

# City Gardens & Country Farms



**KinderCorner**  
2nd Edition  
PLUS

***KinderCorner 2nd Edition Plus Theme Guide:  
Unit 13***

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pitney bowes  ★ macy's



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# Why *City Gardens & Country Farms*?

As children grow and venture out into the world, they begin to question what they see around them. They wonder where foods come from. Who grows it? Where is it grown? They wonder how a seed turns into a plant, why some plants have flowers, and why some provide food. *City Gardens & Country Farms* answers these questions and others as it builds on what students learned about seeds and plants in *Cornucopia* and *What's on the Menu?*

In *City Gardens & Country Farms*, students will learn about the growing cycle of plants and the names of plant parts as they hear and read *I Am a Seed*. They will learn that gardens come in different sizes—from large farms to backyard gardens to small plots of land in the middle of big cities. They also will expand their knowledge of farmers and others who grow the foods that we eat every day. *Working on the Farm*, *The Ugly Vegetables*, *The Curious Garden*, and *Carlos and the Squash Plant* are just a few of the books that will help students to appreciate how hard farmers and gardeners work and how important they are to the well-being of the community.

We strongly urge you to arrange a field trip to a nearby farm, neighborhood community garden, or farmer's market to provide students with concrete examples of what they will be learning about farms, gardens, and farmers through stories and extension activities. This experience will give students the ability to develop their play in the Learning Labs in more meaningful ways. If there are gardening stores or garden centers in your community, take advantage of opportunities to visit them.

As students explore *City Gardens & Country Farms*, it is hoped that they will grow in their understanding and appreciation of the importance of gardens and farms.

# City Gardens & Country Farms

*daily focus*

- Some plants grow from seeds. Each plant part has a name.
- Plants need soil, sun, water, and care to grow.
- There are different types of gardens.
- Gardens can be planted anywhere there is soil, sunlight, and water.
- Many people enjoy the fruits of gardens.
- Crops from gardens or farms are sources of food for people and animals.
- People work on farms.
- Animals are found on farms.
- Some food products come from farm animals.
- Everyone depends on farmers.

## 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.
- approach activities with increasing flexibility and imagination.

## Emotional/Personal Domain

Students will:

- know the daily schedule and move to the next component easily.
- demonstrate confidence in their 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 that will be read.
- recall experiences and retell stories sequentially, with detail and accuracy.
- make inferences and draw conclusions from stories.
- read simple, phonetically controlled text accurately.
- comprehend reading.
- answer higher-order questions about the text they read.
- see books as sources of information.
- 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:

- identify and name a penny, a nickel, and a dime and their respective values.
- match coin amounts to cents.
- identify and use the cent sign.
- find the value of a set of coins.
- represent a model for addition and subtraction using manipulatives.
- solve problems.

### Social Studies Domain

Students will:

- demonstrate an awareness beyond the community.
- demonstrate an awareness of the roles people play in society.
- dramatize buying, selling, and manufacturing.

### Science Domain

Students will:

- ask science-related questions.
- identify selected plants by known characteristics.
- describe the basic life cycles of selected plants.
- conduct organized experiments.
- collect, describe, and record information.

### Interpersonal Domain

Students will:

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

### Physical Domain

Students will:

- run with increasing control.
- engage in gross-motor activities such as running and jumping.

# Vocabulary

Background Words				
Plants		Farm animals	Farms	
bouquet	stem	chicken	animal	
care	sun	cow	corn	
celery	sunflower	horse	field	
dirt	vegetable	pig	harvest	
ground	water	Food		
grow	Adjectives		job	
leaves	fair	bacon	plow	
petal	ugly	beef	tractor	
rain	unfair	butter	work	
rose	Beach		Readles	
seeds	beach	cheese	beach	
spring	fin	eggs	happy	
sprout	sand	ham	shark	
squash	shark	milk	time	
stalk		pork	tire	
		yogurt	toy	
			water	

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	
barn	fruit
city	garden
country	livestock
crop	meat
depend	plant
farm	roots
farmer	soil
flowers	suburb

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

STaR Words
aroma
bliss
fertile
hurried
dreary
restless
prickly
scrub
stampede

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



Math Words
add
cent (¢)
coin
combination
dime
equal
money
nickel
penny
subtract
value
worth

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

# Peek at the Week 1

Lesson Component	Day 1	Day 2
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Remembering Brain Game	Skill lesson: fair and unfair
 Theme Exploration	Read <i>I Am a Seed</i> . Learn about seeds and parts of a plant.	Read <i>I Am a Seed</i> . Learn about what plants need to grow.
 Rhyme Time	“What Plant Will It Be?” Substitute phonemes.	“What Plant Will It Be?” Blend sounds to make words.
 STaR	<i>The Curious Garden</i> Focus: Compare illustrations in different stories.	Retell <i>The Curious Garden</i> through sequencing (sentences).
 Dramatic Play Lab	Housekeeping: Role-play in a home setting.	Housekeeping
 Blocks Lab	Build It!: Build structures with blocks.	Planting a Garden: Build a garden with artificial plants.
 Art Lab	Seed Mosaics: Create designs with seeds.	Seed Mosaics
 Classroom Library Lab	Gardens Galore: Explore books about seeds, plants, and gardens.	Gardens Galore
 Literacy Lab	Play School: Green Words!: Write and read Green Words from the Shared Stories.	Play School: Green Words!
 Math Lab	Free Exploration: Explore various math manipulatives, and create number combinations.	Flower Shop: Role-play in a flower shop.
 Computer/Media Lab	Free Exploration: software, music, and IWB activities	Free Exploration
 Sand/Water Lab	Purposeful Pouring: Investigate properties of water volume.	Purposeful Pouring
 Science Lab	Planting Seeds: Plant seeds.	Planting Seeds
 Writing Lab	Free-Choice Writing: creative writing on topic of choice	Free-Choice Writing
 15-Minute Math	Introduce the Our Favorite Hats Graph.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Serve fruits and vegetables from different plant parts. Engage in cooperative activities.	Serve fruits and vegetables from different plant parts. Dramatize the plant life cycle.
 KinderRoots	Shared Story: <i>The Fin in the Water</i> Focus sound: /f/	Shared Story: <i>The Fin in the Water</i> Focus sound: /f/
 Math Mysteries	Read <i>Benny's Pennies</i> . Identify a penny, nickel, and dime.	Identify a penny, nickel, and dime.
 Let's Daydream	“The Noise of Nothing”	“You Never Hear the Garden Grow”
 Write Away	Write about the different parts of a flower.	Write about what plants need to grow.
 Let's Think About It	Review <i>I Am a Seed</i> , and create a chart to explain the life cycle of a plant.	Make a list of ways that people care for plants. Conduct capillary-action experiment with celery and colored water.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: fair and unfair	Skill lesson: fair and unfair Brain Game	Class Council
Sort pictures of vegetable and flower gardens. Draw pictures of gardens.	Learn about gardens in the city, suburbs, and country.	Learn about the products of gardens.
“What Plant Will It Be?” Segment words into sounds.	“What Plant Will It Be?” Blend sounds to make words.	“What Plant Will It Be?” Add phonemes.
Trade book: <i>The Ugly Vegetables</i> Focus: Compare illustrations in different stories.	Retell <i>The Ugly Vegetables</i> through sequencing.	Free Choice
Garden Center: Role-play in a garden center.	Garden Center	Garden Center
Planting a Garden	Planting a Garden	Planting a Garden
Plant Rubbings: Create rubbings using plant stems, leaves, and petals.	Flower and Leaf Prints: Create flower and leaf prints.	Flower and Leaf Prints
<i>The Ugly Vegetables</i> Retell the story <i>The Ugly Vegetables</i> through dramatization.	<i>The Ugly Vegetables</i>	<i>The Ugly Vegetables</i>
Play School: Green Words!	Play School: Red Words!: Write and read Red Words from the Shared Stories.	Play School: Red Words!
Flower Shop	Flower Shop	Flower Shop
Free Exploration	Free Exploration	Free Exploration
Purposeful Pouring	Purposeful Pouring	Purposeful Pouring
Planting Seeds	Planting Seeds	Planting Seeds
Signs and Labels: Make signs, labels, and price tags for the garden center.	What’s the Price?: Make price tags for a garden center.	What’s the Price?
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve vegetables. Play a gardening version of Simon Says.	Serve vegetables. Prepare a class garden (optional).	Serve vegetables. Continue to prepare a class garden (optional).
Shared Story: <i>The Fin in the Water</i> Focus sound: /f/	Shared Story: <i>The Fin in the Water</i> Focus sound: /f/	Shared Story: <i>The Fin in the Water</i> Focus sound: /f/
Name the values of a penny and a nickel.	Name the value of a dime.	Match coins to money amounts.
“Thanksgiving”	“You Never Hear the Garden Grow”	“Where Are You Now?”
Write about one type of garden.	Write about a garden you have seen.	Add a sentence to one written on days 1–4.
Share and count garden pictures. Make observations about the celery capillary-action experiment.	Identify characteristics of cities, suburbs, and the country. Make observations about the celery capillary-action experiment.	Review thematic learning. Play Agree or Disagree? with new vocabulary.

# Peek at the Week 2

Lesson Component	Day 6	Day 7
Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
Gathering Circle	Skill lesson: fair and unfair Brain Game	Skill lesson: by accident and on purpose
Theme Exploration	Begin to learn about farms and crops. Introduce the carrot-growing experiment.	Read <i>Working on the Farm</i> . Learn about farmers.
Rhyme Time	"My Garden" Substitute phonemes.	"My Garden" Blend sounds to make words.
STaR	Trade book: <i>Carlos and the Squash Plant</i> Focus: Make predictions.	Retell <i>Carlos and the Squash Plant</i> through sequencing (illustrations).
Dramatic Play Lab	KinderCorner Farm: Role-play in a farm setting.	KinderCorner Farm
Blocks Lab	Build It!: Build structures with blocks.	Build a Farm: Build a farm with blocks and other materials.
Art Lab	Fruit and Vegetable Prints: Create prints using fruits and vegetables.	Fruit and Vegetable Prints
Classroom Library Lab	Reading on the Farm: Explore books about farms and farming.	Reading on the Farm
Literacy Lab	Play School: Make a Dictionary: Create picture dictionaries.	Play School: Make a Dictionary
Math Lab	Farm Stand: Open a farm stand to sell fruits and vegetables.	Farm Stand
Computer/Media Lab	Free Exploration: software, music, and IWB activities	Free Exploration
Sand/Water Lab	Free Exploration: Explore the properties of sand and/or water by experimenting with a variety of tools.	Irrigation: Create irrigation systems by using straws.
Science Lab	Plant Experiments: Study the effects of different conditions on plant growth.	Plant Experiments
Writing Lab	Living on a Farm: Write about what it would be like to live on a farm.	Living on a Farm
15-Minute Math	Introduce the going-shopping activity.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Serve several varieties of squash. Play Farmer in the Dell.	Play tag with foam balls.
KinderRoots	Shared Story: <i>Peg's Ducks</i> Focus sound: /e/	Shared Story: <i>Peg's Ducks</i> Focus sound: /e/
Math Mysteries	Determine the number combinations for 10.	Separate sets of ten items.
Let's Daydream	"The Farmer"	"The Farmer"
Write Away	Write about a food you eat that comes from a garden or farm.	Write a question you would like to ask a farmer.
Let's Think About It	Write a class thank-you letter to a farmer.	Sing a song about farmers.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: by accident or on purpose; conflict solver apologize	Conflict solver apologize Brain Game	Class Council
Watch "Farm Animals" video, and play Farm-Animal Charades.	Watch the "Farm Animals" video. Learn about food that comes from animals.	Learn about the ways people depend on farmers.
"My Garden" Segment sounds into words.	"Old MacDonald Had a Farm" Segment sounds into words.	"Old MacDonald Had a Farm" Segment sounds into words.
<i>Mrs. Wishy-Washy's Farm</i> Focus: Sound out difficult words.	Retell <i>Mrs. Wishy-Washy's Farm</i> through pictures and objects.	Free Choice
KinderCorner Farm	KinderCorner Farm	KinderCorner Farm
Build a Farm	Build a Farm	Build a Farm
Fruit and Vegetable Prints	Fruit and Vegetable Prints	Fruit and Vegetable Prints
Reading on the Farm	Reading on the Farm	Reading on the Farm
Play School: Make a Dictionary	Play School: Make a Dictionary	Play School: Make a Dictionary
Farm Stand	Farm Stand	Farm Stand
Free Exploration	Free Exploration	Free Exploration
Irrigation	Irrigation	Irrigation
Examining Leaves: Examine a variety of leaves.	Examining Leaves	Examining Leaves
Farm Alphabet Big Book: Create a farm-themed class alphabet big book.	Farm Alphabet Big Book	Farm Alphabet Big Book
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve chicken feed. Play a barnyard version of Follow the Leader.	Play This Is the Way We Work on the Farm.	Make pudding. Play favorite games from the week.
Shared Story: <i>Peg's Ducks</i> Focus sound: /e/	Shared Story: <i>Peg's Ducks</i> Focus sound: /e/	Shared Story: <i>Peg's Ducks</i> Focus sound: /e/
Review addition to and subtraction from 10.	Solve addition and subtraction stories.	Explore problem solving.
"The Old Dog's Song"	"If Only"	"Tutti Frutti Lovesong"
Write about your favorite farm animal.	Write about a farm animal.	Add a sentence to one written on days 1–4.
Review farm animals, and sing "Old MacDonald Had a Farm."	Review farm animals and the food products they provide.	Review thematic concepts, and read the class alphabet big book.

