30 minutes

Snack

- Serve a nutritious snack, and engage students in theme-related conversation.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner one way you can help yourself stop and think so you don’t take something from someone else.

- Allow students time to talk about the challenge. Monitor their conversations, offering suggestions or help as needed.



- Award pocket points when students name a stop and think strategy.

Outside/Gross-Motor Play

- Read and record the outside temperature.
- Play a game of Squirrels in the Trees.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.



- Use the key cards to guide practice with /i/, /g/, /a/, /s/, /u/, and /b/.
- Show the Animated Alphabet video segment for /b/.



Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read each of the Green Words from the story.

Green Words:

back	cubs
big	Tubb
but	bats
sobs	bugs
bad	fun
bit	Tubb's

Red Words:

be	have
me	ow
play	want

Quick Erase

- Use the following word sequence:
cub → tub → rub → rib → fib

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles:

lion
tail

Readles

- Review each of the readles from the story.



Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.



Guided Partner Reading

- Review the story by having students work with their partners to answer the following questions.

T-P-S: **Can anyone remember the title of the story?**

T-P-S: **Do you remember what Tubb said to the bug and the bat?**

Now you're ready to read the story again. This time you will read it with your partners, but I will guide you to move from page to page. Open your books to the first page.

- Closely guide the partner reading process by following these steps on each page:
 - Read the teacher text at the top of the page.
 - Have Peanut Butter read the first page of the student text. Jelly will help.
 - Have the whole class read the page in unison.
 - Have Jelly read the next page of the student text. Peanut Butter will help.
 - Repeat the steps for the remainder of the pages, alternating which partner will read and which partner will help for each page. Model, or assist, as needed.

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on page 5. Read the page with your partner. Tell your partner in a complete sentence why the bug nips Tubb.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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 sharing sticks to select several students to identify a combination for 10. Award pocket points for students successfully identifying a combination for 10.
- Have students identify the number that makes 10 in each situation.



WGR: If I have 3 flowers, how many more flowers do I need to make 10 flowers altogether? 7.

WGR: If I have 6 flowers, how many more flowers do I need to make 10 flowers altogether? 4.

Active Instruction

- Tell students that they will continue to practice making sets of 10 today. Explain and act out the following story using bear counters. Use a cup or basket as a bird's nest.

I want to have 10 birds in this nest. Point to the cup or basket you are using as a bird's nest. **I have 5 birds in the nest.** Place 5 bear counters (birds) in the nest. **How many more birds do I need to have 10 birds altogether?**

- Encourage students to think about how to answer your question. Model adding birds (bear counters) to the nest until you have 10.



There are 5 birds in the nest, so I will count on from there until I reach ten: 6, 7, 8, 9, 10. T-P-S: **How many more birds did I need to make 10 birds altogether? 5. Yes, 5 plus 5 more makes 10.**

- Model writing the number sentence for the story.

How can I write this in a number sentence? $5 + 5 = 10$. Write the number sentence on the board or on a chart.

Partner Practice

- Explain that students will draw pictures today to show combinations for 10. Have the chart that shows the combinations for 10 that you made during day 7 available.

Today we are going to make pictures to show combinations for 10. Choose one of the combinations for 10. For example, I am going to make a picture to show that 4 and 6 make 10. I am going to draw 4 ants on a flower. Then I am going to draw 6 ants on another flower. When I am finished with my picture, I am going to write the number sentence to show the combination below the picture. $4 + 6 = 10$.

- Hand out paper and materials to draw (crayons, markers, etc.) to each student. Instruct students to choose the combination for 10 that they wish to show in a

picture. Encourage students to be creative with their drawings. Suggest some theme-related ideas (birds in a tree, flowers in a garden, bugs at a picnic, etc.).

- Allow students time to complete their drawings. Circulate and remind students to write the number sentence to show the combinations on their papers.

Recap



- Choose students who wish to share their drawings with the class. Award pocket points if students successfully show a combination for 10.
- Call out different numbers 1–9, and ask students to tell you the number that makes 10.

1? 9.

5? 5.

3? 7.



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

- “Spring,” *The 20th Century Children’s Poetry Treasury*, page 24

Introduce the Poem

The poem that I’m going to read to you today is called “Spring” by Karla Kuskin. I love this poem because the words really make me feel and see spring. In her poem, Ms. Kuskin pretends that she is spring and describes the changes that happen in nature and how those changes make a person feel. As you listen to the words, see if you feel the same way.



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 we've been talking more about spring. You are going to write about ways that plants change in spring.

T-P-S: How do plants change in spring?

- Share an example that applies to you.

I think that I will write a sentence that says, "Flowers bloom in spring."

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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.

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

Example:

I am ready to write my sentence. My sentence is, "Flowers bloom in spring."

- **The first word is "Flowers." I'm going to draw a picture for "flowers."**
Draw a picture of flowers on the first line.
 - **The next word is "bloom." Do you hear sounds we've learned in "bloom"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"In" is the next word. We can use Stretch and Spell to write "in."**
Prompt students to use Stretch and Spell. Write "in."
 - **The last word is "spring." What sounds do you hear in "spring"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say. **I also need to remember to put a period after this word because it is the end of the sentence.**
- 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. 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 some of the things that animals do in the spring.
 T-P-S: **What do animals do in the spring?** When a student mentions something that is on the Signs of Spring list, read what is written as you point to the words. If they mention something that is not on the list, add it and reread the words as you point to them.

- Introduce the following pantomime activity.

Let’s pretend that we are some of these animals in the spring. When I hold up a card with an animal’s name on it, I’d like you to use your bodies to show what the animal does in the spring.

- Hold up one of the word cards, and help students decide which animal it names. Have students decide what that animal would do in the spring. For example, if you hold up the card with the word “bird” on it, they might decide that a bird would build a nest. If you hold up the card with the word “bear” on it, they might decide that a bear would wake up from hibernation. Encourage students to act out these actions.
- Continue this activity as long as interest allows.
- Graph today’s temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs, or remind them that they may do so during Greetings, Readings, & Writings.



Vocabulary Review

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



One of our new words today is “migrate.” “**Migrate**” means to move to a warmer or cooler place. T-P-S: When did we see, hear, or use the word “migrate” today?

Our other new word today is “nest.” Animals make nests to keep their eggs in. T-P-S: When did we see, hear, or use the word “nest” 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:

migrate

nest

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Birds nest.	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, Birds build nests.</i>
The student responds in a complete, but not very elaborate, sentence. Birds build nests.	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. Can you tell us anything about where or when birds build their nests?



- 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 way you can help yourself stop and think so you don't take something from someone else.



- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to give their responses. Award pocket points when students name a stop and think strategy.
- 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 a 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

Plants and trees change in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: trade book: <i>The Happy Day</i>; Shared Story: <i>Tubb, the Cub</i>
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Apple Tree Sequence Cards Trade book: <i>It's Spring!</i> Theme vocabulary word cards for “sprout” and “blossom” or IWB access
Rhyme Time	<ul style="list-style-type: none"> One ball of yarn
STaR	<ul style="list-style-type: none"> Trade book: <i>The Happy Day</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nutritious snack Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>Tubb, the Cub</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “i,” “g,” “a,” “s,” “u,” and “b” or IWB access Green Word cards: “back,” “big,” “but,” “sobs,” “bad,” “bit,” “cubs,” “Tubb,” “bats,” “bugs,” “fun,” and “Tubb’s” or IWB access Red Word cards: “be,” “me,” “play,” “have,” “ow,” and “want” or IWB access Letter tiles for “b” (appendix) All letter tiles from previous units
Math Mysteries	<ul style="list-style-type: none"> Chart paper and markers Making 10 page (appendix), one per student
Let’s Daydream	<ul style="list-style-type: none"> “March,” <i>The 20th Century Children’s Poetry Treasury</i>, page 24
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students’ writing journals <i>Writing Development Feedback Guide</i>

Additional Materials Needed Today

Let's Think About It

- Seasonal Go-Together Cards #10 and #21
- Apple Tree Sequence Cards
- Pictures from magazines and seed catalogs that depict trees and plants in winter and spring, one picture per partnership
- Spring Temperatures Graph and student graphs (if applicable)
- Home Link animal hand stamp: elephant

Learning Labs—Additional Materials

Art Lab | Green Art

- Picked flowers, grasses, green leaves, and other spring plants
- Glue
- Construction paper (variety of colors)
- String

Sand/Water Lab | Bathe the Baby

- Liquid soap (mild)
- Washcloths
- Towels
- Dolls and doll clothes
- Optional: clothesline and clothespins

Science Lab | Signs of Spring

- Small paper cups
- Potting soil
- Plastic spoons
- Flower seeds
- Vegetable seeds

Day 9

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *The Happy Day* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Tubb, the Cub* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 8

Math Lab

- Same as day 8

Computer/Media Lab

- Same as day 8

Writing Lab

- Same as day 8

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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: In last night's story, what did Mr. Ant and his clean-up crew do with the plastic and Styrofoam objects that ended up in their compost pile?
They recycle them.



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

Partner Challenge

- Introduce the Partner Challenge.

Our Partner Challenge today is to tell your partner what you do to help you stop and think.

- Provide a moment for students to think about the challenge and ask any questions they may have about it. Remind them that they will have time to talk with their partner about the challenge during snack.
- Tell students that they will earn pocket points when they tell how they stop and think.

Brain Game



- Review this week’s stop and think Brain Game, adding more challenge if students are ready.

T-P-S: **How does** (name of game) **help us exercise our mind muscles?**

Demonstrate the Stop and Think signal (one hand like a stop sign, the other pointing to head).

- If appropriate, invite the Cool Kid to be the leader. Play the game several times now, and continue to play throughout the remainder of the week.

T-P-S: **What do you do to help you stop and think when you play this game?**



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What do you see outside that lets you know it’s spring?**

Teacher’s Note: If you have a window in your classroom, invite students to look outside as they think about this question.

You are becoming experts at recognizing the signs of spring!

Daily Message

Plants and trees change in the spring.

- 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:
 - Isolate the word “Plants,” and ask students to sound it out with you. **There is a little word inside this word that you saw a lot last week.** Cover up the “Pl.” **Let’s sound out the rest of the word to find that little word, which is a type of insect.** Sound out “ants,” and pause. WGR: **The little word is... “Ants.” The word “ants” is inside the larger word “Plants.” As you read more, you will start to notice lots of small words inside big words.**



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that plants and trees change in the spring.
T-P-S: **What do you already know about how plants and trees change in the spring?**

- Place the Apple Tree Sequence Cards on a ledge where students can see them.

Let's see the Apple Tree Sequence Cards again to recall how one kind of tree changes as the seasons change. Stop to allow students to observe the tree in each season.

- Point to the picture of the tree in winter, and ask students to describe it. Turn to the picture of the tree in spring, and ask students to describe that. T-P-S: **How is the tree different in the spring from the way it is in the winter?** RWE: **Yes, the branches have leaves in the spring. Flowers also blossom in the spring.**

- Use the book *It's Spring!* to guide students in finding more changes in plants.

Now let's look at the book *It's Spring!* to see if we can find some changes in plants in spring.

- Take a Picture Walk through *It's Spring!*, stopping on pages 2, 5, 8, 16, 18 (read pages 16 and 18), and 24 to point out the blossoming flowers and budding trees.

Over the past few days, you have found many changes that are signs of spring. One sign of spring is that the temperatures are warmer in spring than they are in winter. We have experimented with seeds, and we found that when seeds are warm, they sprout. So it's no surprise that seeds and flower buds on trees begin to blossom and the leaf buds begin to open as the spring days get warmer.

- Take this opportunity to note students who ask science-related questions.



- Play the digital dictionary videos for “sprout” and “blossom.”
- 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 “sprout” and “blossom.”

“Sprout” means to begin to grow. We can tell a plant is sprouting by its green stem and leaves pushing up out of the ground. I can make a sentence with the word “sprout”:

The warmer weather helps plants sprout in the spring.

When a tree begins to grow flowers, we say it is blossoming. “Blossom” is another word for flower. I can make a sentence with the word “blossom”:

The spring apple tree has beautiful pink blossoms on it. Show the Spring Apple Tree Picture Card.



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 the rhyme “Itsy Bitsy Spider.” Encourage them to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Phoneme Substitution



- Have students sit in a circle. Say the word “web.” Prompt students to substitute the initial sound for the word.

WGR: “Web.” /w/-eb. What word would you make if you switched the /w/ sound in “web” for /f/? “Feb.” What if you switched the /w/ for /s/? “Seb.”

- Tell students that they will create a spider’s web today during Rhyme Time. Explain the phoneme substitution portion of the activity.

Today we will create our own spider’s web, just like we did last week. Today we will play a game as we create our web. We will play a game with the word “bug.” Prompt students to repeat “bug.” When it is your turn, I will tell you a sound. You will switch that sound with the /b/ in “bug.” For example, if it is my turn and the sound is /l/, I would switch /b/ for /l/. That makes “lug.”

- Show students the ball of yarn, and remind them how they will create the web.

Now that I have taken my turn, I will hold my piece of the yarn and roll the ball to (student’s name). Roll the yarn to the student. (He/She) will listen for the new sound and substitute the new sound for the /b/ in “bug.” Let’s try. Practice with the student. Great. Now (student’s name) will hold onto her part of the yarn and roll the rest to another student.

- Play the game with students, providing each student with a phoneme to substitute. Remind students to hold onto their part of the yarn as the other students play. Assist students in rolling the yarn as needed.
- Once the last student has had a turn, invite him or her to roll the yarn back to you. Tell students that your web is almost complete.
- Invite students to stand in place without letting go of their part of the yarn. Demonstrate how students should hold the yarn at waist level and look down at their web.

We have made a wonderful word web. Each part of this web was made when we created a new word. Tomorrow we will make another word web. It may look different from this web, or it may look similar!

- Award pocket points if the class is successfully able to make a web.



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 Happy Day.*

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

WGR: The illustrator is Marc Simont. 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 “squirrels.”

T-P-S: Can you think of a sentence that uses the word “squirrels”? 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 “sniff.” *The word “sniff” means smell.*

Story Retell

- Review the good-reader skill, summarization, and explain that today students will summarize the story *The Happy Day*.

We know good readers stop as they read to think about what happens in a story.

Today we will look at illustrations in the story and tell what happens on those pages. I will show you pages, and you will talk with the friends in your group about what happens in that part of the story. Then we will use your words to write a sentence. When we finish looking at the illustrations and writing our sentences, we will read what we said happens.

- Quickly place students in groups of 4 or 5 by combining partnerships. Present several pages in the beginning of the story, and have students talk in their groups about that part of the story. Ask guiding questions if needed to help students remember what happens.
- Pages 1–3: Show these pages, and ask students to think about what happens in this part of the story. **Talk with the members of your group about what happens in this part of the story. Then make a sentence about it.** If students

need help getting started, you can ask a question, such as “What are the mice and bears doing?”



- Use the sharing sticks to select a group to share their sentence. Help students as needed to limit their thoughts to one sentence.
- Write the sentence on the board.
- Repeat the process of showing several pages, inviting groups to talk about what’s happening and making a sentence about that part of the story, selecting a group to share their sentence, and writing the sentence on the board.

Suggested pages:

- Pages 4–9
 - Pages 10–13
 - Pages 14–19
 - Pages 20–23
 - Pages 24–28
- When you get to the end of the book, read each sentence to summarize the story.
 - Congratulate students for their hard work in helping to write a summary of the story. **You worked hard in your groups to tell about this story. When we read all these sentences together, we know what the story is about.**
 - Transfer the summary to chart paper, and post in the Library Lab. (optional)
 - (T-P-S) Close the activity by asking students how they would feel about being woken up on a beautiful spring day.



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 | Animals in Spring

Description:

- Students will build animal homes and act out animal behavior in spring.

When You Tour:

- Remind students that they may use the new materials to build a bear cave, bird's nest, or other animal home and act out animal behavior in spring.

Blocks Lab | Building Nests

Description:

- Students will build nests.

When You Tour:

- Remind students that they may use these things to create a nest for a mother bird and its babies.

Art Lab | Green Art

Description:

- Students will use natural materials to create art.

Purpose:

- This lab reinforces thematic concepts and 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 new materials you have added to the lab.
- Explain that students can use the flowers, leaves, and other natural materials to make art.
- Ask students if they can think of any types of art that use natural materials.

TP-S: Can you think of any types of art that use natural materials?

Holiday wreaths, flower arrangements.

- Tell students that they can also continue to work on the spring group art project if they would like.

Facilitate Learning:

- Join students in working on the art project.
- Talk with them about their artwork and the materials they are using.

Example:

- **I'm going to glue some grass and leaves in a circle on my paper. What are you going to use for your art piece?**

Classroom Library Lab | *The Boy Who Didn't Believe in Spring* Sequencing and Retelling

Description:

- Students will use sequence cards to retell the story *The Boy Who Didn't Believe in Spring*.

When You Tour:

- Remind students that they can sequence the cards and use them to retell the story *The Boy Who Didn't Believe in Spring*.

Literacy Lab | Play School: Middle Sounds Game

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will identify the middle sounds in words and the letters that make those sounds.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game with the letter and word picture cards.

Math Lab | Ten Stories

Description:

- Students will use manipulatives and items from the Wonder Box to tell ten stories.

When You Tour:

- Remind students that they will work with a partner. One partner will tell the ten story, and the other partner will act it out.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Bathe the Baby

Description:

- Students will use soap and water to wash dolls, doll clothes, and other toys that need cleaning.

Purpose:

- This lab provides students with an opportunity to clean dolls, doll clothes and other toys.

When You Tour:

- Point out the liquid soap, washcloths, and towels.
- Tell students that these things are here for them to use to wash the dolls, doll clothes, and any other toys that need to be cleaned.

Facilitate Learning:

- Join students in washing the dolls and doll clothes.
- Foster play with the dolls that encourages students to treat them like real babies.
- Encourage them to handle the dolls gently, cuddling and talking to them in a soothing voice. Model how to talk to a baby while caring for it.

Examples:

- **I'm going to give you a bath now, baby.**
- **Let's take off your dirty clothes and put you in the bathtub.**
- **You like to take a bath and splash in the water, don't you?**

Teacher's Note: If students are washing things like doll clothes and blankets, help them set up a place for the clothes to dry. Have them dress the dolls in clean clothes when they have finished bathing them.

Science Lab | Signs of Spring

Description:

- Students will observe budding plants and other signs of spring.

When You Tour:

- Remind students that they can use the magnifiers to examine the buds and bird's nest (if available).

When You Tour:

- Point out the materials that have been added to the lab.
- Explain to students that they will put soil in the cups and plant seeds in the soil.
- Ask students to think about whether they want to plant seeds that will grow into something pretty, like a flower, or something they can eat, like green beans.
- Tell students to write their names or initials on the bottom of their cups before starting.
- Suggest that students water their seeds and place the cups where they can get sunlight.

Facilitate Learning:

- Join students in planting seeds.
- Ask students to think about whether they want to plant seeds that will grow into something pretty, like a flower, or something they can eat, like green beans. Why?

Teacher's Note: You might want to transplant the sprouts into an outside garden at some point.

Writing Lab | Spring Signs**Description:**

- Students will record the signs of spring they have observed in the science lab or outside.

When You Tour:

- Remind students that they may use the writing materials to record the signs of spring they have observed either in the science lab or outside. Ask students what changes in plants and trees that they have observed.



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

Complete the following activities as described on day 1.

Calendar

- After placing the calendar cutout on the calendar, tell students to use the letters A and B to name the pattern. Point to the pictures on the cutouts as you and students say, **A, B, B, B, A, B, B, B...** Then say, **Today is** (day of the week), (month and date), (year).

Teacher's Note: The cutouts referred to are the cutouts for the month of March. You might be using the cutouts from a different month. Adjust as necessary.

Days of the Week

Days of School Tape

Ten-Frames

Separating Sets



- Show students a stick of six linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. **I had six cubes. I took away one cube.** T-P-S: **How many cubes are left in my stick?** 5. Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper ($6 - 1 = 5$). Read the number sentence aloud, pointing to each numeral or symbol as it is named.
- Repeat the process with the subtraction facts $6 - 2 = 4$, $6 - 3 = 3$, $6 - 4 = 2$, $6 - 5 = 1$, and $6 - 0 = 6$.



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, and engage students in theme-related conversation.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner what you do to help you stop and think.

- Allow time for students to talk with their partners about the challenge. Monitor students' conversations, offering help and/or suggestions as needed.
- Award pocket points when students tell how they stop and think.



Outside/Gross-Motor Play

- Read the outdoor thermometer, and record the temperature.
- Play a game of Squirrels in the Trees.



TRANSITION

When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.



KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /a/, /s/, /u/, and /b/.
- Show the Animated Alphabet video segment for /b/.





Green Words:

back cubs
 big Tubb
 but bats
 sobs bugs
 bad fun
 bit Tubb's

Red Words:

be have
 me ow
 play want

Readles:

lion
 tail



Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:
 bad → bat → cat → cut → but

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.
- As they read the entire story, or designated pages, students should focus on remembering to include all steps of partner reading.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on pages 8 and 9. Use the words "bit" and "nipped" to tell your partner what happened to Tubb the cub.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Partner Story Questions

- Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
 - Lead the class in reading the question in unison.
 - Give students time to answer the question with their partners.
 - Use the sharing sticks to select a student to share his or her partnership’s answer.
 - Ask all students to fill in the blank or circle either “yes” or “no” in their books.
 - Award pocket points for correct responses.



Stretch and Count / Stretch and Spell

- Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or baggies of letter tiles to students.
- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.
- If students are writing, have them draw the number of lines that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the words on the lines.
- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side by side to form a word.

cub

bat

bit



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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



- Write a number 1–9 on the board. Award pocket points if students can identify the number that makes 10 with this number.

- Use the chart that you made on day 7 to review all the combinations for 10.

Active Instruction

- Tell students that they will work with combinations for 10 today and practice writing number sentences.

I am going to tell you a story about a combination for 10. I went out in my garden, and I saw that 1 flower had sprouted. Two days later, I went out in my garden again. Now 9 more flowers had sprouted. How many flowers have sprouted in my garden altogether?

- Model drawing a picture to show the story. Draw 1 flower, and then draw 9 more flowers next to it.

Let's count to see how many flowers have sprouted in my garden: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. I have 10 flowers altogether in my garden.

- Encourage students to think about how to show this story in a number sentence.

T-P-S: How can I show this in a number sentence? $1 + 9 = 10$. Write the number sentence on the board.



Partner Practice

- Explain that students will practice writing number sentences to show combinations for 10. Hand out the Making 10 page to each student.

Look at each picture of 10. Identify the number that is missing in the number sentence below each picture. Write the correct number in the box to complete the number sentence.

- Allow time for students to complete the Making 10 page. Circulate and provide help as needed. Encourage students to check answers with their partners.

Recap



- Review answers to the Making 10 page. Select students to share their answers for each number sentence. Award pocket points if students are successfully able to complete each number sentence.
- Name a number 1–9, and ask students to name the number that makes 10.



WGR: 5? 5.

WGR: 4? 6.

WGR: 3? 7.

WGR: 2? 8.

WGR: 1? 9.



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

- “March,” *The 20th Century Children’s Poetry Treasury*, page 24

Introduce the Poem

Close your eyes for a moment, and think about what spring looks and feels like where we live. Give students a moment to imagine spring. **The poem today is called “March” by John Updike. Since spring is just beginning in the month of March, the weather and nature are just beginning to change from winter to spring. This poem describes the month of March and how “iffy” the weather can be.**



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 we’ve been talking about how animals do different things in spring. You are going to write about what you do in spring that you don’t do in winter.

T-P-S: What do you do in spring that you don’t do in winter?

- Share an example that applies to you.

I think that I will write a sentence that says, “I ride my bike more in spring.”

- 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, write sounds that I know, copy a word, remember a word, stretch and spell, say-spell-say.*

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I ride my bike more in spring.”

- **The first word is “I.” I can copy this word from the word wall. Write “I.”**
 - **“Ride” is the next word. Do you hear sounds we’ve learned in “ride”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“My.” This word is also on the word wall. Let’s use Say-Spell-Say to help us write and remember it. WGR: “my” “m” “y” “my” Write “my.”**
 - **“I ride my bike more in spring.” “Bike” is the next word. I’ll draw a picture for “bike.”** Draw a picture of a bike.
 - **“More.” Do you hear sounds we’ve learned in “more”?** Write suggested letters on the line.
 - **The next word is “in.” We can use Stretch and Spell to write “in.”** Prompt students to use Stretch and Spell. Write “in.”
 - **The last word is “spring.” What sounds do you hear in “spring”?** Say the word slowly, emphasizing the individual sounds. Write any letters 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.



Today we have been thinking about the way plants and trees change in the spring. WGR: What do deciduous trees look like in winter? RWE: Yes, in winter, deciduous trees are bare because they lose all their leaves. WGR: What happens to these deciduous trees in spring? RWE: Yes, their leaves begin to sprout and grow back. Flowers blossom on trees.

- Display the tree cards from the Seasonal Go-Together Cards and the Apple Tree Sequence Cards, and have students identify which is a tree in winter and which is a tree in spring. Write the words “winter” and “spring” under the corresponding pictures.
- Distribute the magazine pictures of trees and plants, one to each partnership.

T-P-S: What season does your picture show? How do you know?
- Allow several minutes for discussion. Have one member of each partnership tell which season their picture shows, and have the other partner place the magazine picture with the picture cards sorted as “winter” or “spring.”
- Direct the group to decide by thumbs up or thumbs down whether the placement is correct. If there is some disagreement, ask students to explain their reasons.
- When all are in agreement, have one student in the partnership make a statement, such as “This plant goes with the spring tree because it is blooming” or “This bush goes with the winter tree because its branches have no leaves.”
- Graph today’s temperature on the Spring Temperatures Graph. Compare and contrast the daily temperature readings as appropriate. Have students mark their individual graphs, or remind them that they may do so during Greetings, Readings, & Writings.
- Invite students who worked on the spring group art project in the art lab to share their work and describe the scene.



Vocabulary Review

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



One of our new words today is “**sprout**.” “**Sprout**” means to begin to grow. T-P-S: When did we see, hear, or use the word “**sprout**” today?

Our other new word today is “**blossom**.” “**Blossom**” is another word for flower. T-P-S: When did we see, hear, or use the word “**blossom**” 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:

sprout
blossom

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Flowers blossom trees.	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, Flowers blossom on trees.</i>
The student responds in a complete, but not very elaborate, sentence. Trees have blossoms.	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. Can you tell us about what some blossoms look like?



- 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 what you do to help you stop and think.

- Provide a moment for students to review their responses to the challenge.



- Use the sharing sticks to select students to give their responses. Award pocket points when students tell how they stop and think.
- 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: Share a 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

Spring differs regionally.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Regional or national (preferred) weather map from the newspaper Theme vocabulary word cards for “warm” and “cool” or IWB access
Rhyme Time	<ul style="list-style-type: none"> One ball of yarn
STaR	<ul style="list-style-type: none"> <i>The Story of Sneaky e</i> images (appendix)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nutritious snack Outdoor thermometer (bulb type, child-safe)
KinderRoots	<ul style="list-style-type: none"> Shared Story: <i>Tubb, the Cub</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “i,” “g,” “a,” “s,” “u,” and “b” or IWB access Green Word cards: “back,” “big,” “but,” “sobs,” “bad,” “bit,” “cubs,” “Tubb,” “bats,” “bugs,” “fun,” and “Tubb’s” or IWB access Red Word cards: “be,” “me,” “play,” “have,” “ow,” and “want” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Bag of linking cubes (ten red, ten blue) Two pieces of construction paper per partnership Bag of linking cubes (ten yellow, ten red), one bag per partnership
Let’s Daydream	<ul style="list-style-type: none"> “Rain Sizes,” <i>The 20th Century Children’s Poetry Treasury</i>, page 28
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students’ writing journals <i>Writing Development Feedback Guide</i>

Additional Materials Needed Today

Let's Think About It

- Spring Temperatures Graph and student graphs (if applicable)
- Winter Temperatures Graph (from unit 8)
- Cool Kid certificates

Learning Labs—Additional Materials

- SOLO assessment for your current grading period

Literacy Lab | *The Story of Sneaky e*

- *The Story of Sneaky e* images (appendix)
- *The Story of Sneaky e* booklet pages (appendix), one per student
- Scissors
- Tape
- Stapler
- Crayons

Day 10 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 9

Literacy Lab

- Same as day 9

Math Lab

- Same as day 9

Computer/Media Lab

- Same as day 9

Writing Lab

- Same as day 9

Science Lab

- Encourage students to graph yesterday's temperature on their Spring Temperatures Graph.

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: **How do you solve and complete this number sentence:**

$$4 + \underline{\quad} = 10? \ 6.$$

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



Class Council

- Review the Brain Game cognitive regulation skills remembering, focus, and stop and think.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no problems that need to be addressed, engage students in identifying cognitive regulation skills, as you did on day 8. Examples of situations are provided. If you have authentic classroom situations you wish to use, feel free to substitute those. Ask students how they would use the skill in the given situation. Remind students to use the signal for the skill as their response.

Suggested Situation	Cognitive Regulation Skill
You are waiting to get a drink from the fountain, and a friend gets in front of you. You want to push him out of the way.	<i>stop and think</i>
The cafeteria worker is explaining where to put the empty lunch trays.	<i>focus</i>
Your mother tells you to hand in your Read & Respond bookmark.	<i>remember</i>
The teacher is reading a new story.	<i>focus</i>
You want to build a tower like the one you saw your friend build.	<i>remember</i>
It's your turn to use the swing, but your friend won't get off. You want to knock her off the swing.	<i>stop and think</i>



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: We have learned about fall, winter, and spring. Which do you like the best? Why?

You know so much about the seasons and the way they change! Today's Daily Message will tell us something new about the season of spring.

Daily Message

Spring can look and feel different from place to place.

- 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:
 - T-P-S: **What words do you know in our message?** Underline the words as students share.
 - **As we reread the sentence, listen for the word that is repeated.** Read the Daily Message aloud. WGR: **What word did you hear twice?** *Place.* **Yes, “place” is repeated.**



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that spring can look and feel different from place to place. T-P-S: What do you think this means? Answers will vary. Let's watch our springtime video again and see if we get some more ideas about how spring can look and feel different.



- Play the Spring background video.

Our video told us that spring comes during the months of March, April, and May where we live. WGR: Does spring come during the months of March, April, and May for everyone in the world? No. RWE: No. For some people, spring comes a little later. Spring can come during the months of September, October, and November.

Let's think about springtime in our country. When we learned about the weather, we learned that the weather is not the same everywhere. Even though it might be spring everywhere in our country today, different cities, towns, and states have different weather and temperatures.

Some places are warm, or even hot, during the spring, and other places are cool or cold during the spring. Some places get warm during the day and then cool at night.

- Review today's weather with students.

WGR: What type of weather are we having today? RWE: Yes, we are having a (rainy, sunny, etc.) spring day in (your town or state) today. The temperature feels pretty (warm, cool, etc.), and most of us are wearing (light shirts, heavy sweaters, etc.). I wonder what kind of weather other people in our country are having.

- Show students the national weather map from the newspaper. Point to a region on the map that is having weather similar to the weather in your town.

(Town, state, or region) is having weather similar to ours. It is (descriptive words) there too. If the weather is the same there, I think they are probably wearing clothes similar to ours.

- If appropriate, point to a region on the map with cooler weather than your town.

Here is (town, state, or region). It is much cooler there than it is here! Even though it is spring here and it is spring there, I think children there are probably wearing some of their warm winter clothes. There might even still be some snow on the ground!

- If appropriate, point to a region on the map with warmer weather than your town.

Here is (town, state, or region). It is much warmer there than it is here! Children there might be in shorts and T-shirts and not need jackets any longer. It is spring in both places, but their spring is much warmer than our spring!

Even though everyone's spring is different, one thing is the same. It is warmer in the spring than it was in the winter, no matter where you are.

Teacher’s Note: If you live in an area where the differences in seasonal temperatures are subtle or nonexistent, point out that while the temperature for you does not change much, if at all, there are other places in the world where there are very big differences.



- Play the digital dictionary videos for “warm” and “cool.”
- 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 “warm” and “cool.”

Something that is warm is a little bit hot. I can make a sentence with the word “warm”:

In the winter, I wear mittens to keep my hands warm.

Something that is cool is a little bit chilly, or cold. I can make a sentence with the word “cool”:

The inside of a freezer is cold, but the inside of a refrigerator is cool.



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 the rhyme “Itsy Bitsy Spider.” Encourage them to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Phoneme Addition



- Have students sit in a circle. Say the word “out.” Prompt students to add initial sounds to the word.

“Out.” I can think of lots of words that rhyme with “out.” The word “spout” is one of them. It is in our rhyme. “Spout” is just like “out,” but with more sounds in front of it. What other words can we create by adding sounds to “out”? Let’s see. WGR: What happens when you add the /d/ sound to the front of “out”? “Doubt.” WGR: What if you added the /p/ sound to the front of “out”? “Pout.”