# You Will Need

## Supplied by SFAF:

Books	STaR
	<p><i>The Curious Garden</i> by Peter Brown</p> <p><i>Where Butterflies Grow</i> by Joanne Ryder (from unit 12, <i>Buggy About Spring</i>)</p> <p><i>The Ugly Vegetables</i> by Grace Lin</p> <p><i>It's Mine!</i> by Leo Lionni (from unit 1: <i>Welcome to School</i>)</p> <p><i>Carlos and the Squash Plant</i> by Jan Romero Stevens</p> <p><i>Mrs. Wishy-Washy's Farm</i> by Joy Cowley</p> <p><i>Harry the Dirty Dog</i> by Gene Zion (from unit 9, <i>Day &amp; Night, Dark &amp; Light</i>)</p>
	<p><b>KinderRoots Shared Stories</b></p>
	<p><i>The Fin in the Water</i> by Robert Slavin and Nancy Madden (SFAF) teacher and student copies</p>
	<p><i>Peg's Ducks</i> by Laura Burton Rice (SFAF) teacher and student copies</p>
	<p><b>Theme Exploration</b></p>
	<p><i>I Am a Seed</i> by Sally Francis Anderson (SFAF Big Book)</p>
	<p><i>Working on the Farm</i> by Lori Ann Mortensen</p>
	<p><b>Math Mysteries</b></p>
	<p><i>Benny's Pennies</i> by Pat Brisson</p>
	<p><b>Other</b></p>
<p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky</p>	
Media	<p>KinderCorner 2nd Edition Plus Media and Software flash drive</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 13</p>
Cards/Card Sets	<p><b>KinderCorner Phonics Picture Cards</b></p> <p>Key cards: "i," "g," "a," "s," "u," "b," "f," "w," "p," "t," "h," "k," "l," "n," "m," "d," and "e"*</p> <p><b>KinderCorner Rhyme Cards</b></p> <p>"What Plant Will It Be?"</p> <p>"My Garden"</p> <p><b>Other</b></p> <p>Green Word cards: "did," "fin," "puff," "fun," "fat," "fits," "puffs," "fib," "off," "sand," "bed," "eggs," "pecked," "ten," "begged," "fed," "Peg's," "mess," "Ben," "Meg's," "pond," "ducks," "nest," and "set"*</p> <p>Red Word cards: "have," "see," "she," "saw," "they," "that," "for," "may," "or," "loved," "O.K.," and "said"*</p>

Posters	
	Planting Directions poster “Old MacDonald Had a Farm” poster
Math Kit Items	
Our Favorite Hats Graph Plastic pennies Plastic nickels Plastic dimes Going Shopping poster	Amount/What We Bought poster Money Amount Cards Coin Cards Shopping Cards
Other SFAF Items	
	Cool Kid certificates (four) KinderCorner Weekly Record Form for unit 13, 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 Home Link animal hand stamps

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

**Teacher Acquired:**

Food		
	<b>For Active Instruction</b>	Black-eyed peas
	Celery stalks	Beans
	Food coloring (red or blue)	Squash, one or more varieties
	Bread	Ranch salad dressing
	Carrot	Oat-ring cereal
	<b>For Snack</b>	Granola
	Lettuce or spinach leaves	Eggs
	Celery stalks	Ham
	Carrots	Milk
	Broccoli florets	Instant pudding mix
	Seasonal fruits and berries	<b>For Labs</b>
	Sunflower seeds	Nonjuicy fruit (e.g., apples, pears, bananas)
	Corn for popping	Vegetables (bell peppers, potatoes, carrots)
	Sweet potatoes	
	Office/Craft Supplies	
	Colored craft sticks	Paint or ink rollers (sponge or hard)
	Stickers	Green tempera paint
	Tissue paper	Toothpicks
	Pipe cleaners	Stiff paper or cardstock

General		
	<p><b>For Active Instruction</b></p> <p>Theme-related books, puzzles, and other materials about plants and gardens</p> <p>Variety of seeds, plants, and flowers</p> <p>Number cubes</p> <p>Theme-related books, puzzles, and other materials about farms</p> <p>Lunch tray (small)</p> <p>Empty milk carton</p> <p>Pictures or small objects: tractor, crops in a field, cow, and chicken</p> <p>Pictures of farm animals (e.g., cow, chicken, pig, sheep, horse, etc.)</p> <p>Pictures or small objects: raccoon, cactus, cat, cabin, mobile home, and farmhouse</p> <p><b>For Learning Labs</b></p> <p>Beans</p> <p>Seeds</p> <p>Wallpaper books</p> <p>Seed catalogs</p> <p>Gardening catalogs</p> <p>Seed packets</p> <p>Watering cans</p> <p>Flowerpots</p> <p>Potting soil</p>	<p><b>For Learning Labs, cont.</b></p> <p>Seeds (flowers and vegetables)</p> <p>Small plastic spoons</p> <p>Artificial plants and flowers</p> <p>Overalls</p> <p>Wide-brimmed hats</p> <p>Baseball caps</p> <p>Aprons</p> <p>Bandanas</p> <p>Boots</p> <p>Gardening tools</p> <p>Baskets</p> <p>Stems, leaves, and petals from a variety of plants and flowers</p> <p>Straw hats</p> <p>Work jackets</p> <p>Boots</p> <p>Plaid shirts</p> <p>Wheat</p> <p>Cotton balls</p> <p>Toy farm animals, vehicles, and equipment</p> <p>Disposable plastic drinking straws (wide in diameter)</p> <p>SFAF Shared Stories 5–14</p> <p><b>For Snack</b></p> <p>Electric mixer</p>
	Optional Items	
	<p>Gardening tools (e.g., shovels, trowels, hoes)</p> <p>Plastic farm-tool set</p> <p>Foam playground balls</p>	

**To Be Prepared:**

Day 1	
GC	<ul style="list-style-type: none"> <li>Place four craft sticks of various colors (e.g., two red and two blue) or other items for creating patterns in small plastic bags, one bag per student (Make all bags identical.).</li> </ul>
TE	<ul style="list-style-type: none"> <li>Make theme vocabulary word cards for “plant” and “roots.”*</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Number the pages of <i>The Curious Garden</i>; the first page of story text is page 1.</li> </ul>
15-MM	<ul style="list-style-type: none"> <li>Remove the Number-Recognition Circle 16–20 from the 15-Minute Math bulletin board. Attach the Our Favorite Hats Graph to the board.</li> </ul>
MM	<ul style="list-style-type: none"> <li>Duplicate the Penny, Nickel, and Dime Posters (appendix), and tape the posters to the board.*</li> <li>Fill paper cups with one plastic penny, nickel, and dime each, one cup per student.</li> <li>Duplicate the Three-Way Coin Match workmat (appendix), one per partnership.</li> <li>Duplicate and cut apart the Coin Matching Cards (appendix), one set per partnership.</li> </ul>
LTAI	<ul style="list-style-type: none"> <li>Create labels for the following plant parts: “seed,” “roots,” “leaves,” and “flowers.”</li> <li>Duplicate theme-introduction letter for unit 13 (appendix), one per student.</li> </ul>
Day 2	
TE	<ul style="list-style-type: none"> <li>Make a theme vocabulary word card for “soil.”*</li> </ul>
MM	<ul style="list-style-type: none"> <li>Duplicate the Coin Patterns sheet (appendix), one per partnership.</li> </ul>
LTAI	<ul style="list-style-type: none"> <li>Divide a piece of chart paper into two columns. Label one column “Predictions” and the other “Observations.”</li> </ul>
Day 3	
GC	<ul style="list-style-type: none"> <li>Cut out three large paper circles per group of five or six students.</li> </ul>
TE	<ul style="list-style-type: none"> <li>Make theme vocabulary word cards for “garden” and “flowers.”*</li> <li>Cut out pictures of flowers and vegetables from magazines (at least five of each).</li> <li>Divide a piece of chart paper into two columns. Label one column “Vegetable Garden” and the other “Flower Garden.”</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Number the pages of <i>The Ugly Vegetables</i>; the first page of story text is page 2.</li> </ul>
LL	<ul style="list-style-type: none"> <li>Remove the paper labels from the crayons to be used in the art lab.</li> </ul>
MM	<ul style="list-style-type: none"> <li>Fill paper cups with plastic coins (twenty pennies and four nickels each), one cup per partnership.</li> <li>Duplicate the Nickel Spin sheet (appendix), one per partnership. Cut out the arrows. Attach one arrow to the middle of each nickel spinner with a brass fastener. For more effective spinners, use cardstock or another heavy paper for the arrows.</li> </ul>
Day 4	
TE	<ul style="list-style-type: none"> <li>Make theme vocabulary word cards for “city,” “suburb,” and “country.”*</li> </ul>
LL	<ul style="list-style-type: none"> <li>Create a range of shades of green for students to paint with by adding various amounts of light or dark color to containers of green tempera paint.</li> </ul>
15-MM	<ul style="list-style-type: none"> <li>Remove the Penny Toss Graph from the 15-Minute Math bulletin board.</li> </ul>
KR	<ul style="list-style-type: none"> <li>Duplicate the Letter Tiles sheet (appendix), and cut apart the letter tiles.</li> </ul>
MM	<ul style="list-style-type: none"> <li>Fill paper cups with plastic coins (thirty pennies and three dimes each), one cup per partnership.</li> <li>Duplicate the Dime Roll sheet (appendix), one per partnership.</li> </ul>
LTAI	<ul style="list-style-type: none"> <li>Duplicate the City, Suburban, and Country Garden Cards (appendix), one card per student.</li> </ul>