- Tell students that they will create another word web today during Rhyme Time. Explain the phoneme addition portion of the activity.

Today we will create another word web. This time we will use the word “rain.” Prompt students to repeat “rain.” When it is your turn, I will tell you a sound. You will add that sound to the front of “rain.” For example, if it is my turn and the sound is /b/, I would add /b/ to “rain” to make “brain.”

- Remind students how to roll the yarn to create the web. Demonstrate as needed.

After your turn, be sure to hold onto part of the yarn as you roll it to a classmate.

- Play the game with students, providing each student with a phoneme to add.

Teacher’s Note: Not all sounds form new words when added to “rain.” Play the game using the sounds for /b/, /d/, /g/, /k/, and /t/, repeating as needed.

- Once the last student has had a turn, invite him or her to roll the yarn back to you. Tell students that your web is almost complete.
- Invite students to stand in place without letting go of their part of the yarn. Demonstrate how students should hold the yarn at waist level and look down at their web.
- Award pocket points if the class is successfully able to use phoneme addition to make a web.



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



TIMING GOAL: 20 minutes

The Story of Sneaky e

Teacher’s Note: The lesson today will introduce the silent “e” rule through a fun and memorable story. Over the next few weeks, you will draw special attention to the vowel-consonant-silent “e” pattern when it appears in the Daily Message and other places. Our goal in kindergarten is to provide exposure to this rule. We do not expect mastery, although most students will remember it with the aid of *The Story of Sneaky e!*



- Hold up the corresponding pictures as you read the story below. Interactive-whiteboard users can click from image to image.

Page 1 (Title page)

The Story of Sneaky e

Page 2

In Letter Land, where all the letters live, the vowels have always been a little different from the rest of the letters.

First, the sounds they make are always open and airy. “Why should people have to use their tongues or their teeth to make our sounds?” they always ask.

Page 3

They have a few other little quirks as well. One is that when startled or frightened, they say their own name. No other letters do that.

(continued on next page)

Page 4

The one thing that scares them the most is when someone sneaks up on them, someone like the letter “e”’s pesky little brother, whom they call Sneaky e.

Page 5

Sneaky e just loves to sneak up on his brother and his brother’s friends and try to make them say their names. They often try to hide from him by standing between two consonants, but it never works. When they see him there, standing at the end of a word, they get startled and say their own names.

Page 6

One day “a” was standing in the word “cap,” and Sneaky e snuck up and stood at the end of the word. “A” was so scared that he said his name and made a new word, “cape.”

Page 7

It happened to “i,” too, when “fin” became “fine.”

So, when you are sounding out words, be on the lookout for Sneaky e! If he is standing at the end of a word, the vowel inside the word will say its own name.

Page 8

Teacher’s Note: Nonexamples are included intentionally.

Let’s think about the Sneaky e as we read these words:

made

safe

cat

bake

tin

sale



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. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | Animals in Spring

Description:

- Students will build animal homes and act out animal behavior in spring.

When You Tour:

- Remind students that they may use the new materials to build a bear cave, bird's nest, or other animal home and act out animal behavior in spring.

Blocks Lab | Building Nests

Description:

- Students will build nests.

When You Tour:

- Remind students that they may use these things to create a nest for a mother bird and its babies.

Art Lab | Green Art

Description:

- Students will use natural materials to create art.

When You Tour:

- Remind students that they can use the flowers, leaves, and other natural materials to make art.

Classroom Library Lab | *The Boy Who Didn't Believe in Spring* Sequencing and Retelling

Description:

- Students will use sequence cards to retell the story *The Boy Who Didn't Believe in Spring*.

When You Tour:

- Remind students that they can sequence the cards and use them to retell the story *The Boy Who Didn't Believe in Spring*.

Literacy Lab | *The Story of Sneaky e*

Description:

- Students will color and create their own copies of *The Story of Sneaky e*.

Purpose:

- This lab provides students with an opportunity to retell *The Story of Sneaky e* and reinforce concepts of print. It will also help reinforce the concept of “sneaky e.”

When You Tour:

- Point out the materials and props you have added to the lab.
- Show students how to use the materials to create their own copies of *The Story of Sneaky e*.

Facilitate Learning:

- Encourage students to engage in partner retelling after they have created their books.

Math Lab | Ten Stories

Description:

- Students will use manipulatives and items from the Wonder Box to tell ten stories.

When You Tour:

- Remind students that they will work with a partner. One partner will tell the ten story, and the other partner will act it out.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Bathe the Baby

Description:

- Students will use soap and water to wash dolls, doll clothes, and other toys that need cleaning.

When You Tour:

- Remind students that they can wash the dolls, doll clothes, and any other toys that need to be cleaned.

Science Lab | Signs of Spring

Description:

- Students will observe budding plants and other signs of spring.

When You Tour:

- Remind students that they can use the magnifiers to examine the buds and bird's nest (if available).

Writing Lab | Spring Signs

Description:

- Students will record the signs of spring they have observed in the science lab or outside.

When You Tour:

- Remind students that they may use the writing materials to record the signs of spring they have observed either in the science lab or outside.



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

Complete the following activities as described on day 1.

Calendar

- After placing the calendar cutout on the calendar, tell students to use the letters A and B to name the pattern. Point to the pictures on the cutouts as you and students say, **A, B, B, B, A, B, B, B...** Then say, **Today is** (day of the week), (month and date), (year).

Teacher's Note: The cutouts referred to are the cutouts for the month of March. You might be using the cutouts from a different month. Adjust as necessary.

Days of the Week

Days of School Tape

Ten-Frames

Separating Sets

You may wish to continue this activity through the remainder of the year to build students' fluency with subtraction facts.

- Show students a stick of linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove any number of cubes. Leaving the stick behind your back, show students the removed cube(s). Prompt students to identify the number of cubes taken away and the number of remaining cubes. Record the corresponding number sentence. Read the number sentence aloud, pointing to each numeral or symbol as it is named. Repeat the process with several other subtraction facts.



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, and engage students in theme-related conversation. You might ask questions about the signs of spring they've seen recently.

Outside/Gross-Motor Play

- Encourage students to play a game or repeat an activity they enjoy.
- Read the thermometer, and record the outside temperature.



When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Green Words:

back
big
but
sobs
bad
bit
cubs
Tubb
bats
bugs
fun
Tubb's



Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /a/, /s/, /u/, and /b/.
- Show the Animated Alphabet video segment for /b/.

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:
bug → bag → tag → tan → pan

Red Words:

be have
me ow
play want

Readles:

lion
tail

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

**Partner Reading**

- Tell partners that they will practice reading the story, alternating pages and helping one another.
- As they read the entire story, or designated pages, students should focus on practicing all the steps of Partner Reading: read, retell, and reread together.

Roo's Request

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look at page 12. Tell your partner in a complete sentence what Tubb does at the end of the story.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing**Stretch and Count/Stretch and Spell**

- Have students count the sounds and then write the letters that make the sounds in each of the following words:

bad

bug

sob

- Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

- Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (Point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.

The bug nips Tubb.

All Together Now

- Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without teacher text.
- Award pocket points for successful reading.



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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 sharing sticks to select several students to identify a combination for 10. Award pocket points if students successfully identify a combination for 10.
- Call out a few numbers 1–9, and ask students to identify the number that makes 10.



WGR: 9? 1.

WGR: 6? 4.

WGR: 5? 5.

Active Instruction

- Tell students that today they will try problem solving again.
- Review problem solving with students.

When you problem solve in math, you solve mysteries. You might have to investigate to find clues that will help you solve the problem—like a detective would!

- Remind students that when we problem solve, sometimes the answer is not always clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.

- Make sure students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

A robin and a bluebird are collecting 10 worms each to bring back to their nests. The robin has collected 3 worms so far. The bluebird has collected 5 worms so far. Which bird has more worms left to collect to get to 10 worms altogether?

- Use a Think Aloud to explain your thinking about this problem.

I need to figure out what the problem is. Let's see, I know that each bird is trying to collect 10 worms. The robin has collected 3 worms so far, and the bluebird has collected 5 worms. I need to figure which bird has more worms left to collect to make 10 worms.

- Tell students that you will think about the problem-solving story again, only this time you want them to help you figure out how to solve it.

I need to figure out what I can use to help me solve this problem. Maybe I can use red and blue cubes and two workmats. Show students one plastic bag filled with red cubes and blue cubes and two pieces of construction paper that you will use as workmats (nests).

- Encourage students to think about how to use the cubes to act out the problem.



T-P-S: How can I use these cubes to help me solve the problem?

RWE: I can use the cubes to help me solve the problem by pretending that the red cubes are the robin's worms, and the blue cubes are the bluebird's worms. I can pretend that the workmats are the nests. Then I can put the cubes on the workmat and figure out how many more worms each bird needs to get to 10.

- Repeat the problem-solving story.

A robin and a bluebird are collecting 10 worms each to bring back to their nests. The robin has collected 3 worms so far. The bluebird has collected 5 worms so far. Which bird has more worms left to collect to get to 10 worms altogether?

Pause to think. **I think I'm going to start with the robin. I know that the robin has 3 worms in the nest so far.** Place three red cubes on one of the workmats. **Now I will make the bluebird's nest. I know that the bluebird has 5 worms so far in its nest.** Place 5 blue cubes on the other workmat.

- Encourage students to think of the next step in acting out the problem.

T-P-S: I have put the worms that each bird has so far in the nests. Now what should I do? *Figure out how many more worms each bird needs to make 10. Then compare to find which bird needs more worms.*

- Use a Think Aloud to model comparing to find out how many more worms each bird needs to make 10 worms.



I need to figure out how many more worms each bird needs to make 10 worms. The robin has 3 worms so far, so I will count on from 4 until I get to 10: 4, 5, 6, 7, 8, 9, 10. That is 7 more worms to get to 10. Now I will see how many more worms the bluebird needs. The bluebird has 5 so far, so I will count on from 6 until I get to 10: 6, 7, 8, 9, 10. That is 5 more worms

to get to 10. So the robin needs 7 more worms, and the bluebird needs 5 more worms. T-P-S: Which bird needs more worms to get to 10? *The robin needs more worms to make it to 10 worms because 7 is more than 5.*

- Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? *The problem was finding out which bird needed more worms to make it to 10 worms. How did we solve the problem?* *We pretended that the red cubes were the robin's worms, and the blue cubes were the bluebird's worms. Then we figured out how many more worms each bird needed to make it to 10 worms. Then we compared the number of cubes and counted that the robin needs more worms to get to 10.*

Partner Practice

- Tell students that they will solve another mystery with their partners.
- Give each partnership two workmats and a plastic bag with 10 yellow cubes and 10 red cubes. Tell students that they will use the cubes to find out which seeds you need more of to get 10 of each type of flower in your garden.

I am planting a flower garden. I want to have 10 tulips and 10 roses in my garden. I have planted 7 tulip seeds so far, and I have planted four rose seeds so far. Do I need to plant more tulip seeds or more rose seeds to get 10 of each flower in my garden?

- Prompt students to think about the problem.



T-P-S: What is the problem in the story? *The problem is that we need to figure out which type of seeds we need more of to get 10 of each flower in the garden.*

- Read the story again slowly, prompting one partner to place 7 yellow cubes on one of the workmats to act as the tulips and the other partner to place 4 red cubes on the other workmat to act as the roses.
- Prompt students to think about the next step.

T-P-S: What should you do next to figure out which type of seed I need to plant more of to get 10 of each flower? *Add cubes until I have 10 of each flower, and compare which type of seed I needed to add more cubes to so I would have 10 of each flower.*

- Remind students to count the cubes as they add to each workmat to get to 10 of each flower. Prompt students to think about the answer.

Which type of seed do I need to plant more of to get 10 tulips and 10 roses in my garden? *I need to plant more rose seeds. I only have to plant 3 more tulip seeds, but I need to plant 6 more rose seeds. Six is more than 3, so I need to plant more rose seeds than tulip seeds.*

Recap



- Select several students to explain how they worked through and solved the problem-solving story. Award pocket points if students can successfully explain their results.



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

- “Rain Sizes,” *The 20th Century Children’s Poetry Treasury*, page 28

Introduce the Poem



Springtime seems to be known for its rain. In fact, a common saying is, “April showers bring May flowers.” The April showers are a type of rain. T-P-S: Do you think “showers” are a heavy, hard rain or a soft, gentle rain? A heavy, hard rain. Today we’re going to read a poem called “Rain Sizes” by John Ciardi. T-P-S: Have you ever thought about the different sizes of raindrops? I really like the way John Ciardi describes the different sizes of raindrops. As you listen to the words, picture the rain and what is happening.



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

Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

Today, instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First you will choose you’re the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

- Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate.

I think I will choose this sentence. Read the selected sentence. **Now I will tell more about my sentence.** Share a new sentence that expands on the information provided in your first sentence.

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new 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 teacher cycle 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, incorporating the theme-related vocabulary words for the week.

Today we thought about how spring looks and feels different from place to place. Think about the time we spent outdoors today (or invite students to look out a window). WGR: **What does spring look like here today?** Restate students' responses, noting the color of the grass, the amount of buds or leaves on the trees, and any flowers or plants sprouting. WGR: **What does spring feel like here today?** Restate students' responses. WGR: **Does spring look and feel everywhere else like it does here today?** RWE: **No. Some places are cooler, and some places are warmer. Some places might have rain or snow or sun or high winds. In some places, the leaves and flowers may have begun to sprout and blossom, and in other places, they may not have.**

- Graph today's temperature on the Spring Temperatures Graph.

WGR: **Which day was the warmest? How do you know?** *The line is taller than the others; the number is higher than the others, etc.* WGR: **Which day was the coolest? How do you know?** *The line is shorter than the others; the number is lower than the others, etc.* T-P-S: **What do you think the temperature will be the next day you come to school?**

- If you have the Winter Temperatures Graph from *Winter Weatherland*, place it next to the graph from this week so the horizontal axes line up. Help students compare the temperatures in the winter to those in the spring. Ask questions, such as “Are most of the winter temperatures warmer, cooler, or about the same as those in the spring?” and “How do you know?”
- Invite students to stand and spread out around the room. Tell students that they will pretend to be plants and animals in the spring.
- Invite students to act out each of the behaviors listed below, as well as any other spring behaviors your class may have discussed.
 - Birds migrate back to their homes.
 - Plants begin to sprout from the ground.
 - Flowers blossom as their petals open up.
 - Birds build nests.
 - Bears wake up from hibernation.



Vocabulary Review

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



One of our new words today is “warm.” If something is warm, it is a little bit hot. T-P-S: When did we see, hear, or use the word “warm” today?

Our other new word today is “cool.” If something is cool, it is a little bit cold. T-P-S: When did we see, hear, or use the word “cool” 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:

warm
cool

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Warm outside.	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, It is warm outside.</i>
The student responds in a complete, but not very elaborate, sentence. I like warm weather.	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. Can you tell us about something you like to do in warm weather?



- 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.
- 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.).
- Explain the homework assignment.

Read & Respond: I'd like you to read with a member of your family this weekend. As you read, see if you can tell in which season the book takes place.

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What Else Can We Get Into?

- Create an ant city for your students to observe throughout the unit. Contact Insect Lore (1-800-LIVE BUG) or another science supply source, and order ants to be observed. Page 32 of *Ant Cities* provides information about creating an ant city for your classroom.
- Help the birds build their nests by providing nesting materials. If you have some large-hole mesh material, such as needlepoint fabric, attach it around a wire coat hanger that has been stretched into an oval shape. Students can poke pieces of string, yarn, and ribbon through the holes in the mesh and hang the coat hanger from a tree outside. This will keep the nesting materials off the ground and in one spot. Students can observe it on a regular basis to see if the string, yarn, and ribbon have been removed. When they notice that some of the material is gone, have them keep an eye out for the bits of material in any birds' nests that they might spot.
- Raise butterflies in your classroom. Contact Insect Lore (1-800-LIVE BUG) or another science supply source, and order butterfly larvae to be observed.
- Make a birdfeeder with students, and place it where they can observe any visitors.
- Take a listening walk, and listen for the singing birds.
- Acquire some pussy willow stalks. Place some in a vase without water and some in a vase with water. Have students observe and record the differences.
- Take a field trip to a botanical garden to look for signs of spring.
- Display pictures of spring in regions where it is different from what students in your class experience.
- Invite students who have lived elsewhere to talk about spring in different regions. Encourage them to bring in pictures, clothing, and anything else that will help students understand this concept.

Resource Corner

Children's Resources

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- (2003). *Creature Features: Insects*. Baltimore: Success for All Foundation.
- Bernard, Robin (1999). *Insects*. Washington, DC: National Geographic Society.
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- Brown, Ruth (1988). *Ladybug, Ladybug*. New York: Dutton Children's Books.
- Canizares, Susan (1998). *Spider Names*. New York: Scholastic.
- Canizares, Susan & Chanko, Pamela (1998). *What Do Insects Do?* New York: Scholastic.
- Canizares, Susan & Reid, Mary (1998). *What Is an Insect?* New York: Scholastic.
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- (1994). *The Very Hungry Caterpillar*. New York: Philomel.
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- Carr, Jan (2001). *Splish, Splash, Spring*. New York: Holiday House.
- Clifton, Lucille (1973). *The Boy Who Didn't Believe in Spring*. New York: Puffin.
- Cottrell, Traci (2001). *What Are the Chances?* Baltimore: Success for All Foundation.
- Dorros, Arthur (1987). *Ant Cities*. New York: HarperCollins.
- Drachman, Eric (2001). *Leo the Lightning Bug*. Los Angeles: Kidwick Books.
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- Fowler, Allan (1990). *It's a Good Thing There Are Insects*. Chicago: Children's Press.
- (1991). *How Do You Know It's Spring?* Chicago: Children's Press.
- Frederick, Anthony D. (2001). *Under One Rock: Bugs, Slugs, and Other Ughs*. Nevada City, CA: Dawn.
- Glaser, Linda (2002). *It's Spring!* Brookfield, CT: Millbrook Press.
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- Hickman, Pamela (1997). *A New Butterfly*. Toronto, ON, Canada: Kids Can Press.
- Himmelman, John (1998). *A Ladybug's Life*. New York: Children's Press.
- Hirschi, Ron (1990). *Spring*. New York: Dutton Children's Books.
- Kalman, Bobbie & Everts, Tammy (1994). *Bugs and Other Insects*. New York: Crabtree.

- Krauss, Ruth (1989). *The Happy Day*. New York: HarperCollins.
- Krudwig, Vickie Leigh (1998). *Cucumber Soup*. Golden, CO: Fulcrum.
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- London, Jonathan (1998). *Dream Weaver*. New York: Harcourt Brace.
- Mattern, Joanne (1991). *Insects*. New York: Troll Associates.
- Maynard, Christopher (1994). *Incredible Mini-Beasts*. New York: Covent Garden Books.
- McDermott, Gerald (1972). *Anansi the Spider*. New York: Henry Holt.
- McDonald, Megan (1995). *Insects Are My Life*. New York: Orchard Books.
- McNulty, Faith (1986). *The Lady and the Spider*. New York: Harper & Row.
- Oppenheim, Joanne (1996). *Have You Seen Bugs?* New York: Scholastic.
- Parker, Nancy Winslow & Wright, Joan Richards (1987). *Bugs*. New York: Greenwillow Books.
- Pfister, Marcus (1992). *Hopper Hunts for Spring*. New York: North-South Books.
- Pike, Katy (2002). *Insects*. New York: Newbridge Educational Publishing.
- Ryder, Joanne (1989). *Where Butterflies Grow*. New York: Puffin Books.
- (1994). *My Father's Hands*. New York: Morrow Junior Books.
- Selsam, Millicent & Hunt, Joyce (1974). *A First Look at Insects*. New York: Walker.
- Shields, Carol Diggory (2002). *The Bugliest Bug*. Cambridge, MA: Candlewick Press.
- Singer, Marilyn (2000). *On the Same Day in March*. New York: HarperCollins.
- Slavin, Robert E. & Madden, Nancy A. (2003). *The Mud Dog*. Baltimore: Success for All Foundation.
- (2003). *Tubb, the Cub*. Baltimore: Success for All Foundation.
- Stone, Anne McCabe (1999). *I Found a Caterpillar*. Baltimore: Success for All Foundation.
- Sundgaard, Arnold (1988). *The Lamb and the Butterfly*. New York: Orchard Books.
- Van Allsburg, Chris (1988). *Two Bad Ants*. Boston: Houghton Mifflin.
- Wildsmith, Brian & Wildsmith, Rebecca (1993). *Look Closer*. New York: Harcourt Brace Jovanovich.
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- Zion, Gene (1976). *No Roses for Harry*. New York: HarperCollins.

Teacher's Resources

Charner, Kathy, ed. (1993). *The Giant Encyclopedia of Theme Activities for Children 2 to 5*. Beltsville, MD: Gryphon House.

——— (1998). *The Giant Encyclopedia of Science Activities for Children 3 to 6*. Beltsville, MD: Gryphon House.

Green, Moira D. (1996). *474 Science Activities for Young Children*. New York: Delmar.

Herr, Judy & Libby, Yvonne (1995). *Creative Resources for the Early Childhood Classroom*. New York: Delmar.

Vancleave, Janice (1999). *Play and Find Out About Bugs*. New York: John Wiley & Sons.

Estimating Handfuls

Duplicate one per partnership.

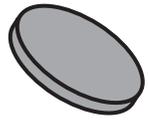
My handfuls of bears



My estimate:

The actual number of bears:

My handfuls of counters



My estimate:

The actual number of counters:

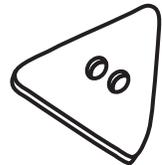
My handfuls of cubes



My estimate:

The actual number of cubes:

My handfuls of buttons

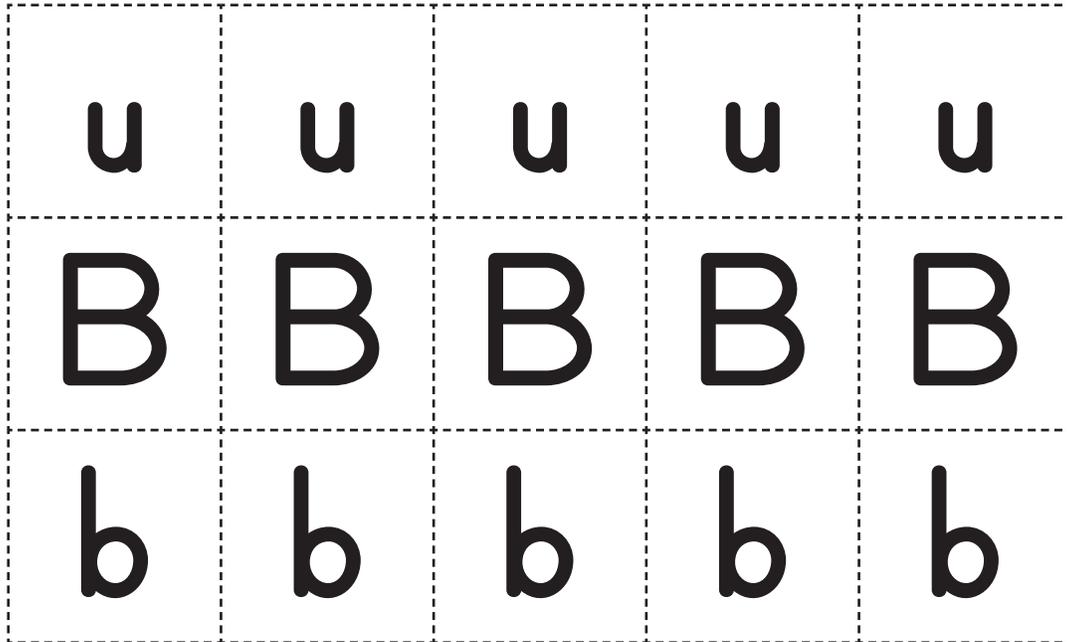


My estimate:

The actual number of buttons:

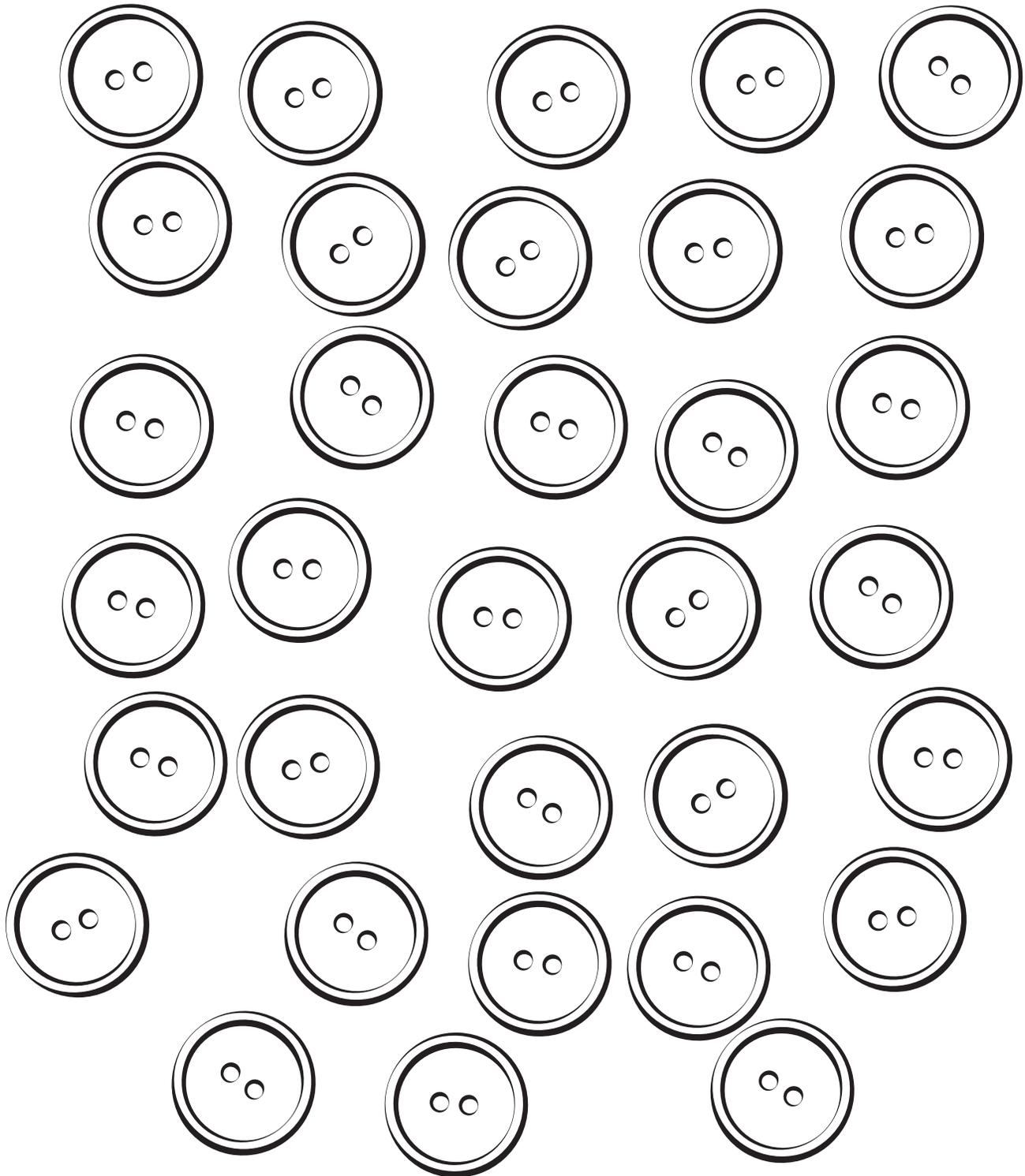
Letter Tiles

Duplicate, and cut apart.



Estimating Buttons

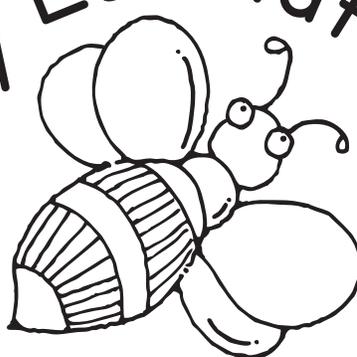
Duplicate and color.



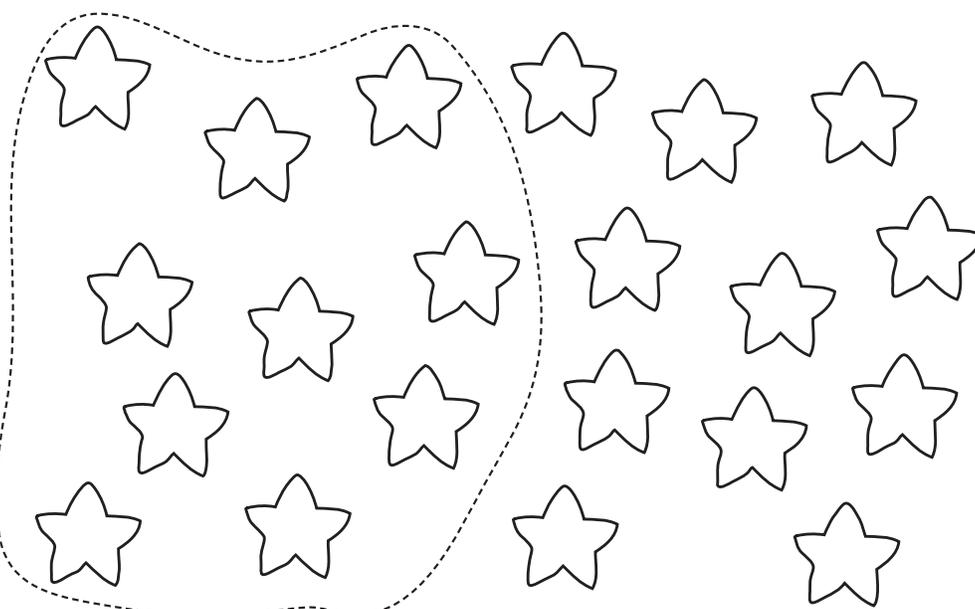
My Estimation Booklet

Duplicate, cut apart, and assemble into booklets, one per student.

My Estimation Booklet



by _____



My Estimate _____

(1 of 4)

My Estimation Booklet

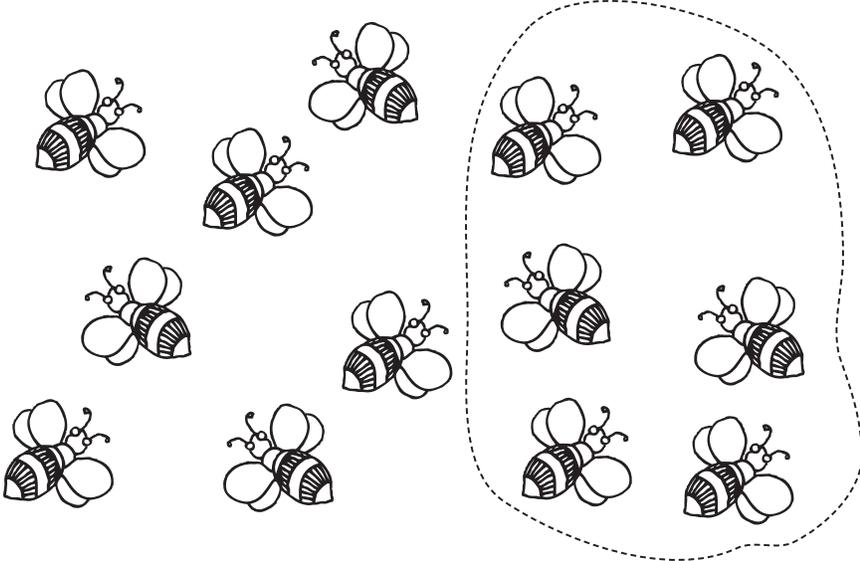
Duplicate, cut apart, and assemble into booklets, one per student.

The first activity shows 20 ice cream cones. A dashed line outlines a group of 10 cones on the left side of the page. Below this group is the text "My Estimate" followed by a horizontal line for writing.