Day 5	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “fruit.”*</li> <li>• Label a piece of chart paper “It Came from a Garden.”</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the Going-Shopping Cards (appendix), one set for the teacher and one set per partnership; color and laminate the teacher set (optional).</li> <li>• Fill paper cups with plastic coins (one dime, two nickels, and ten pennies each), one cup per partnership.</li> </ul>
Day 6	
<b>GC</b>	<ul style="list-style-type: none"> <li>• Select a passage that contains several instances of a focus sound for the Brain Game Catch That Sound.</li> </ul>
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make theme vocabulary word cards for “crop” and “farm.”*</li> <li>• Label a piece of chart paper “Farms.” Divide the chart paper into three equal sections. Label one section “Food,” another “Farmers,” and the third “Farm Animals.”</li> </ul>
<b>RT</b>	<ul style="list-style-type: none"> <li>• Write the rhyme “My Garden” on chart paper.</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Number the pages of <i>Carlos and the Squash Plant</i>; the first page of story text is page 2.</li> </ul>
<b>15-MM</b>	<ul style="list-style-type: none"> <li>• Attach the Going Shopping poster and the Amount/What We Bought poster to the 15-Minute Math bulletin board. Cut apart the Money Amount Cards, the Coin Cards, and the Shopping Cards. Place the Money Amount and Coin Cards in one bag and the Shopping Cards in another bag. Keep the bags near the board.</li> </ul>
<b>Snack</b>	<ul style="list-style-type: none"> <li>• Prepare a cooked squash dish for students to sample and compare to raw squash.</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate the Button Toss sheet (appendix), one per partnership.</li> <li>• Fill paper cups with ten buttons each, one cup per partnership.</li> </ul>
Day 7	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “farmer.”*</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the Number-Combination Cards for 10 (appendix).</li> <li>• Duplicate the Button Hide sheet (appendix), one per partnership.</li> <li>• Fill paper cups with ten buttons each, one cup per partnership.</li> </ul>
Day 8	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make theme vocabulary word cards for “livestock” and “barn.”*</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Number the pages of <i>Mrs. Wishy-Washy’s Farm</i>; the first page of story text is page 1.</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate the Window Box Garden sheet (appendix), one per partnership.</li> <li>• Fill paper cups with ten bicolored counters each, one cup per partnership.</li> </ul>
Day 9	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “meat.”*</li> </ul>
Day 10	
<b>GC</b>	<ul style="list-style-type: none"> <li>• Duplicate the Soccer Ball sheet (appendix), and cut out the pictures, one per partnership (optional).</li> </ul>
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “depend.”*</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Fill one small plastic bag with linking cubes (ten red and ten blue).</li> <li>• Fill small plastic bags with linking cubes (ten red and ten yellow), one bag per partnership.</li> </ul>

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



# Day 1 | Ready, Set...

## Focus

- Some plants grow from seeds. Each plant part has a name.

Materials	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• KinderCorner Weekly Record Form for unit 13, week 1</li> <li>• Sign-in sheets (lines only)</li> <li>• Classroom Library Lab: Theme-related books about plants and gardens</li> <li>• Literacy Lab: Letter tiles (previous units)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Brain Game materials for the game of the Cool Kid's choice:               <ul style="list-style-type: none"> <li>– What Is Missing?—tray, several familiar objects, cloth to cover the tray</li> <li>– Copy Me!—four colored craft sticks or other items with which to create a pattern per student (e.g., two red and two blue); paper, one sheet per partnership</li> </ul> </li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Variety of seeds, plants, and flowers</li> <li>• SFAF Big Book: <i>I Am a Seed</i></li> <li>• Theme vocabulary word cards for “plant” and “roots” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Curious Garden</i></li> <li>• Trade book: <i>Where Butterflies Grow</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• Our Favorite Hats Graph</li> <li>• Overhead marker</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Fruit and/or vegetables from different parts of plants, such as lettuce or spinach leaves, celery stems (stalks), carrot roots, broccoli florets, seasonal fruits and berries, sunflower seeds, and corn for popping</li> <li>• Examples of the whole plants that are used for snack</li> <li>• SFAF Big Book: <i>I Am a Seed</i></li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>The Fin in the Water</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “i,” “g,” “a,” “s,” “u,” “b,” and “f” or IWB access</li> <li>• Green Word cards: “did,” “fin,” “puff,” “fun,” “fat,” “fits,” “puffs,” “fib,” “off,” and “sand” or IWB access</li> <li>• Red Word cards: “have,” “see,” “she,” “saw,” “they,” and “that” or IWB access</li> </ul>

<b>Materials</b>	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Benny's Pennies</i></li> <li>• Penny, Nickel, and Dime Posters (appendix or IWB access)</li> <li>• Paper cups containing plastic coins (one penny, one nickel, and one dime in each), one cup per student</li> <li>• Three-Way Coin Match workmat (appendix), one per partnership</li> <li>• Coin Matching Cards (appendix), one set per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• "The Noise of Nothing," <i>The 20th Century Children's Poetry Treasury</i>, page 14</li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Big Book: <i>I Am a Seed</i></li> <li>• Chart paper</li> <li>• Markers</li> <li>• Labels prewritten with "seed," "roots," "leaves," and "flower"</li> <li>• Tape</li> <li>• Read &amp; Respond bookmarks</li> <li>• Theme-introduction letter for unit 13 (appendix), one per student</li> <li>• Home Link animal hand stamp: parrot</li> </ul>

## Learning Labs—Materials

### Dramatic Play Lab | Housekeeping

- Furniture such as kitchen appliances, and a table and chairs (If you do not have these items, invite students to make them with large boxes.); simple props such as dishes, toy food, a real telephone, dress-up clothes, baby dolls, doll beds, etc.
- Mirror

### Blocks Lab | Build It!

- 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 | Seed Mosaics

- A variety of beans and other seeds
- Wallpaper books and/or seed catalogs
- Diluted glue in small saucers or jar lids
- Paintbrushes (small)
- Construction paper or tag board

### Classroom Library Lab | Gardens Galore

- *I Am a Seed* and other theme-related books about spring, plants, and gardens in addition to seed catalogs and gardening magazines

### Literacy Lab | Play School: Green Words!

- Student editions of the following Shared Stories: *The Wet Dog*; *Tam and Tad*; *Miss Sid*; *Dogs in Hats*, *Dogs in Bows*; *Nan's Pet*; *Sig, the Pig*; *Don Gets a Dog*; *Where is Pit-Pat?*; *The Jumping Sack*; *The Mud Dog*; and *Tubb, the Cub*

**Teacher's Note:** If all student copies have been sent home, place teacher copies in the lab.

### 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 | Purposeful Pouring**

- Watering cans or pitchers
- Flowerpots
- Measuring cups
- Containers of different sizes

**Science Lab | Planting Seeds**

- Potting soil
- Paper cups
- Seeds (variety of flower and vegetable)
- Water
- Watering can or pitcher
- Planting Directions poster
- Small spoons

**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 1


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

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

**Homework**

- Ask students if they read any books 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 plants and gardens.

## Literacy Lab

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

## Math Lab

- Place a variety of manipulatives in the math lab. Encourage students to use the manipulatives to tell take-away stories to a partner.

### 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 type 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 today's challenge.

**Our Partner Challenge today is to tell your partner something that you remember learning last week in kindergarten. You will use your mind muscles to help you remember.** Provide a moment for students to think about the challenge and ask any questions they might have. Remind them that they will have time to talk with their partners about the challenge at snack time.

- Tell students they will earn pocket points when they name something they remember from last week.

## Brain Game

- Introduce a remembering 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 remembering Brain Game.** Invite the Cool Kid to pick from among these three remembering games: Copy Me!, Five Questions, or What Is Missing? 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, modify it to make it more challenging.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

We're beginning a new unit today about something very important to us...plants.



We're going to learn all about plants, what they need to grow, their different parts, and why they are important. T-P-S: **Why do you think plants are important to people?**

Let's see what today's Daily Message says about plants.

### Daily Message

---

Some plants grow from seeds. Each part of a plant has a name.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **The first word in our Daily Message has an uppercase "S."** WGR: **Why does "Some" have an uppercase "S"?** *It is the first word in the sentence.*
  - **There is another word that begins with an uppercase letter.** WGR: **Listen as I read the sentence again, and then tell me what the other word is.** Read the message, and point to each word. RWE: **Right. "Each" also has an uppercase letter because it is the first word in the second sentence.**
  - **I see our friend sneaky "e" in today's message. Do you see sneaky "e"?** Pause. Underline the word "name." **Sneaky "e" (Point.) snuck up on "a" (Point.) and made it say its name.** Say the word "name" slowly, emphasizing the long "a."



## Theme Learning

- Explain the content of the Daily Message.

**We're going to learn a lot about plants this week. WGR: Can you name any plants? *Answers will vary.* One thing we're going to learn is how plants grow. Many plants grow from seeds. I'll bet you already know something about seeds. WGR: Can you name any fruits or vegetables that have seeds you can see when you cut them open? *Oranges, apples, watermelons, pumpkins, etc.* We're also going to learn about the different names for the parts of plants. WGR: Can you think of any parts of a plant that you know the name for? *Answers will vary.* See, you already know a lot about plants.**

**Let's take a look at some plants and seeds.**

 On this first day of a new focus for the continuing spring theme, you will want to get a sense of what your students already know about growing plants from their previous experiences with sprouting and growing seeds in unit 5: *Cornucopia*, unit 6: *What's on the Menu?* and unit 8: *Winter Weatherland*. Do they use "seed," "plant," "flower," and other vocabulary? What is their working definition of "plant"? The direction of the learning that you will want to facilitate throughout the week will depend on your assessment of their current understanding of the concepts.

- Show students the seeds, plants, and flowers to stimulate their ideas and recollections about seeds and plants.



**T-P-S: Talk with your partners about these plants and seeds. What have you already learned from our earlier units?**

- Hold up the book *I Am a Seed*.

**I think you can get a good idea about what this book will be about just by looking at the illustration on the front cover. WGR: What do you see on the cover of this book? *A seed.* This is a picture of a seed. I'll read the title, and you can see if it gives you more information about this book. Read the title, and say, **The title tells you that the book will be about a seed.****

- Show students the back cover of the book.

**Let's look at the illustrations on the back cover to see if they give you some other ideas about this book. T-P-S: What are some other ideas you have now that you have seen these illustrations?**

- Turn back to the front cover, and read the names of the author and illustrator.

**While I read *I Am a Seed*, listen carefully for information about seeds and the parts of a plant.**

- Read the book through so students can hear the rhyme and rhythm. Reread the book slowly, allowing students time to focus on the plant parts as they develop from a seed.

**Page 3:** T-P-S: **Can you think of another word for soil?** *Dirt.*

**Page 6:** **Roots are a part of a plant.** We're going to learn more about **roots later.**

**Page 9:** **We just read about some other parts of plants.** T-P-S: **What were they?** *Leaves, petals, seedpods.*



- Play the digital dictionary videos for “plant” and “roots.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss them.