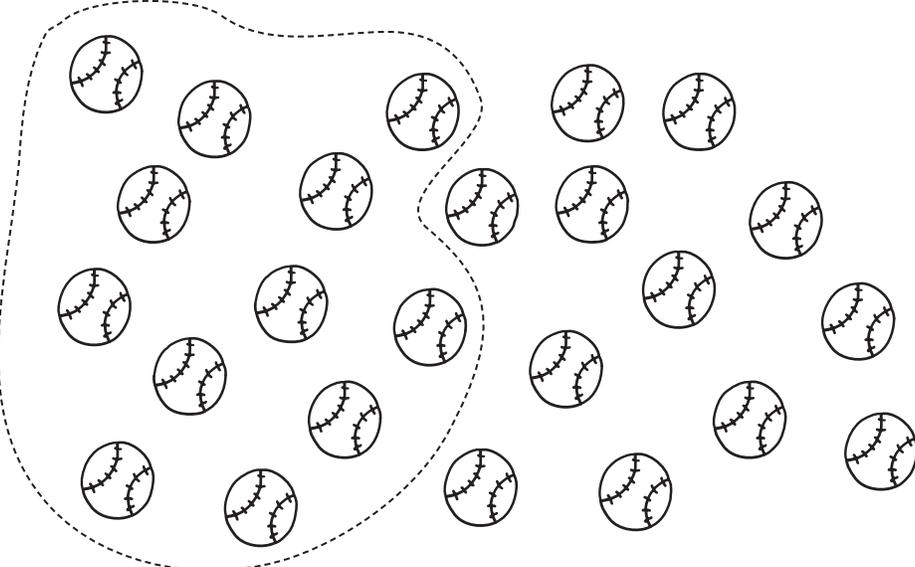
The second activity shows 20 milk cartons, each labeled "MILK". A dashed line outlines a group of 10 cartons on the left side of the page. Below this group is the text "My Estimate" followed by a horizontal line for writing.

My Estimation Booklet

Duplicate, cut apart, and assemble into booklets, one per student.



My Estimate _____



My Estimate _____

My Estimation Booklet

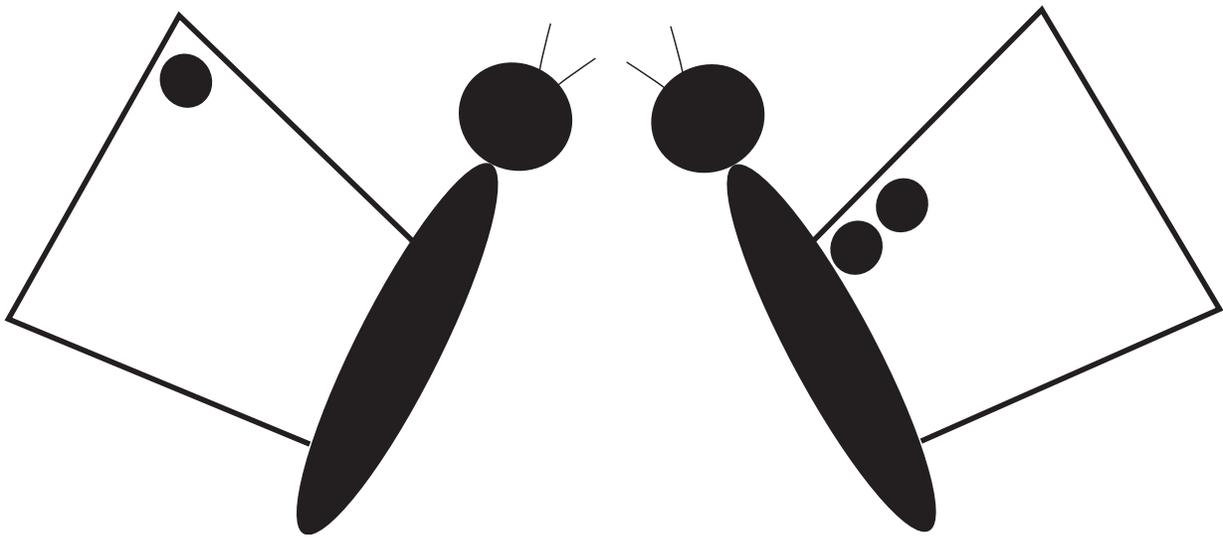
Duplicate, cut apart, and assemble into booklets, one per student.

My Estimate _____

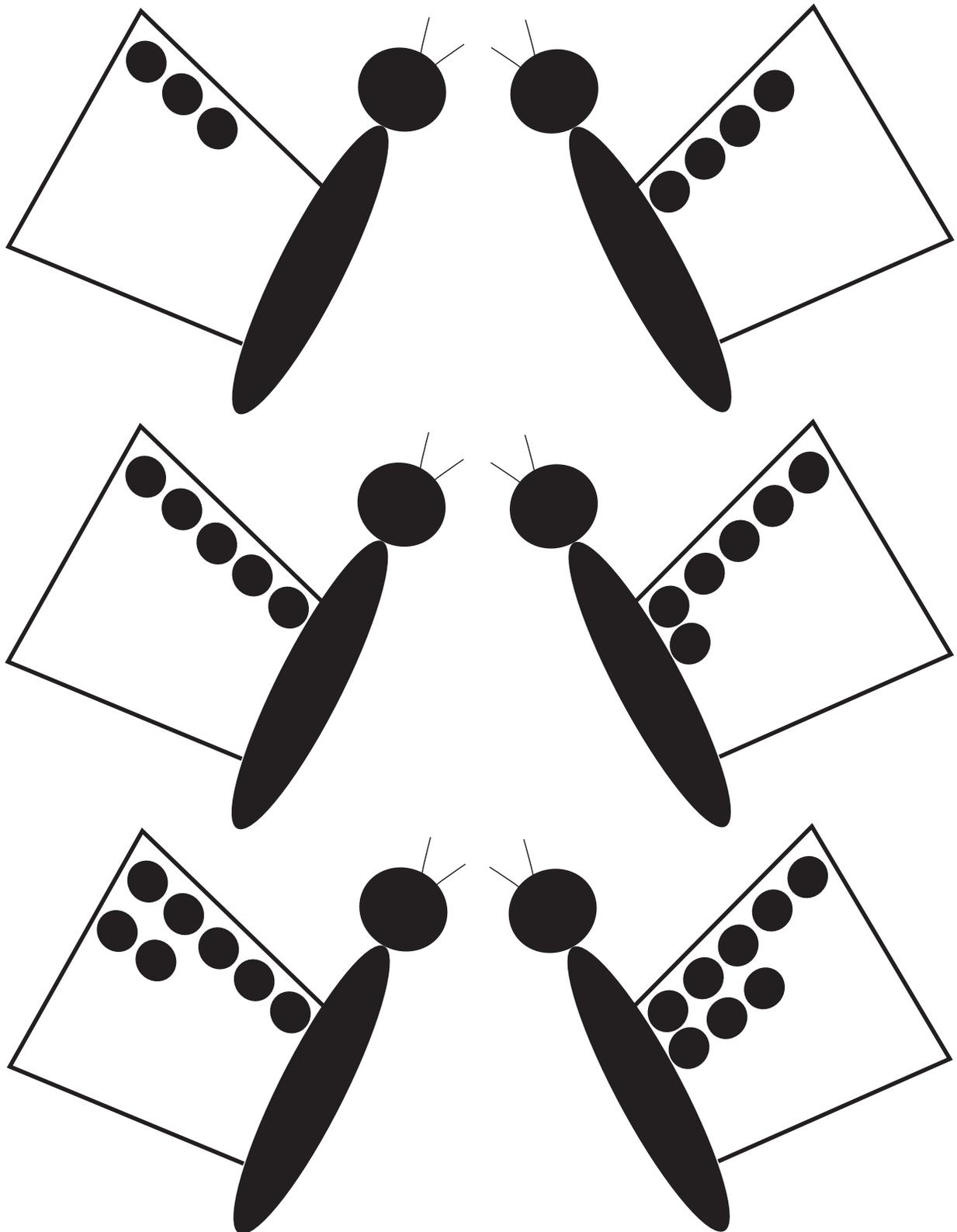
My Estimate _____

One-Winged Butterflies

Duplicate three or four sets. Cut around, and glue to white cards. Wings may be colored, but all must be the same color so the skill is a number-matching, not color-matching, activity.

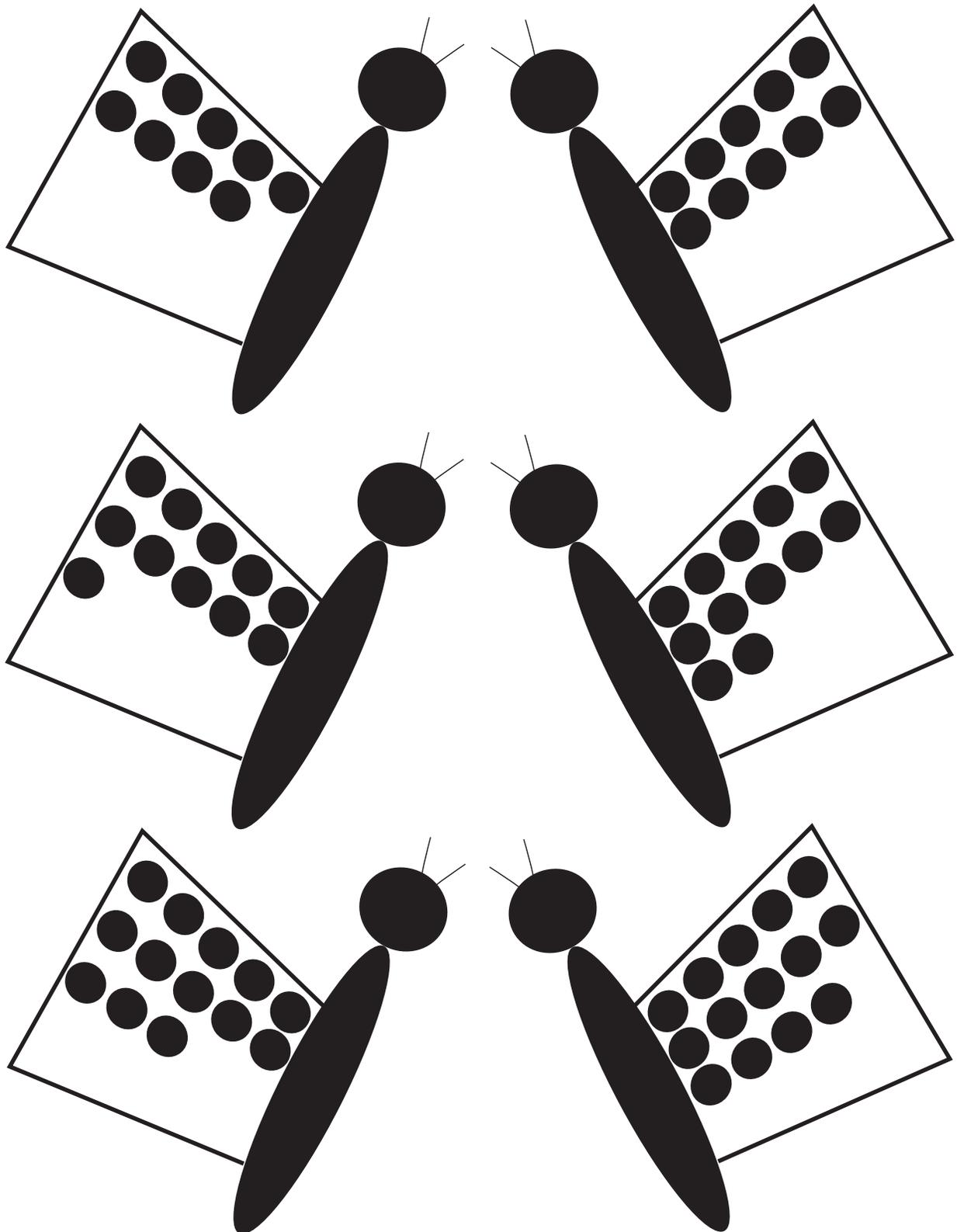


One-Winged Butterflies



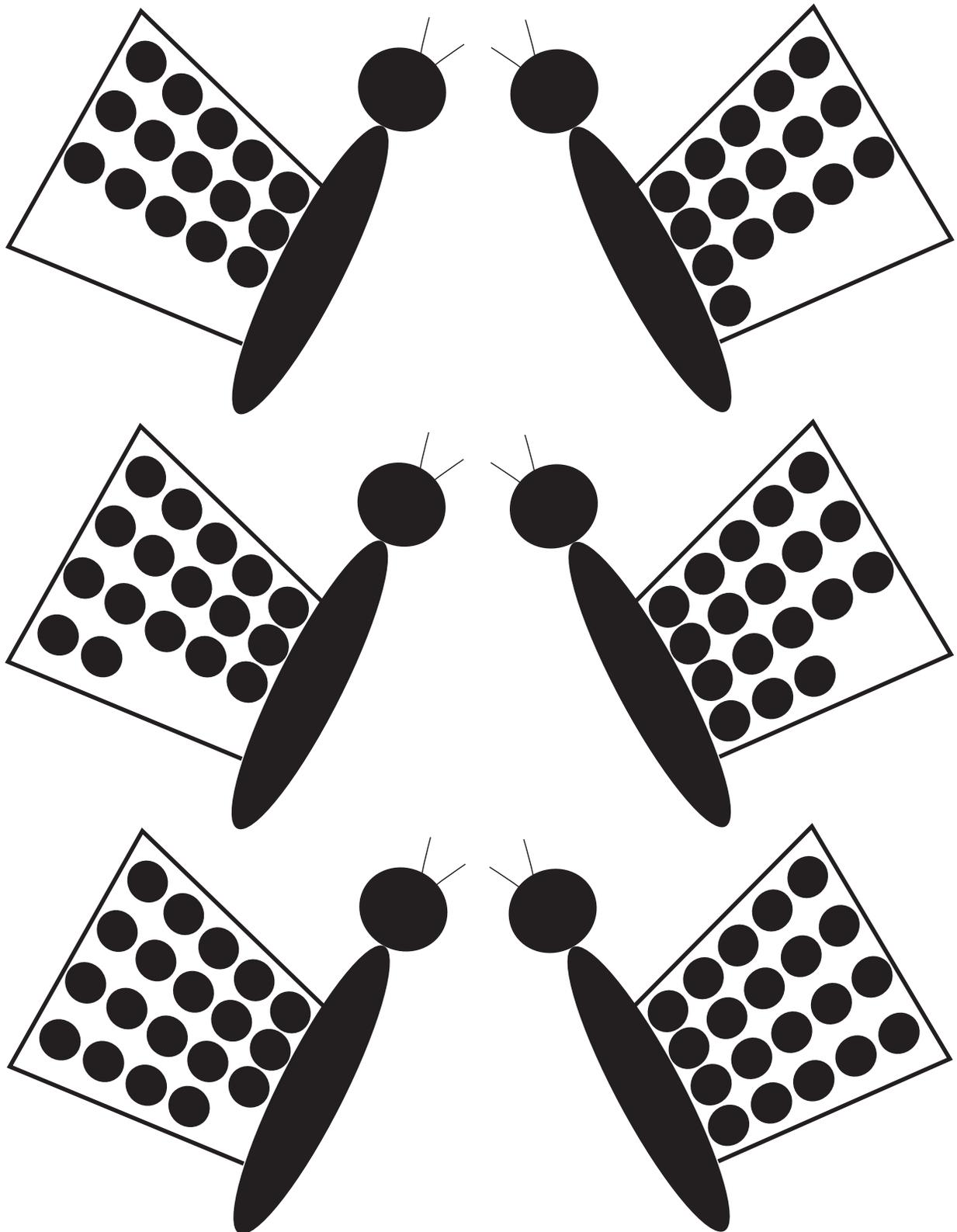
(2 of 4)

One-Winged Butterflies



(3 of 4)

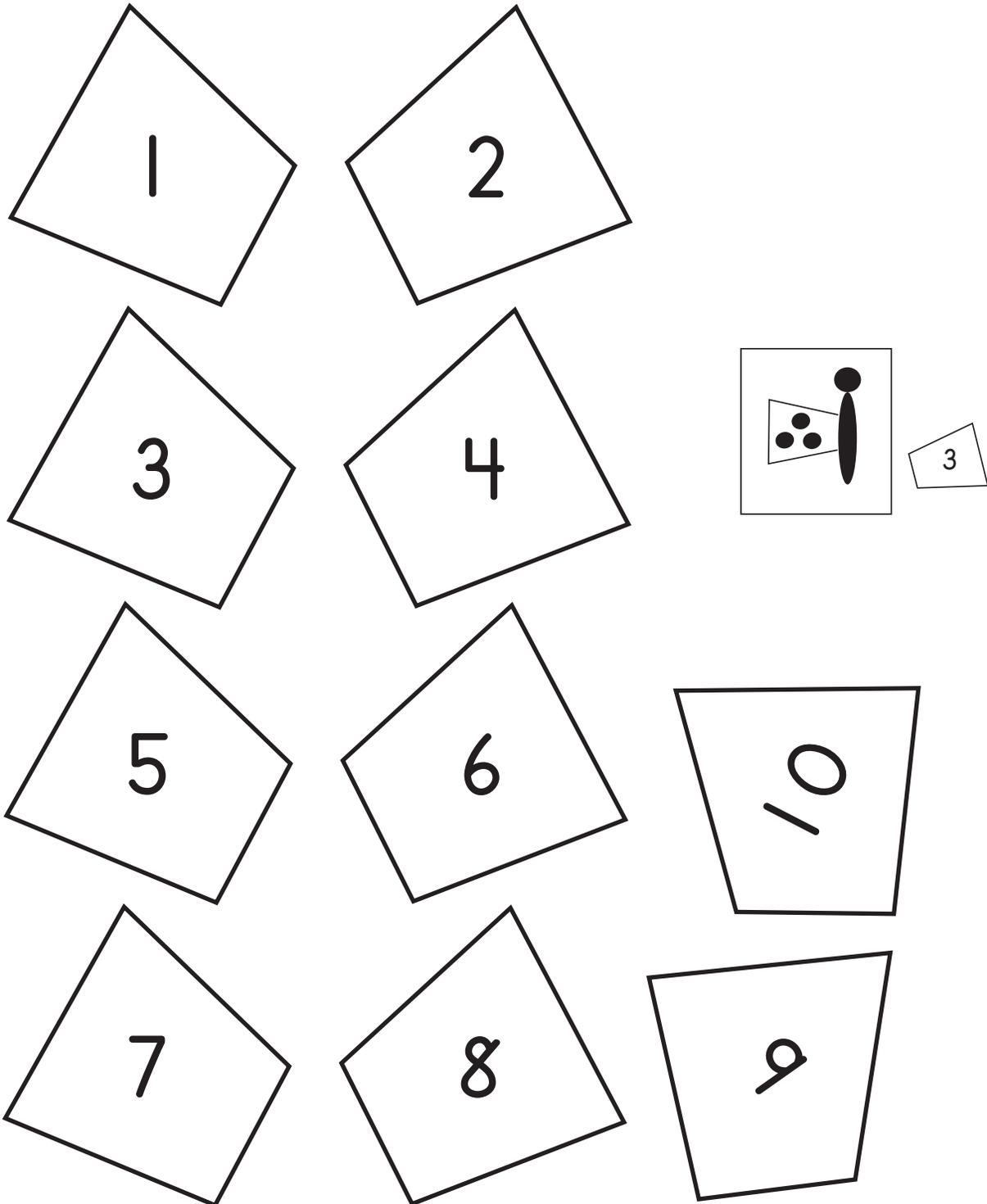
One-Winged Butterflies



(4 of 4)

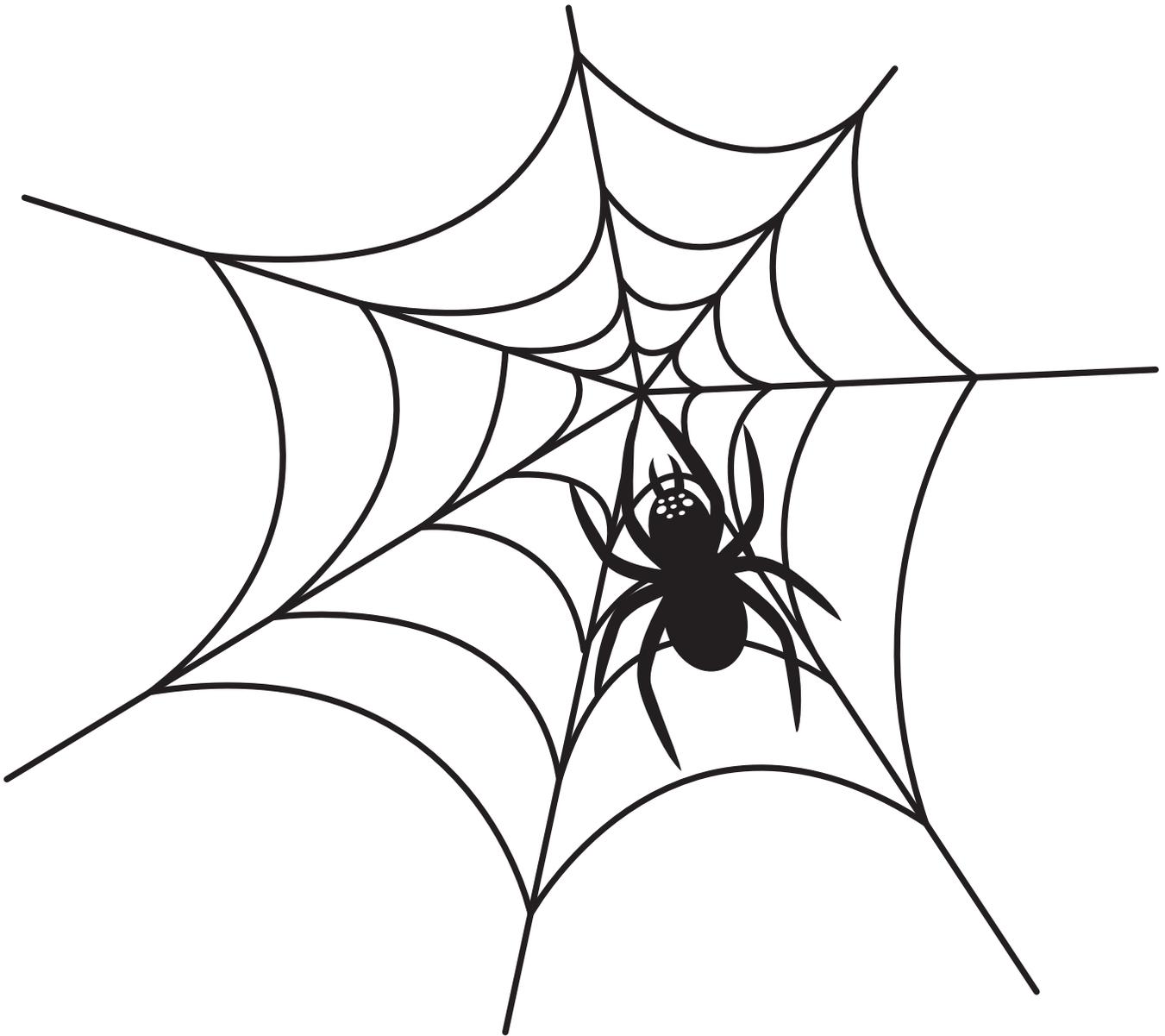
Matching Butterfly Wings

Cut around, and glue to posterboard. Trim so the shape can be matched to butterflies. Wings may be colored, but all must be the same color so the skill remains a number-matching, not color-matching, activity. Copy three or four sets.



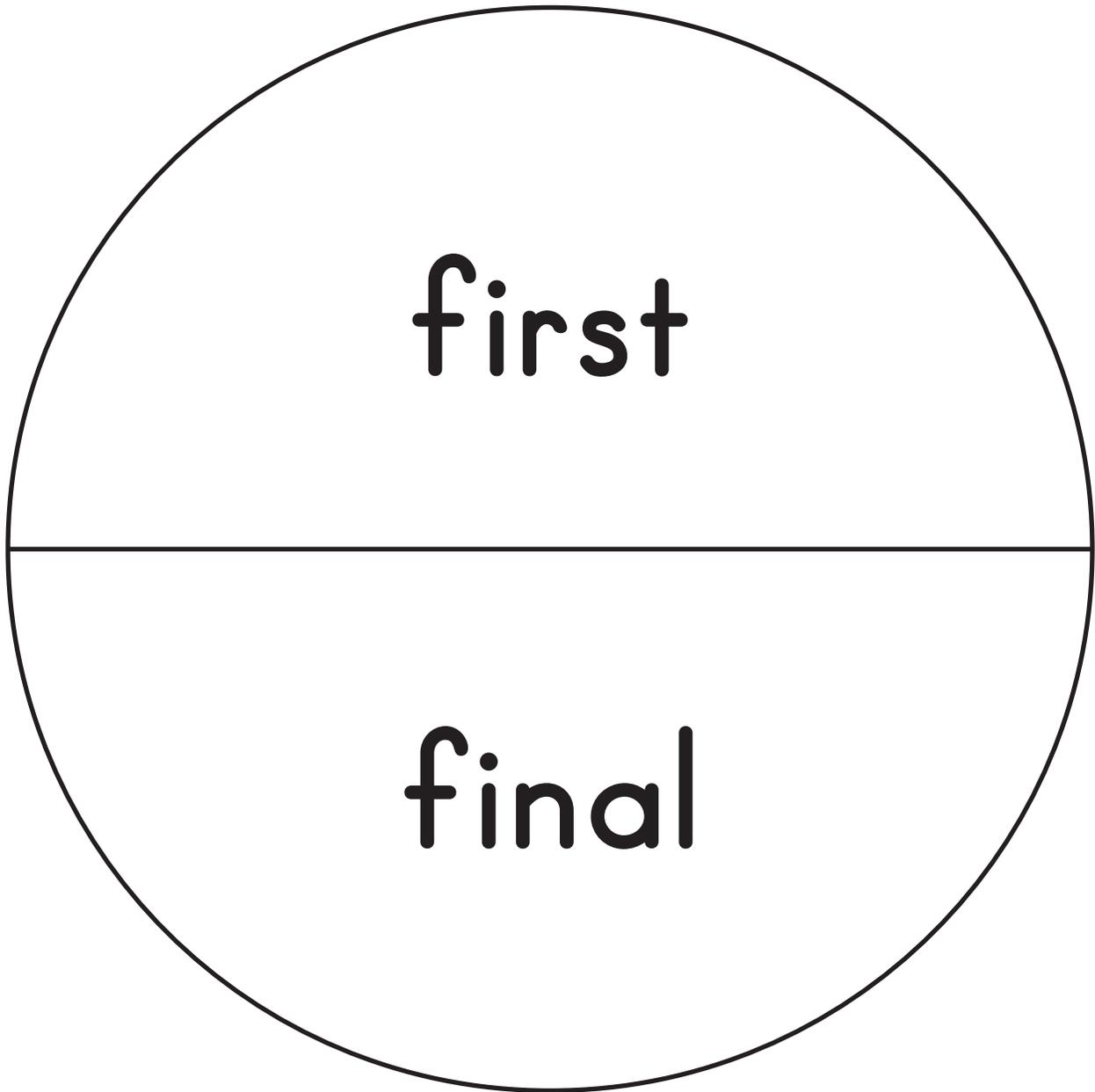
Spider

Duplicate.



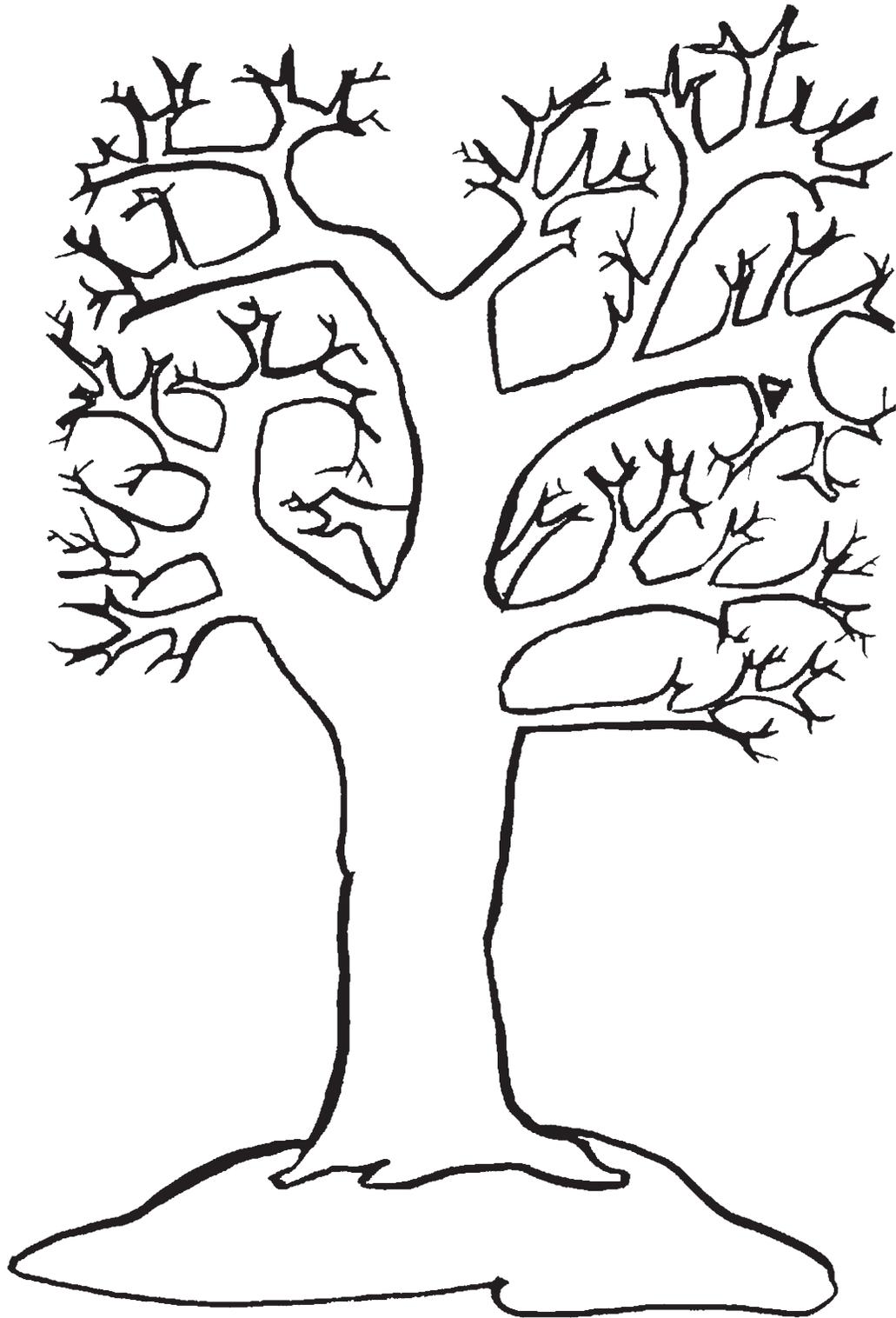
First-or-Final Spinner

Make one copy. Tape the overhead spinner to the center.



Budding Tree

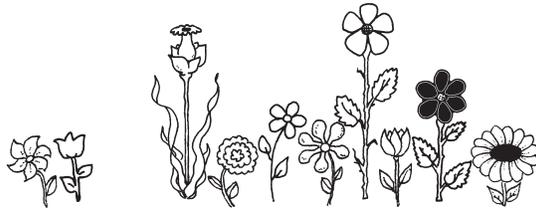
Duplicate one per student.



Making 10

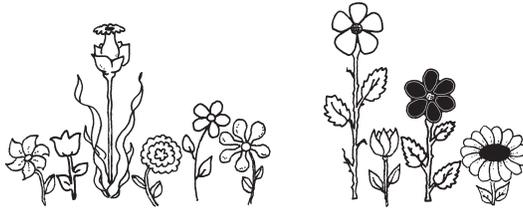
Look at each picture. Write the correct number in the box to complete the sentence.

1.



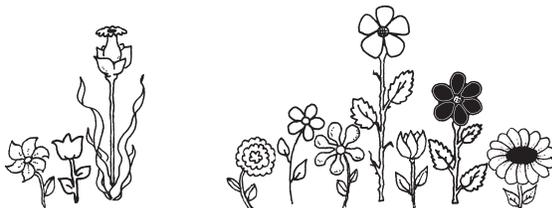
$$2 + \square = 10$$

2.