**Our two new words for today are “plant” and “roots.”**

**A plant is a living thing that grows in dirt or water. I can make a sentence with the word “plant”:**

**The plant grew big and tall because it got lots of water and sun.**

**Roots are the part of a plant that grows underground. I can make a sentence with the word “roots”:**

**When I dug up the rose bush, I could see its long roots.**



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 “What Plant Will It Be?”

**Today we will begin to learn a new rhyme about plants. This rhyme tells about how plants grow.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.



**What Plant Will It Be?**

**Put a seed in soil;** (Pretend to put a seed in the ground.)

**Add water and some sun.** (Hold hands above head, dangle fingers, and bring them down like rain falling; place hands together in circle above head for sun.)

**And before you know it**

**A new plant has begun.** (Grasp the tightened fist of one hand with the other hand, and slowly push the tightened fist up and open it, imitating a growing plant pushing through the soil.)

**What kind did you plant?** (Place hands to sides at shoulder height as if asking a question.)

**What plant will it be?**

**A flower? Some wheat?**

**Perhaps a fruit tree?**

**It is time to harvest** (Pretend to pick plants.)

**The seeds that we have sown.** (Pretend to plant seeds.)

**Eat them in the winter?** (Pretend to eat.)

**Depends on what we've grown.** (Same action as for "A new plant has begun.")

**Develop Phonemic Awareness—Phoneme Substitution**

- Recite the rhyme, encouraging students to jump right in with the rhyming pairs.
- Share rhyme pairs with students, prompting them to identify the similarities and differences between each pair of words. Then guide students in substituting initial phonemes.



**Listen to two words, and tell me how they are the same: “Be,” “see.”**  
 T-P-S: **How are “be” and “see” the same?** *They rhyme. They both end the same.* **Listen again, and tell me how these words are different. “Be,” “see.” How are “be” and “see” different?** *They start with different sounds.*  
**What sound does “be” begin with?** /b/. **What sound does “see” begin with?** /s/. **What word would we make if we changed the /s/ in “see” to /m/?** “Me.”  
**What word would we make if we changed the /m/ in “me” to /w/?** “We.”

- Repeat the process with a second rhyme pair.

**Listen to some more rhyming words, and tell me how these words are different: “Flower,” “shower.”** T-P-S: **How are “flower” and “shower” different?** *They start with different sounds.* **What sound does “flower” begin with?** /f/. **What sound does “shower” begin with?** /sh/. **What word would we make if we changed the /f/ in “flower” to /t/?** “Tower.” **What word would we make if we changed the /t/ in “tower” to /p/?** “Power.”

- Prompt students to identify the initial sound in “seed.” Challenge students to change the initial sound in “seed” to make new words.

**Listen to one more word, and think of how many ways you can change the first sound to make new words. Listen. “Seed.” T-P-S: What sound does “seed” begin with? /s/. Change the /s/ in “seed” to a new sound, and make a new word.**

- If time allows, guide students in using the wall frieze to substitute consonant sounds for the initial /s/ in “seed.”
- Award pocket points if most students are able to successfully substitute initial phonemes.



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



**STaR**  
Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

dreary  
restless

### The Curious Garden

*Written and Illustrated by Peter Brown*

A little boy named Liam explores an abandoned elevated train line in the city only to find plants growing on the railway. He decides the plants need a gardener and tries to help them thrive. He learns a lot about gardening in the process. The next spring he helps the garden grow even better, and is surprised when other people decide to help out and make more gardens in the city. This story is based on the High Line railway in Manhattan, New York.

## 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.



**Today the name of our story is *The Curious Garden*.** T-P-S: **What is another word for the name of a story? *The title*.** **Our story was written by Peter Brown.** T-P-S: **What do we call the person who writes the words in a story? *The author*.** **Peter Brown is also the illustrator of the story.** T-P-S: **What did Peter Brown also do for this story? *Make 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 take a close look at the cover of our story.** T-P-S: **Talk with your partner about what you see on the cover of *The Curious Garden*. A boy sitting on a tree. Flowers. Trees shaped like birds and a butterfly. Think about the title of this book and the clues from the cover illustration that we just discussed.** T-P-S: **What do you think this story might be about?**



Compare illustrations in different stories.

- Introduce the story vocabulary words.

**We will read some important new words in our story. One word we will see is “dreary.” “Dreary” means gloomy or dull. When it’s a cloudy, rainy day, it is dreary outside.**

**We will also read the word “restless.” If you are restless, you can’t sit still or stay quiet. You feel like you have to move.**

- Introduce the good-reader skill for today.

**Good readers think about how the illustrations in the story are the same or different from the illustrations in other stories that they have read.**

Hold up *Where Butterflies Grow*. Show a few of the pictures. **As I read our new story, look carefully at the pictures. Then we’ll talk about how the pictures in *The Curious Garden* are the same as or different from the pictures in *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 1:** T-P-S: **Why do you think most people spent their time indoors?**
  - **I read one of our vocabulary words on this page. The story says that the city was a dreary place. What in the picture makes you think the city is dreary?**
  - **Pages 6 and 7:** Display pages 6 and 7. Then display pages 6 and 7 of *Where Butterflies Grow*. **Let’s look closely at the illustrations from these two books. T-P-S: Which book has illustrations that look more like real life? *Where Butterflies Grow*. When illustrations look like real life, we say they are realistic. The pictures in *The Curious Garden* do not look as realistic as the ones in *Where Butterflies Grow*. T-P-S: Why do you think Peter Brown chose to make pictures that don’t look like real life in *The Curious Garden*?**
  - **Page 8:** T-P-S: **What is the garden doing now that Liam is taking care of it and making it healthy? *It is moving. It is growing.***
  - **I read our other vocabulary word on this page. The story says that the garden was growing restless? That means the garden couldn’t sit still. T-P-S: Do you think it is normal for a garden to be restless? Why?**
  - **Pages 10 and 11:** Display the illustration on pages 10 and 11. Then display pages 12 and 13 of *Where Butterflies Grow*. T-P-S: **How are the illustrations from the two stories alike? *Both stories have many illustrations of growing plants.***
  - **Page 16–19:** T-P-S: **Do you think Liam will be able to take better care of the garden this year than last year? Why?**
  - **Page 22:** T-P-S: **Why do you think Liam doesn’t want the plants growing on the stop sign or fire hydrant? *People won’t be able to see them or use them if they are covered in plants.***
  - **Pages 24–27:** T-P-S: **How do you think people in the city feel about the garden? How do you know?**

- **Pages 30 and 31:** Display pages 30 and 31. Then turn back to page 1. T-P-S: **How has the city changed? Do you think the city is still dreary?**

### After Reading



T-P-S: **At the end of the story, why do you think Liam’s favorite garden is where it all began?**

T-P-S: **Which style of illustration do you like better—the illustrations from *Where Butterflies Grow* or the illustrations from *The Curious Garden*? Why?**

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

**At the beginning of the story, the city Liam lives in was dreary. Remember, “dreary” means dull or gloomy. Let’s make a sentence using the word “dreary.” 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 “restless.”



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 area will be an imaginary home.

Purpose:

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

When You Tour:

- Explain that the dramatic play area will be a home 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, the props, and the rules they created for the scenario.

**Example:**

- **Since it's spring, I think I'll start planting a garden out in the yard. What do you think I should plant?**

## **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 that are available.
- Ask questions that will encourage students to play in the context of imaginary scenarios.

**Example:**

- **What kinds of structures do you want to build today?**

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:**

- **I need to build a shed for my garden tools. What materials do you think I should use?**

## Art Lab | Seed Mosaics

### Description:

- Students will create designs using seeds.

### 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 that you have added to the lab.
- Tell students that they can glue the seeds and pictures to paper to create designs.
- Encourage students to paint the glue onto the paper and then place the seeds on the glue.
- Show them the wallpaper books and pages from seed catalogs with theme-related pictures and patterns. Suggest that they follow one of these patterns or create patterns of their own.

### Facilitate Learning:

- Join students in creating seed designs.
- As students work, encourage them to talk about the colors, sizes, and textures of the seeds and other materials they are using.

## Classroom Library Lab | Gardens Galore

### Description:

- Students will have the opportunity to explore books about seeds, plants, and gardens.

### 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:

- Highlight *I Am a Seed* and the books about spring, plants, and gardens and any seed catalogs or gardening magazines that you have added to the lab.

### Facilitate Learning:

- Encourage students to take a Picture Walk through *I Am a Seed* and then to try to read some of the words.
- Help students begin to use the new words for this theme by asking them to point out and name the plant parts in the illustrations.
- Try to find a few quiet moments to read with individuals and pairs of students.

## **Literacy Lab | Play School: Green Words!**

### Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will write and read Green Words from the Shared Stories.

### 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 practice reading the Green Words from their Shared Stories.
- The student who is playing the role of the teacher will write a Green Word from the inside cover of a Shared Story on the board.
- The students will stretch and read the word.
- Encourage students to take turns playing the teacher.

### Facilitate Learning:

- Join students as they practice reading the Green Words.
- Provide a model for correctly stretching and reading the words.

## **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 and separating sets.

### When You Tour:

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

## 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 | Purposeful Pouring

### Description:

- Students will pour water into containers of various sizes.

### Purpose:

- This lab provides students with an opportunity to investigate the properties of water volume.

### When You Tour:

- Highlight the gardening props that you have added.



**T-P-S: I don't see any plants or seeds in this lab. I wonder what these props have to do with growing things. What do you think?** *They are used to water house plants and gardens; plants need water to grow.*

- Tell students they can experiment with pouring water from one container to another to see which holds more.
- Suggest that students line up the empty containers and pitchers in order by how much they hold. To verify their findings, have students fill each container using a small container (e.g., a measuring cup) and count how many times it takes to fill the larger container.
- Encourage students to draw pictures of the containers lined up to record their findings.

**Teacher's Note:** Supplying containers that are similar in size, but have different shapes, increases the difficulty—and the fun—of the activity.

Facilitate Learning:

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

**Examples:**

- **How can you tell which container holds the most water?**
- **Are there any containers that look like they hold more or less water than they really do? Why do you think that is?**

## Science Lab | Planting Seeds

Description:

- Students will plant seeds.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the properties of seeds and growing plants.

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.
- Help students read the Planting Directions poster, and then review the steps.
- Demonstrate how to spoon soil into the container, poke holes in the soil with a finger, drop seeds into the holes, cover them lightly with soil, and sprinkle them with water.
- Ask students to think about whether they want to plant seeds that will grow into something pretty, such as a flower, or something they can eat, such as 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.
- Remind the class that some students may have planted seeds in the science lab during the previous week. Invite them to return to the lab to plant a different type of seed. Encourage students to compare and contrast how the different types of seeds grow and sprout over the next couple of weeks.

**Teacher's Note:** Encourage each student to plant seeds in at least two cups. One cup will be used for plant experiments next week.

Facilitate Learning:

- Join students in planting seeds.
- Ask students to think about whether they want to plant seeds that will grow into something pretty, such as a flower, or something they can eat, such as green beans. Why?

**Teacher's Note:** You might want to transplant the sprouts into an outside garden at some point.

## Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

**Examples:**

- **Can you write the sounds that you know in “seeds”?**
- **I like how you are writing about gardens, since we’ve been talking a lot about seeds and gardens today.**



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

## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- 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, and ask, **If you know how many days are in a week, say it out loud!** WGR: *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?** *Replies.* **Today is** (day of the week).



## Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month). 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 holder 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?** (*Current number of days.*) **Why?** *Because we've been in school \_\_\_ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school \_\_\_ days.**

## Ten-Frames

- Add a dot to the ten-frame, and say how many dots there should be. 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.

This activity will allow students to see how a graph is formed and to make predictions about how the data will develop. Students will also discuss how new information changes the data each day. Students will compare, count, and analyze the data on the graph.

## Our Favorite Hats Graph

- Ask students if they notice anything new on the 15-Minute Math board. Point to the Our Favorite Hats Graph, and say, **We are going to make a new graph.** Read the title. **When we have completed the graph, we will know which kind of hat most students like.** Point to and identify the hats on the graph. Ask students to think about which type of hat they like best. Then select two students to look at the graph and pick their favorite kind of hat. Using an overhead marker, place an *X* in the appropriate column for each choice. (See the March sample bulletin board in the teacher's manual.) Have students predict which hat will be picked by the most students.



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

**Teacher's Note:** Try to have as much of the plant being served as possible to show students what it looks like when it is whole (e.g., a bunch of celery, a head of lettuce, a head of broccoli with leaves and the stem, carrots with leafy tops).

- Serve fruits and vegetables that come from different parts of plants. Talk with students about the foods they are eating. Do they remember where the foods came from? If the answer is the grocery store, guide the conversation to help students remember (from unit 5: *Cornucopia*) that these things grow in the ground in gardens and on farms before they are harvested, or gathered, and taken to grocery stores.
- Ask students which part of the plant they think they are eating. Encourage them to think aloud about the parts of a plant and the reasons a particular food might be a seed, stem, leaf, flower, or fruit. Display the corresponding pages of the Big Book *I Am a Seed*.
- Invite students to talk about the Partner Challenge.

**Our Partner Challenge today is to tell your partner something you remember learning last week in kindergarten.**

- Allow students time to talk about the challenge. As you monitor students' conversations, ask what they will do to help them remember what their partners say so they can tell the rest of the class during Let's Think About It. If they need support, remind them of the remembering strategies: repeating quietly to themselves, asking questions, or making mental images.
- Award pocket points when students name something they remember from last week.



### Outside/Gross-Motor Play

- Encourage students to engage in activities that promote cooperation such as Possum and the Peeper or Squirrels in the Trees from unit 12.



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

#### Video Words:

beach  
sand  
fit  
fat  
shark  
fin  
swim  
fin  
fib  
saw



Previewing

- Show the cover of *The Fin in the Water*. Introduce the title, author, and illustrator of the story.

**Today we will join Matt, Nan, and Matt’s dad for an adventurous day at the beach. Have any of you ever been to a beach?**

**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.



T-P-S: **What is a beach like?**

T-P-S: **What can you do at the beach?**

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

T-P-S: **What do you think Matt and Nan will do at the beach?**



- 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/, /s/, /u/, and /b/. Have students say the sound for each letter. Show the mnemonic picture side if needed.



- Show the key card for the focus sound /f/. **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 /f/.



### 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:

did	fits
fin	puffs
puff	fib
fun	off
fat	sand

### 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.

big → bag → tag → tap → cap

#### Red Words:

have  
see  
she  
saw  
they  
that

### 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 word wall.

#### Readles:

beach  
shark  
tire  
water

### Readles

**Sometimes in our story, we will see little pictures instead of words.** Show the readle "beach" on page 1 of the Shared Story. **When we see this picture, we will say, "Beach."** Repeat with the other readles.

## 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



- Select several students to count to 20. Select several students to count to 100 by 10s.
- Award pocket points if students are able to count in the various ways.
- Point to the Days of School tape. Ask the class to count to 100 by 5s.

### Active Instruction



- Tell students that you will read them a story. Show them the cover of *Benny’s Pennies*.

**T-P-S: Look at the cover of this book *Benny’s Pennies*. What do you think this book might be about? *Answers will vary.***

- Tell students to listen carefully as you read the story. Explain that after you’re finished reading, you will ask them questions about the story.
- Read the story. Then prompt students to think about the story.

**T-P-S: What is the story about?**

- Prompt students to think about how Benny uses the pennies in the story.

**WGR: How many pennies does Benny start with? *Five.***



**T-P-S: What are some of the things that Benny buys with the pennies? *Benny buys a rose, a cookie, a paper hat, a bone, and a fish.***

- Explain that today students will learn about money. Distribute a paper cup with plastic coins to each student. Ask students to put the coins in front of them. Explain coins.

**The things that were in your cups are called coins. Coins are the small metal pieces that we use as money. Raise your hand if you know which coin is a penny. What does a penny look like? It's a different color (copper). It's small. It has a picture on either side.**

- Ask students to hold up their pennies. When every student is holding up a penny, point to the penny on the board. Explain the value of a penny.

**A penny is worth one cent.**

- Write “1¢” below the penny on the board. Take a moment to discuss what is on the penny (Abraham Lincoln, the Lincoln Memorial, the year it was minted, how much the coin is worth, and phrases).
- Introduce the cent sign. Point to the cent sign that you wrote.

**This is a cent sign. This sign is a shortcut way to say the word “cents.” Each coin has a value, or how much it is worth. We say that value in cents.**

- Have students look at their coins again.

**Raise your hand if you know which coin is a nickel. What does a nickel look like? It is bigger than a penny. It is silver in color.**

- Ask students to hold up their nickels. When every student is holding up a nickel, point to the nickel on the board. Explain the value of a nickel.

**A nickel is worth five cents.**

- Write “5¢” below the nickel on the board. Take a moment to discuss what is on the nickel (Thomas Jefferson, Jefferson’s home, Monticello, the year it was minted, how much the coin is worth, and phrases). Point to the cent sign.

**I have put the cent sign after the 5 to show that this is worth five cents.**

- Have students look at their coins again.

**Raise your hand if you know which coin is a dime. What does a dime look like? It is smaller and thinner than a penny or a nickel. It is silver.**

- Ask students to hold up their dimes. When every student is holding up a dime, point to the dime on the board. Explain the value of a dime.

**A dime is worth ten cents.**

- Write “10¢” below the dime on the board. Take a moment to discuss what is on the dime (Franklin D. Roosevelt; an olive branch, which signifies peace; a torch, which signifies liberty; an oak branch, which signifies independence; the year it was minted; how much the coin is worth; and phrases). Point to the cent sign again.

**WGR: What is this sign called? Cent sign.**

- Have students put their coins on the floor in front of them. Explain that you will call out the name of a coin and that you want students to hold up that coin. As you call out the names of the coins, ask students how they knew which coin to hold up.

## Partner Practice

- Tell students that they will play a game to help them better know the penny, nickel, and dime. Show the Three-Way Coin Match workmat and the Coin Matching Cards. Explain the activity.

**Today you will play Three-Way Coin Match. Your partner will pick a card from your pile of cards and identify it. Then it is your job to look through the rest of the cards and find the other cards that match the card that your partner picked. You want to match the front of the coin, the back of the coin, and the value of the coin.**

- Model this activity with a student partner. Have your partner select a Coin Matching Card. Show it to the class. Explain that you will now look for the matches.

**My partner picked the front of a nickel. Now I need to find the card with the back of the nickel and the card that says “5¢.”**

- Model looking through the pile to find the cards that match. Ask your partner to double check your matches.

**When you both agree that you have found the matching cards, clear your workmat. Put the cards back in the pile, and mix them up. Then it’s your turn to select a card, and your partner will find the matches.**

- Provide time for partnerships to play the game. Circulate as students work, and ask them to identify their coins. Prompt them to explain the attributes of each coin.

## Recap



- Show students the back of the penny card. Ask partnerships to find the matching cards and hold them up.



- Award pocket points if partnerships identified the correct cards.



- Review the concept of coins.

**Why do you think it is important for you to know the names of the coins and how much each one is worth, or its value?** *If you know the names and values of the coins, you will know how much money you have and can use the coins to pay for things.*



- Play the “Matching Coin to Its Value” video to reinforce the concept of coins.



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



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “The Noise of Nothing,” *The 20th Century Children’s Poetry Treasury*, page 14

### Introduce the Poem

**Today I’m going to read a poem called “The Noise of Nothing.” The author, Norma Farber, has written a poem about silence and what it sounds like. Listen to the author’s descriptive words, and think about how very quiet it is when there is no sound around.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we have been talking about plants. Think about what a flower looks like. You are going to write about the different parts of a flower.**

**T-P-S: What are the parts of a flower?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “A flower has roots and a stem.”**



- 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, and say-spell-say.*

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

- Use the 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, “A flower has roots and a stem.”**

- **The first word is “A.” I can copy that word from the word wall.** Write “A” on the first line.
- **“Flower” is the next word. I think I’ll draw a picture for “flower.”**  
Draw a flower.
- **“A flower has roots and a stem.” “Has” is the next word. Do you hear any sounds that you know in “has”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say. Repeat with the word “roots.”
- **“And.” We can use Stretch and Spell to write “and.”** Prompt students to use Stretch and Spell. Write “and.”
- **“A” is the next word. I remember how to write it.** Write “a.”
- **“Stem” is the last word. Let’s use Stretch and Spell to write “stem.”**  
Prompt students to use Stretch and Spell. Write “stem.”

- 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

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

## Sharing



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



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

## Let’s Think About It

**TIMING GOAL:** 20 minutes

### Theme-Learning Recap

- Display the book *I Am a Seed*.
- Using the illustrations in the book as a resource, invite students to recall the changes that the seed goes through as it grows into a plant.
- As students describe the changes from seed, to roots and leaves, to flower, and back to seed, create the life cycle of a plant by drawing simple pictures on the chart paper.
- As you draw the pictures, place them in a circle as though they were on a clock. Draw arrows in a clockwise direction between the pictures.
- When the cycle is complete, have students identify each picture as you tape the labels—“seed,” “roots,” “leaves,” and “flower”—to the chart paper. Label the entire chart “Plant Life Cycle.”
- Post the chart paper prominently in the classroom.
- Tell students that they may pretend to be seeds. Invite them to act as a growing plant as you do the following:
  - Turn out the lights, and explain that it is dark under the warm dirt.
  - Have students curl into balls while perched on their feet.
  - Pretend to water the seeds, or make rain noises using a rain stick instrument, a watering can, or your own voice.
  - Have students/seeds uncurl a bit as they sprout.
  - Turn on the light, explaining that they have sprouted above the ground and can now feel the warmth of the sun’s solar energy.
  - Act with them as they uncurl and stretch their stems (backs) straight and tall.
  - Tell them to extend their leaves (arms) out but to keep their flowers (faces) tucked down until it is time for them to blossom.
  - Let them bloom with a smile toward the sun when they are ready.