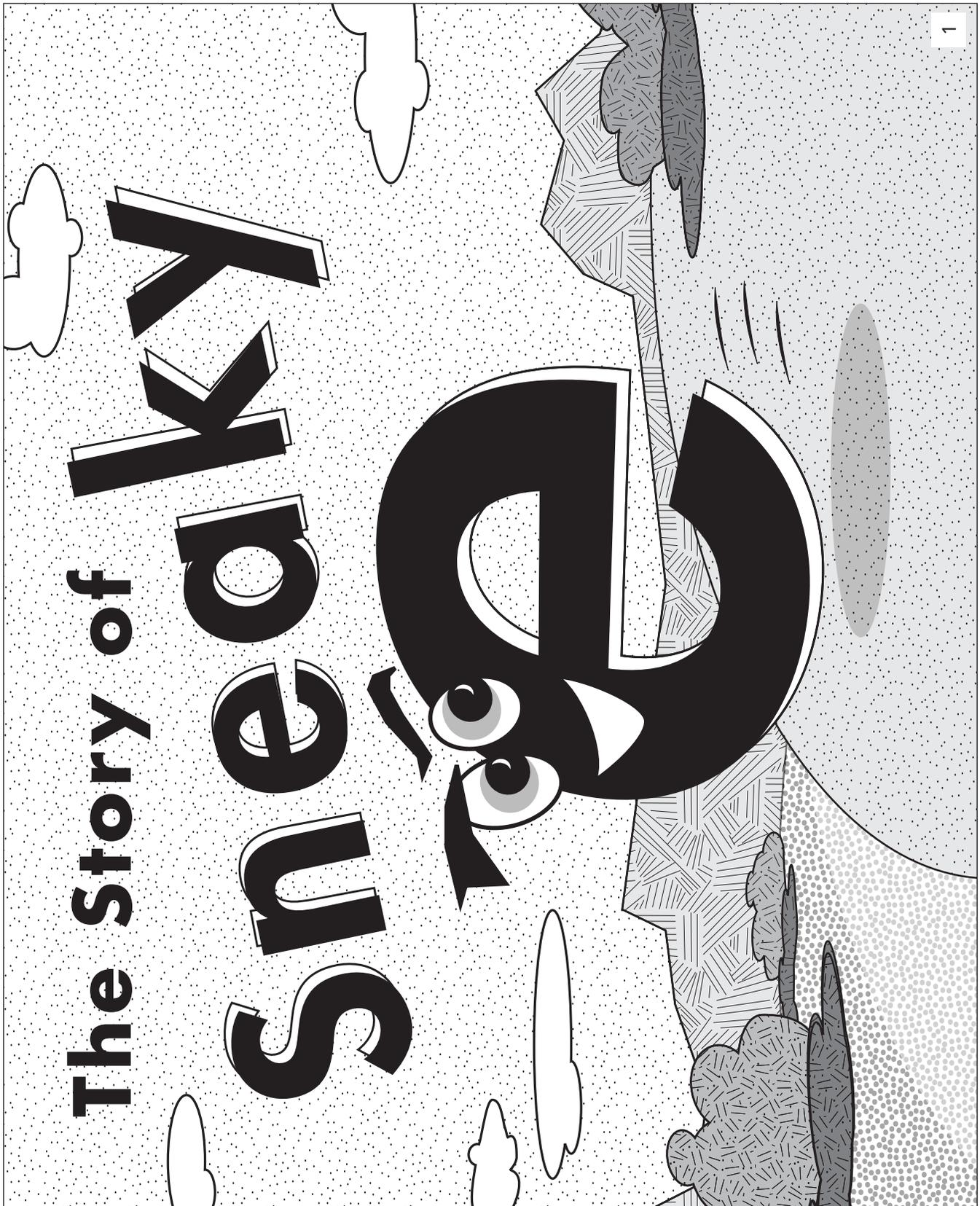
$$6 + \square = 10$$

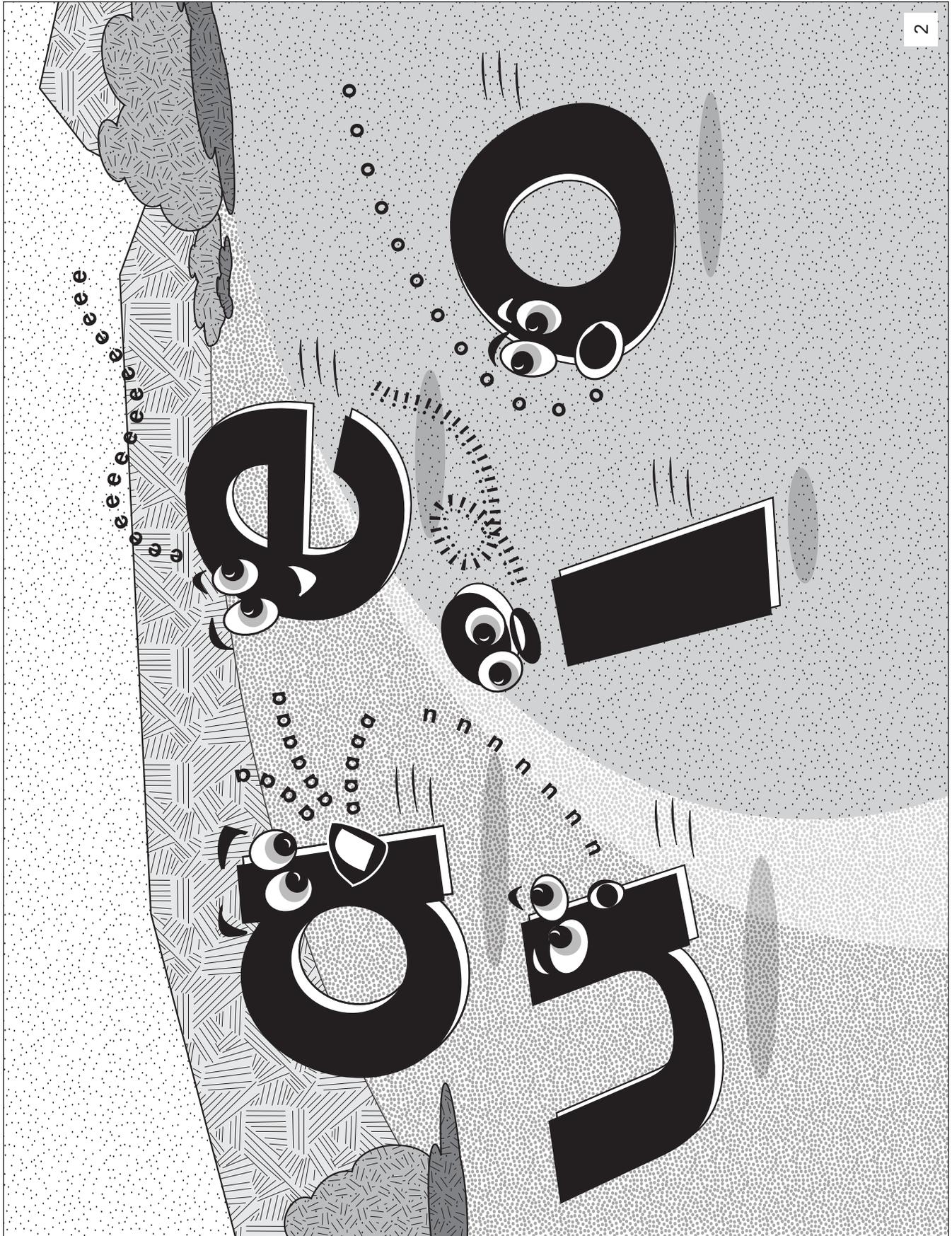
3.

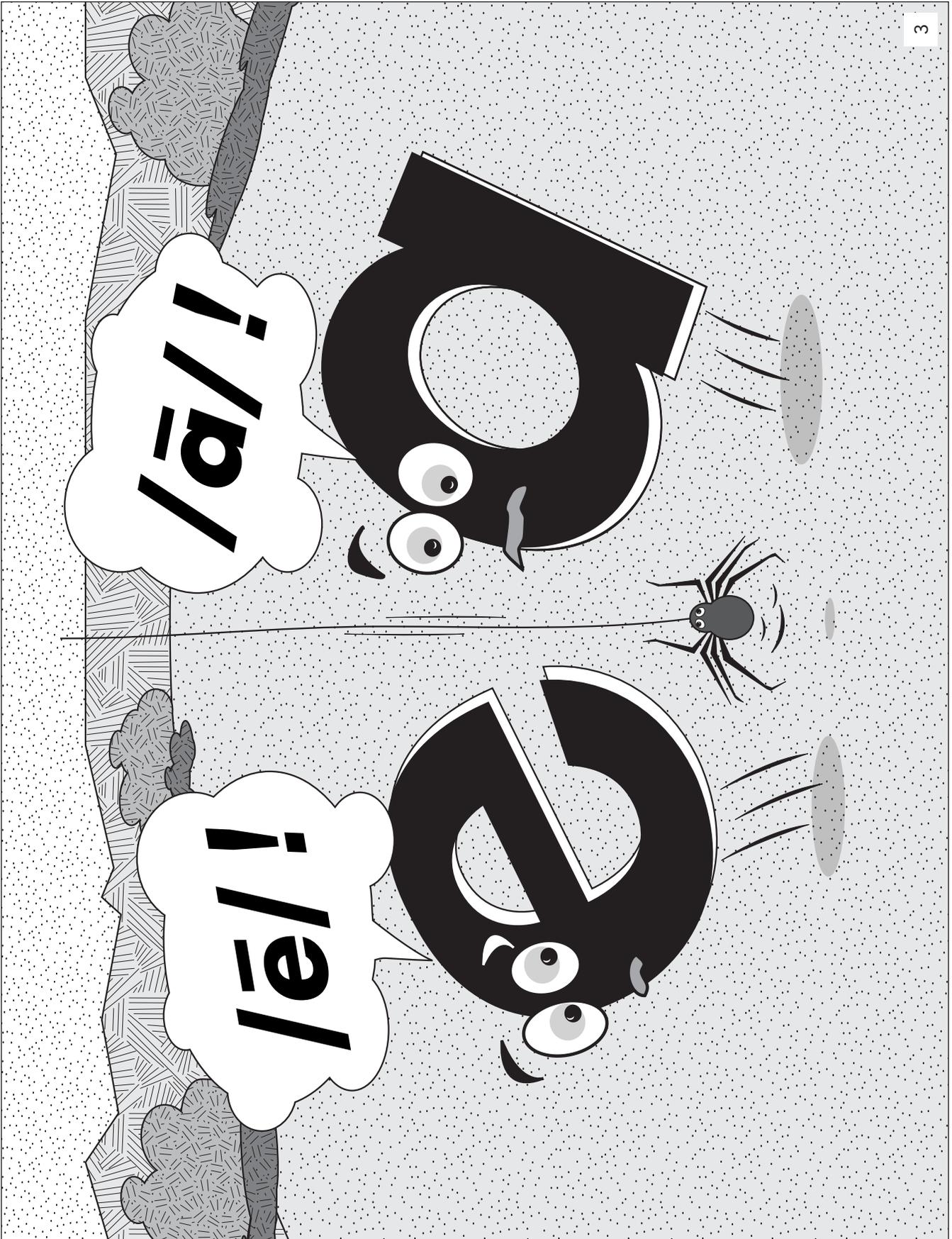


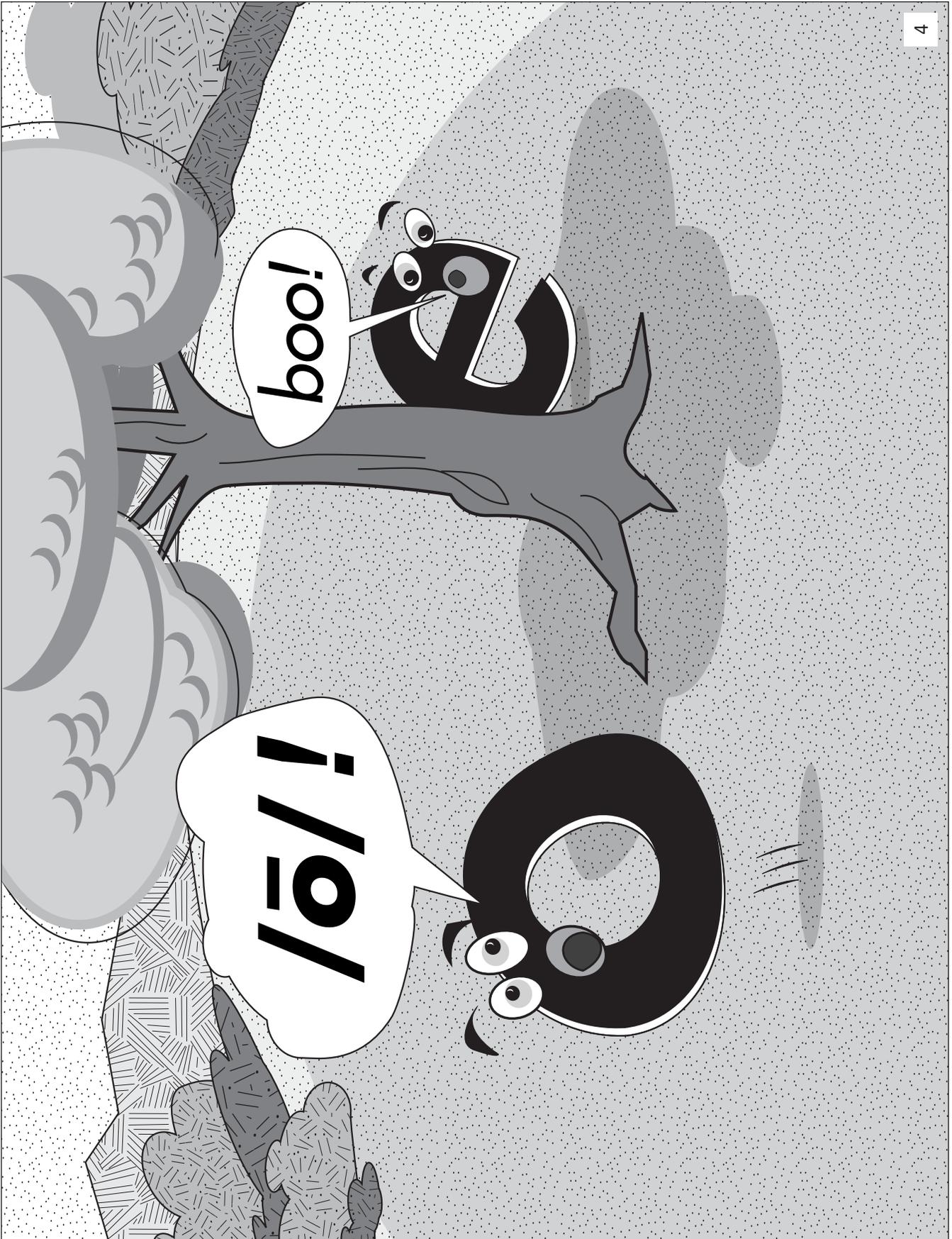
$$3 + \square = 10$$

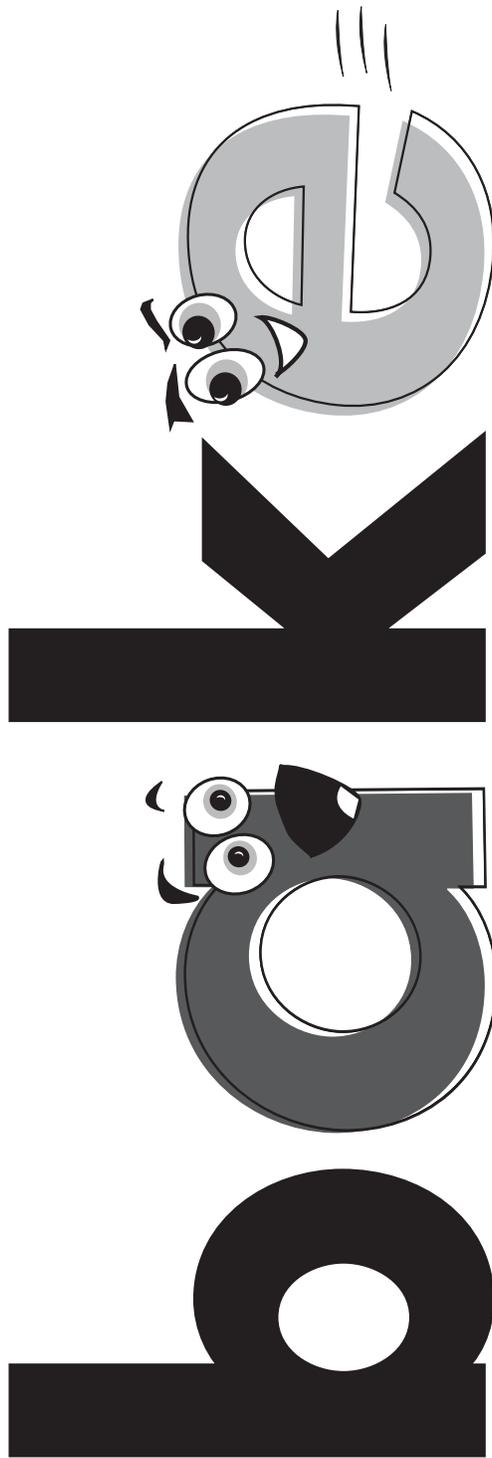
Make one copy of each page to show as you read the story on pages 250 and 251, or copy pages 250 and 251 to read from as you show the pictures from the theme guide.