### Vocabulary Review



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

**One of our new words today is “plant.” A plant is a living thing that grows in dirt or water. T-P-S: When did we see, hear, or use the word “plant” today?**

**Our other new word today is “roots.” Roots are the part of a plant that grows underground. T-P-S: When did we see, hear, or use the word “roots” 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:**

plant  
roots

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



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner something you remember learning last week in kindergarten.**



- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to tell what they remember from last week. Ask them to tell which remembering strategy (repeating quietly to themselves, asking questions, or making mental images) they used to help them remember what their partners told them. Award pocket points when they name something they remember from last week.
- 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.).
- Distribute a theme-introduction letter 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. 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

- Plants need soil, sun, water, and care to grow.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Math Lab: Coin Matching Cards and Three-Way Coin Match workmats (from day 1)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Stickers, one per student</li> <li>Happy-or-sad-face sticks (unit 2 appendix), one per partnership</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>SFAF Big Book: <i>I Am a Seed</i></li> <li>Chart paper and marker</li> <li>Theme vocabulary word card for “soil” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>The Curious Garden</i></li> <li>Paper and pencils</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Fruits or vegetables (from day 1)</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>Shared Story (teacher and student copies): <i>The Fin in the Water</i></li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “i,” “a,” “s,” “u,” “b,” and “f” or IWB access</li> <li>Green Word cards: “did,” “fin,” “puff,” “fun,” “fat,” “fits,” “puffs,” “fib,” “off,” and “sand” or IWB access</li> <li>Red Word cards: “have,” “see,” “she,” “saw,” “they,” and “that” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Penny, Nickel, and Dime Posters</li> <li>Paper cups containing plastic coins (one penny, one nickel, and one dime each), one cup per partnership</li> <li>Coin Patterns sheet (appendix), one per partnership</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“You Never Hear the Garden Grow,” <i>The 20th Century Children’s Poetry Treasury</i>, page 60</li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students’ writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>

### Additional Materials Needed Today

#### Let's Think About It

- Trade book: *The Curious Garden*
- Chart paper (blank)
- Prepared chart paper with two columns: one labeled Predictions and the other labeled Observations
- Marker
- Celery stalk (fresh, with leaves on it)
- Cup (clear, plastic)
- Knife (plastic)
- Water
- Food coloring (red or blue)
- Home Link animal hand stamp: monkey

### Learning Labs—Additional Materials

#### Blocks Lab | Planting a Garden

- Block people and wheeled vehicles
- Artificial plants and flowers
- Pictures of gardens from books or catalogs

#### Math Lab | Flower Shop

- Multilink cubes (to use as flowers if needed)
- Paper bags or grocery bags
- Artificial flowers (optional)
- Construction paper
- Scissors
- Glue or tape
- Tissue paper
- Pipe cleaners
- Plastic coins
- Wonder Box

## Day 2

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Same as day 1

## Literacy Lab

- Same as day 1

## Math Lab

- Place the Coin Matching Cards and Three-Way Coin Match workmats from Math Mysteries on day 1 in the math lab.

## Computer/Media Lab

- Same as day 1

## Writing Lab

- Same as day 1

## Other

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

## Observe Student Progress

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

### Phonemic Awareness: Auditory Segmentation

- Explain to students that you will play Break-It-Down together just like you do in Rhyme Time each week. You will say a word, and they will say the sounds in the word like Joey does when he does Joey Talk. Do this process with the words “me” and “do.” Students must identify all the sounds in both words correctly to demonstrate mastery of the skill.

### Beginning Reading

- This week find out if your students can sound out the words “puff” and “sand.” You will also watch to see whether they can read the sentence “Nan sees a fin.”
- 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

- Show each student a penny, a nickel, and a dime. For each coin, have the student tell you the name of the coin and how much it is worth.
- If students have trouble with the values, you might ask questions such as “Which coin is worth five cents? One cent? Ten cents?”
- Students must be able to identify the name and value of each coin to demonstrate mastery for that coin. There will be many opportunities to observe for mastery of this information during Math Mysteries lessons this week as well.



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 "fit" 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

- Introduce the concepts of fair and unfair.



**I have some special stickers to give out.** Randomly distribute stickers to five or six students. Pause long enough for students to realize that you've finished distributing them. Listen for any comments from students about what just happened. WGR: **Is it fair that I gave stickers to these students and not others?** *No.* T-P-S: **Why not?** Collect the stickers, and redistribute them to other students. WGR: **Is it fair now?** *No.* Collect the stickers. **When something is not fair, we say it is unfair. "Unfair" is the opposite of "fair."**

- Distribute a sticker to one member of each partnership. Ask students who have the stickers, **How did you feel when I gave you a sticker?** Select one of the students' responses, and ask, **Do you think your partner feels** (feeling that student named)? **Let's try putting ourselves in our partner's shoes to think about how he or she feels when you get a sticker and he or she doesn't. How do you think your partner feels?**
- Invite students to share their ideas with their partners. Have the partners who don't have stickers verify whether the partners who have stickers correctly named the way that those without feel.

**WGR: Is it fair for one person in a partnership to get a sticker when the other partner doesn't get one? No. No, it's not. When we feel that we've been treated unfairly, we may feel disappointed or** (name other feelings that students gave).

- Distribute stickers to the partners who don't have one.

**WGR: Is it fair now that everyone has a sticker? Yes. It's important to treat one another fairly. If we treat our classmates unfairly, we may have friends who feel uncomfortable about being here. T-P-S: What can we do in our classroom to make sure that we treat one another fairly?**

- Guide students to name other situations beyond receiving stickers.

### **Partner Practice**

- Invite students to work with their partners to determine whether situations are fair or unfair.

**Let's play a game called Fair or Unfair? I'll tell you something, and you will talk to your partner to decide whether it's fair or unfair.**

- Quickly distribute one happy-or-sad-face stick to each partnership.

**If you think the situation I tell you about is fair, you will hold up the smiling face, and if you think it's unfair, you will hold up the frowning face.**

- You may use the following situations or substitute others that are more meaningful for your group. After partnerships hold up the faces for each situation, have them look around to see if everyone feels the same way. If there are differences, invite several partnerships to explain why they think the situation is fair or unfair. Play this game as long as time and students' interest permit.

Suggested situations:

- Only the boys may play soccer during outside time.
- Everyone gets a reward for completing his or her work even when some students didn't finish.
- Your brother or sister always gets to choose which TV show you will watch after you do your homework.
- Everyone gets extra outside time after finishing classwork.
- Only students who remember to bring their homework back to school get a sticker.
- Only students who use the (name of Getting Along Together skill) for the day get a pocket point chip to put in KinderRoo's pouch.
- A friend promises to play with you and then plays with someone else.
- You waited for a grown-up to take you to the park, and he or she tells you that he or she changed his or her mind and that you can't go.

## Partner Challenge

- Introduce the challenge.

**Today's Partner Challenge is to tell your partner about a time when something happened that you thought was unfair. Why did you think it was unfair? Ask your partner what he or she thinks.**

- Provide a moment for students to think about the challenge. Remind them that they will have time to talk with their partners later so they can get their partners' thoughts about the situation as well.
- Tell students they will earn pocket points when they use active-listening skills while talking and listening to their partners.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **What are some parts of a plant?** *Roots, flowers, leaves, etc.*

**Yesterday we learned about how many plants grow from seeds and that each part of a plant has a name. Let's see what our Daily Message tells us about plants today.**

### Daily Message

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Plants need soil, sun, water, and care to grow.

---

- 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:
  - Point to the word “Plants” at the beginning of the Daily Message. **I see the word “Plants.”** WGR: **What is special about the “p”?** *It's uppercase.*  
WGR: **Who remembers why the word “Plants” begins with an uppercase letter?** *It's the first word in the sentence.*
  - Use Stretch and Read to have students read the word “sun.”



### Theme Learning

- Explain the content of the Daily Message.

**Our message tells us plants need soil, sun, water, and care to grow. How can we find out what this means? I know! Let's look at our book *I Am a Seed* again. I think it talks about what plants need to grow.**

**Let's read the book again. Listen carefully to see if the book tells you what a plant needs to grow.**

- Read *I Am a Seed*, emphasizing the words “soil,” “sun,” and “rain.”
- Point to the chart paper.

**We’re going to talk about what plants need to grow. We’ll use this chart paper to make a list.**



**T-P-S: What does this story tell you that seeds need to grow into plants?**

- List students’ responses, one under the other, on the left side of a piece of chart paper.



**Let’s see if the Daily Message and the book agree about what things seeds and plants need to grow.** Reread the Daily Message. **WGR: What does the Daily Message tell you that plants need to grow? *Soil, sun, water, and care.***

- Write students’ responses in a list on the right side of the chart paper so the same words appear next to one another.
- Write the word “water” next to the word “rain,” and ask students why they think you wrote it where you did.
- When you write the word “care,” encourage students to notice that there is no corresponding word on the left side of the chart. Ask them about this.

**As you work in the Learning Labs and hear some stories and poems today, you’ll be learning more about what plants need and how people take care of them.**



- Play the digital dictionary video for “soil.”
- 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 “soil.”**

**Another word for soil is “dirt.” Most plants grow in the soil. I can make a sentence with the word “soil”:**

**Max planted his seeds in the soil.**



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 “What Plant Will It Be?” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonemic Awareness—Auditory Sound Blending

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

/s-ee-d/	seed	/p-l-an-t/	plant	/g-r-ow-n/	grown
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- Award pocket points if students are able to successfully blend the sounds to make words.



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



## STaR Story Retell

TIMING GOAL: 20 minutes

### Review

- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?** *The Curious Garden.*

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

**WGR: Peter Brown is also the illustrator. 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 “dreary.” What does “dreary” mean?** *Gloomy or dull.*

**T-P-S: Can you think of a sentence that uses the word “dreary”?** **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 “restless.” The word “restless” means can’t sit still or stay quiet.

## Story Retell

- Tell students they will write sequencing sentence cards to retell the story *The Garden of Happiness*. **After I read the story *The Curious Garden* again today, we will work in groups to make sets of sequencing sentence cards that tell 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 pencils to each group of students. Tell students they will write one sentence per piece of paper.



**In the beginning of the story, the city is a dreary place.** T-P-S: **What makes the city dreary?** *There are no gardens or trees and no one goes outside.* **Talk with other students in your group about how to write a sentence about what happens in this part of the story. Then choose one student to write the sentence.** Invite one group to read their sentence.

**Liam decides to explore the old railway and discovers plants growing on it.** T-P-S: **What does Liam do next?** *Liam learns how to take care of the garden to make it healthy.* **Talk with other students in your group about how to write a sentence about what happens in this part of the story. Then choose one student to write the sentence.** Invite one group to read their sentence.

T-P-S: **What does the garden do once Liam starts taking care of it?** *The garden begins to grow and explore the railway.* **Talk with other students in your group about how to write a sentence about what happens in this part of the story. Then choose one student to write the sentence.** Invite one group to read their sentence.

T-P-S: **How does Liam spend his winter while the garden is covered in snow?** *Liam gets ready for spring. He learns about gardening and gets some gardening gear.* **Talk with other students in your group about how to write a sentence about what happens in this part of the story. Then choose one student to write the sentence.** Invite one group to read their sentence.

T-P-S: **What happens to the city by the end of the story?** *Everyone in the city helps the garden. The city is covered in gardens.* **Talk with other students in your group about how to write a sentence about what happens in this part of the story. Then choose one student to write the sentence.** Invite one group to read their sentence.

- Close the activity by inviting students to place their groups’ sentence cards in order. Monitor students, and help them place the cards in order, from left to right, as needed.



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 area will be an imaginary home.

When You Tour:

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

### Blocks Lab | Planting a Garden

Description:

- Students will plant a garden with artificial plants.

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 the artificial plants and flowers that you have added.
- Tell students they can use the blocks and props to make a garden.

Facilitate Learning:

- Join students in making a garden.
- 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.

**Examples:**

- **Should we all plant in the same space?**
- **How can we show where different things are growing?**
- Point out the writing lab materials that can be used to make labels.
- If the concept of a garden is new to students, you may want to provide some appropriate books and/or pictures from the catalogs. Several of the STaR books feature illustrations of gardens.