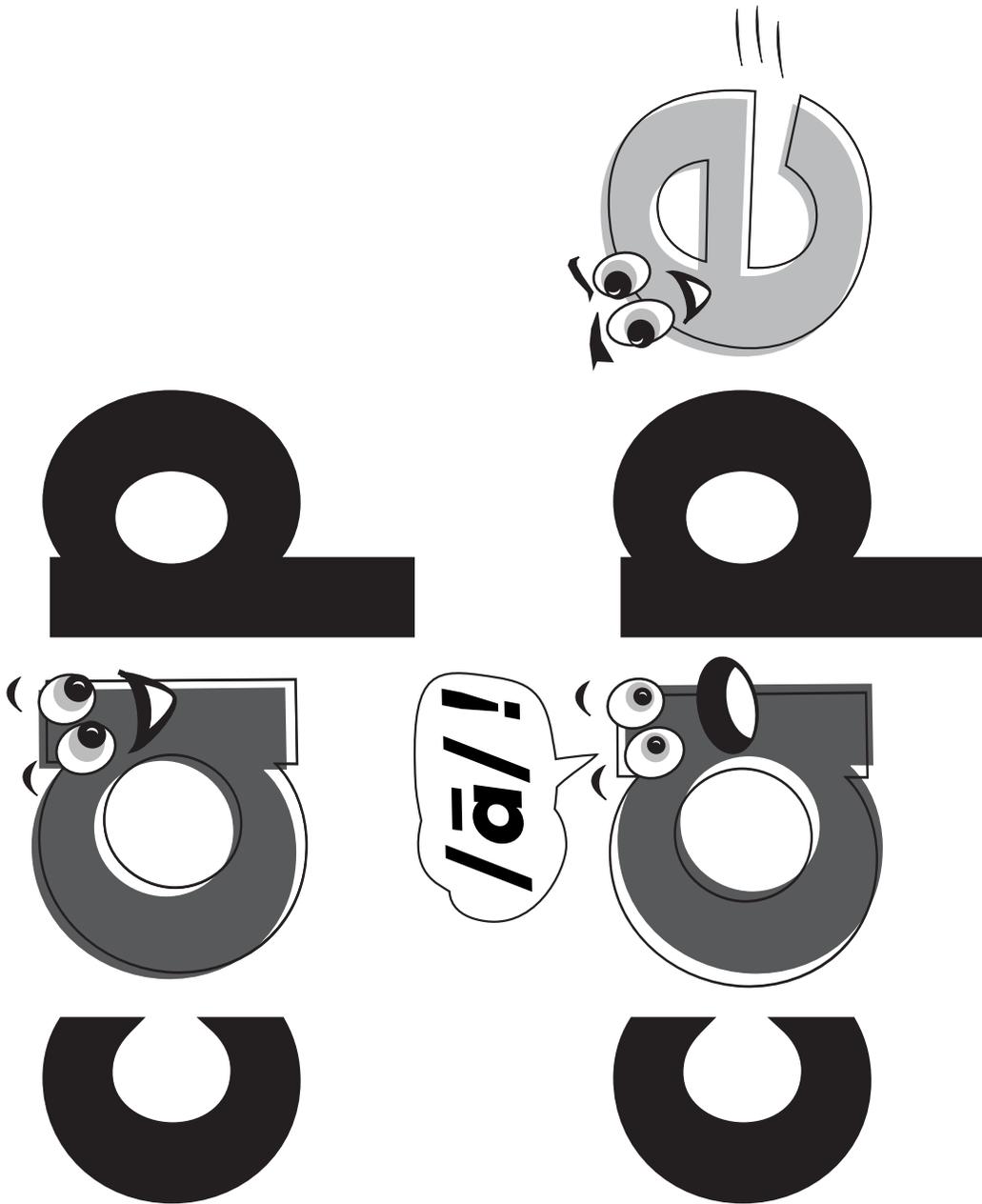


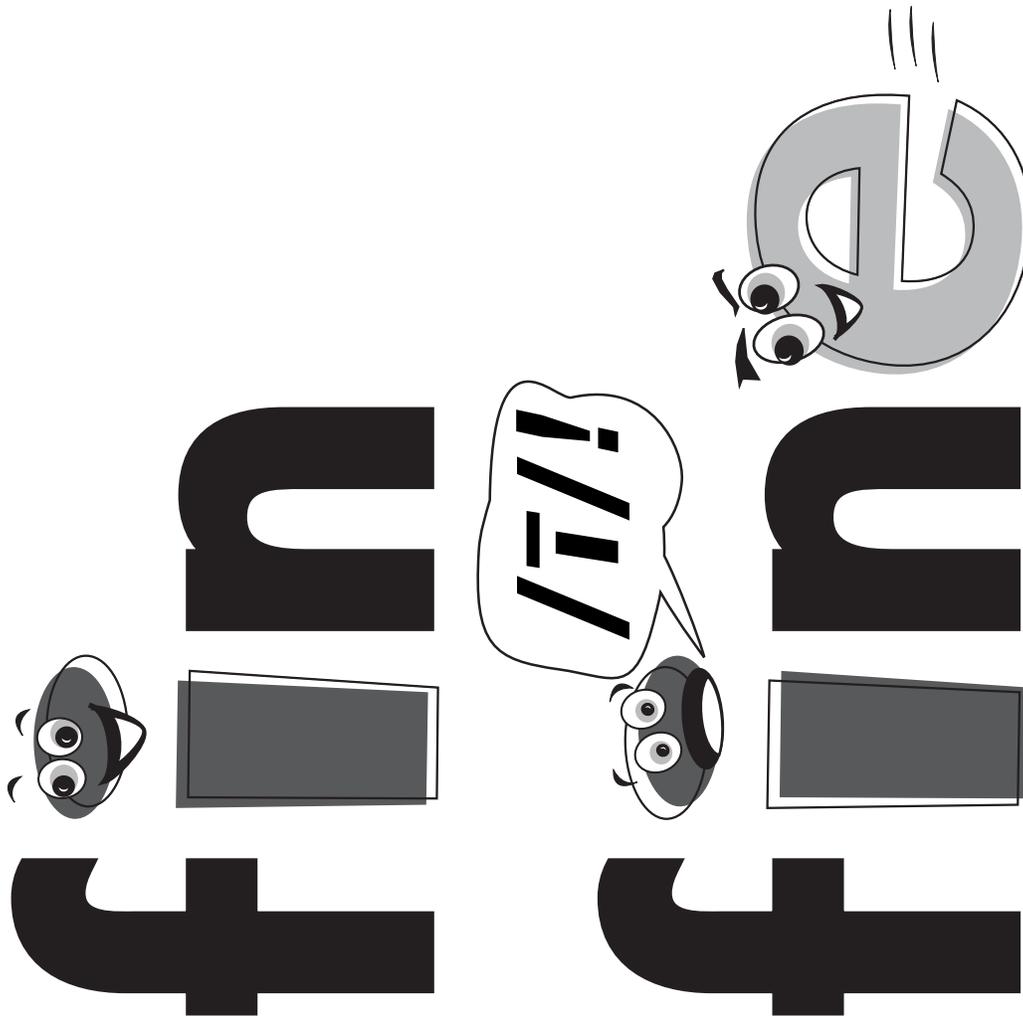












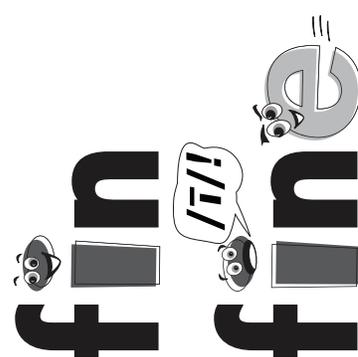
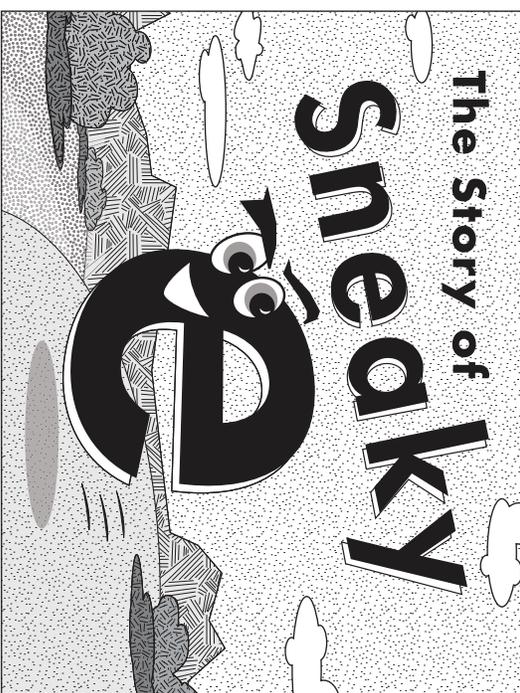
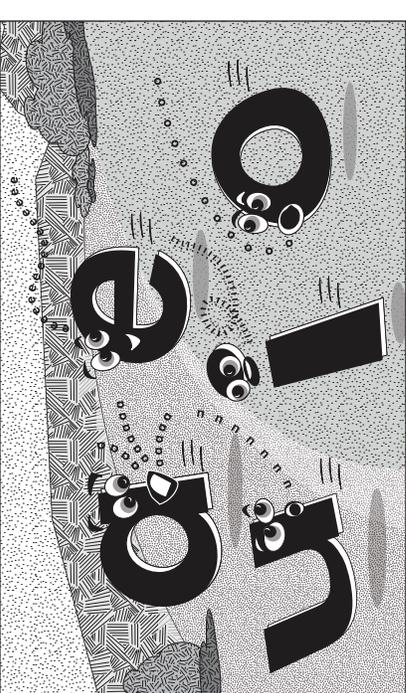
made **bake**

safe **tin**

cat **sale**

The Story of Sneaky e Booklet

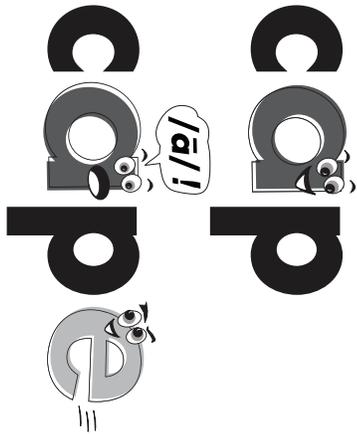
Copy, cut, fold, and staple the pages to form a booklet.

<p>Let's think about Sneaky e as we read these words:</p> <p>made bake</p> <p>safe tin</p> <p>cat sale</p> <p>8</p>	 <p>It happened to "i," too, when "fin" became "fine." So, when you are sounding out words, be on the lookout for Sneaky e! If he is standing at the end of a word, the vowel inside the word will say its own name.</p> <p>7</p>
<p>This book belongs to: _____</p> <p>1</p> 	 <p>In Letter Land, where all the letters live, the vowels have always been a little different from the rest of the letters. First, the sounds they make are always open and airy. "Why should people have to use their tongues or their teeth to make our sounds?" they always ask.</p> <p>2</p>

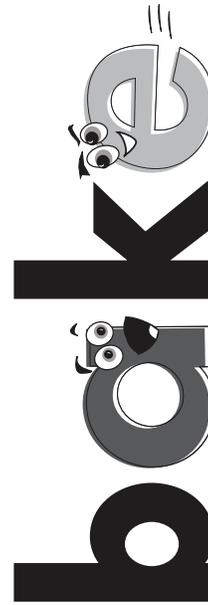
The Story of Sneaky e Booklet

Copy, cut, fold, and staple the pages to form a booklet.

One day "a" was standing in the word "cap," and Sneaky e snuck up and stood at the end of the word. "A" was so scared that he said his name and made a new word, "cape."



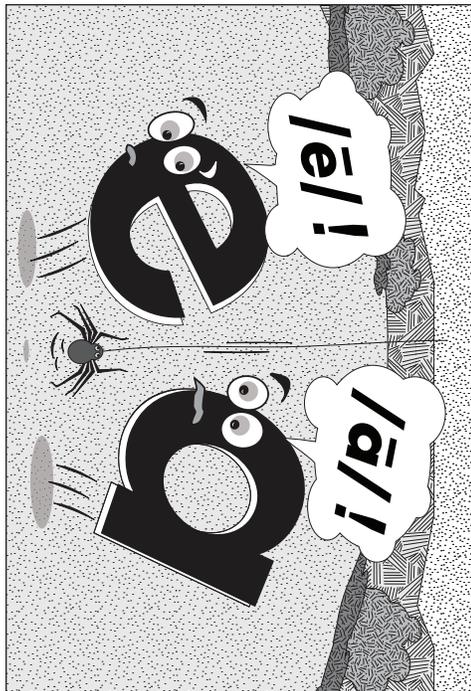
6



Sneaky e just loves to sneak up on his brother and his brother's friends and try to make them say their names. They often try to hide from him by standing between two consonants, but it never works. When they see him there, standing at the end of a word, they get startled and say their own names.

5

They have a few other little quirks. One is that when startled or frightened, they say their own names, too. No other letters do that.



3



The one thing that scares them the most is when someone sneaks up on them, someone like the letter "e"'s pesky little brother, whom they call Sneaky e.

4

Dear Family,

There is something fascinating to young children about all the creepy, crawly things that live under rocks, in tree bark, and in the grass. Your child, like most, probably loves to explore those places to see what interesting critters he or she can find there.

In the unit *Buggy About Spring*, students will have an opportunity to do just that. During the first part of this unit, your child will be introduced to a variety of animals that crawl, slither, and fly. We will focus on insects' characteristics, behaviors, and habitats and on the life cycle of the butterfly.

During the second part of the unit, your child will learn more about the cyclic nature of the seasons, building on what he or she learned in the fall and winter units. We will focus on the changes in nature and human activity in your region that are the result of the spring season's warmer temperatures. Students will learn to be detectives looking for signs of spring. Ask your child about reading the outdoor thermometer, recording the daily temperature, and comparing the spring temperatures with those recorded in the fall and winter.

We will read engaging stories and informational books about insects and spring and use them throughout the unit. For example, the book *Where Butterflies Grow* highlights the dramatic metamorphosis of caterpillar eggs into butterflies. *Ant Cities* provides fascinating information about ant communities and their similarities to human communities. Spring stories such as *The Happy Day* and *The Boy Who Didn't Believe in Spring* inspire children to look for, examine, and write and create artwork about signs of spring.

How can you help?

As with each unit, continue to share a book with your child each day. Remember to watch the Home Link show online with your child, and talk with him or her about school to reinforce the reading, math, and other skills that he or she is learning. Also, please sign and return the Read & Respond bookmark.

Estimada familia:

Hay algo fascinante para los niños pequeños en todas las cosas espeluznantes que viven debajo de las piedras, en la corteza de los árboles, y en la hierba. Su hijo probablemente le encanta explorar esos lugares para ver qué criaturas interesantes que puede encontrar allí.

En la unidad de *Buggy About Spring* (*Buggy por la primavera*), los estudiantes tendrán la oportunidad de hacer precisamente eso. Durante la primera parte de esta unidad, su hijo será introducido a una variedad de animales que se arrastran, se deslizan y vuelan. Nos centraremos en las características, comportamientos, hábitats de los insectos, y aprender sobre el ciclo de vida de la mariposa.

Durante la segunda parte de la unidad, su hijo aprenderá más sobre el ciclo de las estaciones, que se basa en lo que ha aprendido en nuestras unidades de otoño e invierno. Nos centraremos en los cambios en la naturaleza y la actividad humana que son el resultado de las temperaturas más cálidas en la primavera. Los estudiantes aprenderán a ser detectives que buscan signos de la primavera. Pregúntele a su hijo acerca de la lectura del termómetro al aire libre, el registro de la temperatura diaria, y la comparación de las temperaturas de la primavera con las temperaturas de otoño e invierno.

Leeremos historias atractivas y libros informativos sobre los insectos y la primavera y utilizarlos en toda la unidad. Por ejemplo, el libro *Where Butterflies Grow* (*Donde mariposas crecen*) presenta la metamorfosis dramática de los huevos de orugas a las mariposas. *Ant Cities* (*Ciudades de hormigas*) proporciona información fascinante sobre las comunidades de hormigas y sus similitudes con las comunidades humanas. Historias de primavera como *The Happy Day* (*Un día feliz*) y *The Boy Who Didn't Believe in Spring* (*El niño que no creía en la primavera*) inspirar a los niños a buscar, analizar y escribir y crear obras de arte acerca de los signos de la primavera.

Como puedes ayudar?

Continuar a compartir un libro con su hijo todos los días. Recuerde que para ver el programa Home Link online con su hijo, y hablar con él acerca de la escuela para reforzar la lectura, matemáticas y otras habilidades que está aprendiendo. También, por favor firme y devuelva el marcador de Leer y responder.