### **Art Lab | Seed Mosaics**

Description:

- Students will create designs using seeds.

When You Tour:

- Remind students that they can glue the seeds and pictures to paper to create designs.

### **Classroom Library Lab | Gardens Galore**

Description:

- Students will have the opportunity to explore books about seeds, plants, and gardens.

When You Tour:

- Remind students that they can explore books about seeds, plants, and gardens.

### **Literacy Lab | Play School: Green Words!**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will write and read Green Words from the Shared Stories.

When You Tour:

- Remind students that today in their imaginary classroom, they can practice reading the Green Words from their Shared Stories.

## Math Lab | Flower Shop

Description:

- Students will open a flower shop.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to practice identifying coins, naming the value of items, and matching coins to money amounts.

When You Tour:

- Explain that today the math lab is a flower shop. Ask students to think about why people might buy flowers. *Birthday presents or other presents, decorations, etc.*
- Have students brainstorm the different roles that they might play in a flower shop. *Cashier, customer, florist who makes arrangements, or stock person who puts items out on the shelves and places price tags on items.*
- Tell students that they should make flowers to sell at the flower shop. Tell them that most flower shops arrange flowers into bouquets, or bunches, of flowers to sell. Then they should label each bouquet with a price tag using the cent sign that they learned about in Math Mysteries.

Facilitate Learning:

- Join students in making the flowers.
- 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.

**Examples:**

- **I think I will make a bouquet with red roses and yellow tulips. I wonder how much I should sell it for.**
- **I would like to buy a bouquet for my mother’s birthday. I have five cents. What can I buy?**
- Point out the writing lab materials that can be used to make flowers and price tags.

## 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 | Purposeful Pouring**

Description:

- Students will pour water into containers of various sizes.

When You Tour:

- Remind students that they can experiment with water and containers.

### **Science Lab | Planting Seeds**

Description:

- Students will plant seeds.

When You Tour:

- Remind students that they can plant seeds in cups.

### **Writing Lab | Free-Choice Writing**

Description:

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

When You Tour:

- Remind students that they can write about whatever they would like.



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



## **15-Minute Math**

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

### **Calendar**

- If it is the beginning of the month, discuss the new pattern that is beginning to emerge on the calendar.

### **Days of the Week**

### **Days of School Tape**

## Ten-Frames

### Our Favorite Hats Graph

- Select two students to look at the graph and pick their favorite kind of hat. Use an overhead marker to place an *X* in the appropriate column for each choice.



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 one of the fruits or vegetables that you have selected from the Ready, Set... suggestions on day 1. Continue the conversation from day 1 by asking students which part of the plant they think they are eating.
- Invite students to talk with their partners about the challenge.

**Our Partner Challenge is to tell your partner about something that happened that you thought was unfair. Tell him or her why you think it was unfair.**

- Allow time for both partners to share their experiences and ideas. As you monitor their conversations, observe whether they are using active-listening skills. Give reminders as needed. You may want to ask questions such as “Do you and your partner agree about whether this was unfair?” “What could have happened to make it fair?” etc.
- Award pocket points when students use active-listening skills while talking and listening to their partners.



### Outside/Gross-Motor Play

- Encourage students to act out the plant life cycle that you introduced in Let’s Think About It on day 1.



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/, /a/, /s/, /u/, /b/, and /f/.
- Show the Animated Alphabet video segment for /f/.



### 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:

did    fin  
 puff    fun  
 fat    fits  
 puffs    fib  
 off    sand

### Red Words:

have    see  
 she    saw  
 they    that

### Readles:

beach    shark  
 tire    water

### Quick Erase

- Use the following word sequence:  
 fat → fit → fin → fan → man

### 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 Nan do with the tire?** *Nan sits on the tire.*

T-P-S: **Why is Nan afraid?** *She sees a fin.*

T-P-S: **How does Matt trick Nan?** *He pretends to be a shark.*

T-P-S: **How does Nan know that Matt is fibbing?** *Matt says he was on the sand, but Nan sees that he is wet.*

### 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 2. Tell your partner in a complete sentence what things the children will use to have fun at the beach.**

Call on a few partnerships to share responses, and award 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



- Point to the Penny Poster on the board. Select several students to tell the name of the coin. Repeat with the Nickel and Dime Posters.
- Award pocket points if students are able to tell the names of the coins.
- Point to each coin poster. Ask students to tell the value of each coin.

## Active Instruction

- Tell students that you will play a mystery game with the coins today.
- Give each student a paper cup of coins. Have students place the coins in front of them on the floor. Explain the activity.

**I am going to read some clues. I want you to listen to all the clues to see if you can discover what the mystery coin is. Remember, I want you to listen to all the clues carefully as I read them. Even if you think you know what the mystery coin is, don't shout it out. We want everyone to have a chance to think about the clues and the coin. Look at the coins in front of you as I read the clues.**

- Read the clues for the first mystery coin, pausing between each clue to give students time to think.

**This coin is small. This coin has a president's face on the front. This coin is worth one cent.**

- Have students whisper to their partners which coin they think it is. Read the clues again. Ask students to hold up the mystery coin.



**T-P-S: What is the mystery coin? How do you know?**



**RWE: The mystery coin is the penny. I know because the last clue says it is worth one cent. Only the penny is worth one cent. The nickel is worth five cents, and the dime is worth ten cents.**

- Repeat this process with the following mystery coin clues:

Mystery Coin #2

- This coin is silver.
- This coin is worth five cents.
- This coin is larger than a penny.

Mystery Coin #3

- This coin is silver.
- This coin is small and thin.
- This coin is worth ten cents.

Mystery Coin #4

- These clues are about two coins.
- One coin is brown, and the other is silver.
- Together the two coins make six cents.
- The silver coin is bigger than the brown coin.

Mystery Coin #5

- These clues are about two coins.
- One coin is brown, and the other is silver.
- Together the two coins make eleven cents.
- The silver coin is smaller than the brown coin.

**Partner Practice**

- Tell students that they will make patterns with coins. Hold up the Coin Patterns sheet.

**Today you will use pennies, nickels, and dimes to make patterns. Each row on the sheet is a different pattern.**

- Direct students' attention to the first row on the sheet.



**WGR: Look at the first row. What is the pattern? Penny, nickel, penny, nickel.**

- Tell students that they will work with their partners to complete the pattern on each row. Model how to do this.

**One partner will complete the first row. Then the other partner will check to make sure that the pattern is correct. Both of you will say the pattern aloud. Then you will switch roles.**

- Provide time for partnerships to make the coin patterns. Circulate as students work, and ask them to identify their coins. Prompt them to explain the attributes of each coin.

If students finish early, challenge them to create their own patterns and to ask their partners to extend the patterns.

**Recap**



- Select several partnerships to share the patterns that they created on their sheets.
- Award pocket points if students identified the correct coins in each pattern.
- Review the coin names and their values.



**I am going to give you a clue. You need to hold up the correct coin and say its name. Ready? This coin is worth five cents.**



- Wait for students to hold up the correct coin and say, "Nickel." Repeat with the penny and dime.
- Play the "Guess the Coin" video to reinforce the coin names and values.



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

- “You Never Hear the Garden Grow,” *The 20th Century Children’s Poetry Treasury*, page 60

### Introduce the Poem

**Because we’ve been talking about what plants need to grow, I thought we should read the poem “You Never Hear the Garden Grow” by Lilian Moore. As I listen to the words in the poem, I can picture the plants growing ever so quietly. See if you can picture this too.**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking more about plants. You are going to write about what plants need to grow.**

**T-P-S: What helps plants to grow?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “Water helps plants to grow.”**

- 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, and say-spell-say.*



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

- Use the 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, “Water helps plants to grow.”**
- **The first word is “water.” What sounds do you hear in “water”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The next word is “helps.” We can use Stretch and Spell to write “helps.”** Prompt students to use Stretch and Spell. Write any letters that students say.
- **“Plants.” We can also use Stretch and Spell to write “plants.”** Prompt students to use Stretch and Spell. Write any letters that students say.
- **“Water helps plants to grow.” “To” is the next word. I remember how to write “to.”** Write “to.”
- **The last word is “grow.” What sounds do you hear in “grow”?** 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

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

### Sharing

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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**Today we learned about what plants need to grow. We learned that plants need soil, sun, water, and care to grow and be healthy. Let’s take a look at the book *The Curious Garden* to see how Liam and other people in the city take care of the plants in the garden.**

- Display *The Curious Garden*, and ask students to recall the title.
- Ask students how the Liam and other city people take care of the garden. Record their ideas on a piece of chart paper.
- Take a Picture Walk through the book to find all the jobs Liam and people in the city do and the tools they use to help the garden grow.
- Help students to notice which of the details they remembered as they thought and talked together.
- Hold up the celery stalk, and point out the other materials.



**T-P-S: You know that all plants need water, but how do you think the water gets inside the plants?**

- Tell students that you will set up an experiment that will show how and where the water goes in the plant.
- Cut the bottom off the celery stalk. Fill the cup about halfway with water. Add a few drops of food coloring. Place the cut end of the celery in the cup of colored water.

Use this opportunity to observe which students predict outcomes.

**T-P-S: What do you think will happen to the celery now that I’ve placed it in a cup of (color) water?** Record students’ predictions on the chart paper that you have prepared or on the interactive whiteboard.

- Tell students that the celery stalk will be in the science lab, and tomorrow they can check on it, record their observations, and see whether their predictions were correct.

## Vocabulary Review



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

**“Soil” is our new word today. Remember, “soil” is another word for dirt.**  
**T-P-S: When did we see, hear, or use the word “soil” 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:  
soil

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



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to tell your partner about something that happened that you thought was unfair and why.**



- Provide a moment for students to review their responses.
- Use the sharing sticks to select students to tell about their experiences. Ask each reporting student whether his or her partner agreed that the situation was unfair. If the partner doesn't agree, encourage him or her to explain the reasons he or she disagrees. Award pocket points when students use active-listening skills while listening to responses.
- 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 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

- There are different types of gardens.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Math Lab: Coin Patterns sheets and plastic coins (from day 2)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Large paper circles, three per group of five or six students</li> <li>• Crayons or markers, several per group</li> <li>• Scissors, one pair per group</li> <li>• Simple puzzle (or game), one per group</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Pictures of flowers and vegetables cut out of magazines (at least five of each)</li> <li>• Paper or plastic bag</li> <li>• Prepared chart paper</li> <li>• Paper, one piece per student</li> <li>• Crayons or markers</li> <li>• Theme vocabulary word cards for “garden” and “flowers” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Ugly Vegetables</i></li> <li>• Trade book: <i>The Curious Garden</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Nutritious vegetable snack</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>The Fin in the Water</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “i,” “a,” “s,” “u,” “b,” and “f” or IWB access</li> <li>• Green Word cards: “did,” “fin,” “puff,” “fun,” “fat,” “fits,” “puffs,” “fib,” “off,” and “sand” or IWB access</li> <li>• Red Word cards: “have,” “see,” “she,” “saw,” “they,” and “that” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Paper cups with twenty plastic pennies and four plastic nickels each, one cup per partnership</li> <li>• Nickel Spin sheet (appendix), one per partnership</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Thanksgiving,” <i>The 20th Century Children’s Poetry Treasury</i>, page 45</li> </ul>

Additional Materials Needed Today	
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Students' garden pictures from Theme Exploration</li> <li>• Tape</li> <li>• Observations/Predictions chart</li> <li>• Home Link animal hand stamp: koala</li> </ul>

### Learning Labs—Additional Materials

<b>Dramatic Play Lab   Garden Center</b>
<ul style="list-style-type: none"> <li>• Farm-related clothing (e.g., overalls, wide-brimmed hats, baseball caps, aprons, bandanas, boots)</li> <li>• Garden center props (e.g., artificial flowers and plants, pots, seed catalogs, gardening tools, baskets and/or bags, a cash register (toy), play money)</li> <li>• Materials to make props such as plants, money, or a cash register: colored construction paper, markers, crayons, and boxes (optional)</li> </ul>
<b>Art Lab   Plant Rubbings</b>
<ul style="list-style-type: none"> <li>• Stems, leaves, and petals from various plants</li> <li>• Crayons with the paper labels removed</li> <li>• Plain paper</li> </ul>
<b>Classroom Library Lab   <i>The Ugly Vegetables</i></b>
<ul style="list-style-type: none"> <li>• Trade book: <i>The Ugly Vegetables</i></li> </ul>
<b>Writing Lab   Signs and Labels</b>
<ul style="list-style-type: none"> <li>• Cards, tags, and large sheets of paper</li> <li>• Seed packets</li> <li>• Seed catalogs</li> <li>• Gardening catalogs</li> </ul>

# Day 3



## Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

### Homework

- Read & Respond

### Available Activities

#### Classroom Library Lab

- Same as day 2

#### Literacy Lab

- Same as day 2

#### Math Lab

- Place the Coin Patterns sheets and plastic coins in the math lab. Encourage students to work with partners to create and extend the patterns.

#### Computer/Media Lab

- Same as day 2

#### Writing Lab

- Same as day 2

#### Other

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



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



## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

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

### Home Link Debrief

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



**T-P-S: Last night's math segment talked about a coin that is silver, small, and worth ten cents. What is the name of that coin?**



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

### Active Instruction

- Review the concepts of fair and unfair.



**Yesterday we learned about treating people fairly. T-P-S: What is something that is fair?** Ask students to explain their answers. **T-P-S: What is something that is unfair?** Ask students to explain. **T-P-S: Why is it important to treat our classmates fairly? How can we be fair with our friends?**

### Partner Practice

- Have students create fair ways to solve problems. Quickly place students in groups of five or six by combining partnerships.



**We're going to practice making things fair. I will give each group three pretend cookies. Everyone in your group wants a cookie. T-P-S: What can you do to make this fair?**

- After students give their suggestions, distribute three circle shapes that represent cookies to each group.

**Here are your group's three cookies. Remember, everyone wants a cookie. Work with your group to figure out what you will do.**

- Have crayons, markers, and scissors available for students who want to use them to illustrate how they will make this situation fair. Remind students that each person in the group should be able to tell why the group’s idea is fair. Allow time for students to decide how to make the situation fair. Invite groups to share their fair solutions to the problem. Use the sharing sticks to have each group report what they will do to make the situation fair.

T-P-S: **Was this a fair solution? Why** (or why not)?

- Distribute a simple puzzle (or game) to each group of students. **Your group has a puzzle (or game), and everyone in your group wants to use it.** T-P-S: **What will you do to make this fair? Try out your solution.** Allow a brief amount of time for students to try out their ideas. Remind students about the conflict solvers bag with the timer if they suggest taking turns with the puzzle. Remind students that each person in the group should be able to tell why the group’s idea is fair. Allow time for students to decide how to make the situation fair. Invite groups to share their fair solutions to the problem. Use the sharing sticks to have each group report what they will do to make the situation fair.

T-P-S: **What did you do to make this unfair situation fair? Did your idea work? How did you feel when you found a fair solution?**

## Partner Challenge

- Introduce the challenge.

**Today’s Partner Challenge is to talk with your partner about a fair way for the two of you to share a box of markers.**

- Provide a moment for students to think about how they will solve this problem in a fair way. Remind them that they will work with their partners to solve this problem in a fair way later.
- Tell students they will earn pocket points when they find a fair way to solve the problem.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Introduce the Joey puppet to students. Ask Joey the Partnership Question of the Day: “What do plants need to grow?” Help Joey respond, “I think plants need candy to grow! Candy is yummy!”



T-P-S: **Do you think Joey is right? Tell your partner what you think plants need to grow.**

**I heard some good ideas! We learned yesterday that plants need sun, soil, water, and care to grow.**

## Daily Message

there are different types of gardens

- Write the Daily Message in front of students with a lowercase “t” in “there” and no period. Read 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: **Do you notice something wrong about the beginning of this sentence?** “*There*” should have an uppercase “T.” Correct the sentence.
  - T-P-S: **Do you notice something wrong at the end of this sentence?** *There* should be a period. Correct the sentence.

tps

## Theme Learning

- Display *The Curious Garden*, and explain the content of the Daily Message.

tps

**Let’s talk about what our message means. We read a book yesterday about a garden. T-P-S: Who remembers the name of the book we read yesterday about a garden? *The Curious Garden*. T-P-S: What grows in the garden Liam finds? *Wildflowers, plants, trees*. **Once people in the city start helping the garden, they grow some different things.** Display pages 24 and 25. **I see some plants in nice little rows, and some that look like they are climbing. I see something that looks like watermelon. I also see a scarecrow in a garden.** T-P-S: **What kinds of things might people be growing in these gardens?** *They might be growing fruits and vegetables.* **The garden that takes over the city is both a flower garden and a vegetable garden. Those are two different types of gardens.****

**We know that vegetables and flowers are both plants. Vegetables are plants that we can eat. A flower is a plant with petals and blossoms. Roses and daisies are two types of flowers.** T-P-S: **What other types of flowers do you know?** Answers will vary.

- Explain that students are going to use pictures of plants to create two kinds of gardens.

**Today we’re going to make a vegetable garden and a flower garden using pictures that I have cut out.**

- Direct students’ attention to the piece of chart paper you have prepared. Point to and read each heading.
- Display a bag containing the flower and vegetable pictures. Tell students you will pull pictures out of the bag, and they will decide which garden to put them in.

**I’m going to pull pictures of flowers and vegetables out of this bag. You are going to tell me which garden each picture should go in.**

- Pull a picture out of the bag. WGR: **Which garden should this picture go in?** Tape the picture in the correct garden.
- Repeat until all the pictures have been placed.

T-P-S: **Why might someone plant a vegetable garden?** *To eat the vegetables or to sell vegetables to other people.* **Why might someone plant a flower garden?** *Flowers are pretty; to sell the flowers.* **What kind of garden would you want to plant?**

- Pass out paper and crayons. Tell students they can draw the types of gardens that they would like to plant.
- Have students write their names on their pictures, and save them for Let’s Think About It.
- Play the digital dictionary videos for “garden” and “flowers.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.



**We have two new words today: “garden” and “flowers.”**

**A garden is an area of land used for growing flowers or vegetables. I can make a sentence with the word “garden”:**

**I have to water my garden every day so the plants will grow.**

**Flowers are pretty colorful plants with petals and blossoms. I can make a sentence with the word “flowers”:**

**Tony picked the flowers and gave them to his mom.**



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 “What Plant Will It Be?” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonemic Awareness—Auditory Sound Segmenting

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

<b>seed</b>	/s-ee-d/	<b>plant</b>	/p-l-an-t/	<b>grown</b>	/g-r-ow-n/
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- Award pocket points if students are able to successfully produce the sounds in each word.



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



TIMING GOAL: 20 minutes

**STaR Words:**

prickly  
aroma

**The Ugly Vegetables**

*Written and illustrated by Grace Lin*

In one neighborhood in the spring, families begin to plant their gardens. One garden stands out as the ugly garden because it does not have beautiful flowers. As each family tends its own garden and helps it grow, the young girl who helps her mother plant the ugly garden asks why their garden is different from the others. When all the gardens are in full bloom, the young girl learns that ugly gardens can be beautiful too. The following spring, and each year that follows, the people in the neighborhood learn to add a little bit of each garden to their own to make the most beautiful gardens of all.

**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 Ugly Vegetables*. WGR: What does the title of a story tell us? *The name of the story.* Grace Lin is the author and illustrator of this story. WGR: What does an author do? *Writes the story.* What does an 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 take a close look at the cover of our book.** Display the cover. T-P-S: **What do you see on the cover?** *A woman and a girl with shovels digging in a garden. Where do you think this garden is located?* *In a backyard. Remember, the title of this story is *The Ugly Vegetables*. Based on the title and the clues from the cover illustration, what do you think this story might be about?*

- Introduce the story vocabulary words.

**We will learn some important new words in this story. One new word is “prickly.” Something that is prickly has small sharp spikes. For example, rose stems are prickly because they have thorns.**

**We will also read the word “aroma.” Another word for aroma is “smell.” When someone bakes a cake, a wonderful aroma fills the house.**

- Introduce the good-reader skill for today.



Compare characters in different stories.

**Good readers think about how the characters in one story are the same as or different from characters in other stories that they have read. As I read, think about how the girl in this story and Liam from *The Curious Garden* are alike and different.**

## 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 4: Think about the girl in this story and Liam from *The Curious Garden*. T-P-S: What is one way that these two characters are alike?** *They both take care of gardens.*
  - **Page 5:** Display page 5, and point to the seed packets. T-P-S: **How do you think the girl and her mother’s garden will be different from Mrs. Angelhowe’s garden?** *Mrs. Angelhowe grows flowers, and they are growing vegetables.*
  - **Page 7:** T-P-S: **What are some ways that the little girl from this story and Liam from *The Curious Garden* are different?** *Liam grows flowers, grass, and trees. This girl is growing vegetables. Liam lives in the city. This girl’s neighborhood doesn’t look like the city.*
  - **Page 10: Why do you think this story might be called *The Ugly Vegetables*?**
  - **Page 12: The girl says she saw prickly stems on some of the vegetables in her garden. Remember, “prickly” means with small sharp spikes.**
  - T-P-S: **Why do you think the little girl’s mother says their vegetables are better than flowers?**
  - **Page 16: What do you think the mother is going to do with the vegetables?**
  - **Page 18: The little girl says a magical aroma filled the air. Remember, “aroma” means smell. T-P-S: Where do you think the aroma is coming from?**
  - **Page 27: Do you think the little girl’s feelings about the ugly vegetables have changed? Why?**

## After Reading



T-P-S: **How are the little girl in *The Ugly Vegetables* and Liam from *The Curious Garden* alike at the end of the stories?** *Both characters are happy at the end of the stories. Liam is happy because the garden has grown all over the city. The girl in *The Ugly Vegetables* is happy because her vegetables make a delicious soup.*

T-P-S: **How do the neighbors change their gardens the next spring?** *They plant vegetables along with their flowers. Why do you think they change their gardens?*

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

**The girl in our story says a wonderful aroma fills the air when her mother starts cooking the soup. T-P-S: Who remembers what the word “aroma” means?** *Smell. Let’s make a sentence together using the word “aroma.”* 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 "prickly."



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 | Garden Center

Description:

- The dramatic play area will be a garden center.

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:

- Ask students where they and their families can buy the things they need to start or take care of a garden.
- Point out the new props and materials that have been added to the lab.
- Explain that the dramatic play area will be a garden center.
- Encourage them to share their impressions of a local garden center, the people who work there, and the supplies that are for sale.
- Ask students what roles they can play in a garden center. *Customers, cashier, manager, person who takes care of the plants, etc.*

**Facilitate Learning:**

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

**Examples:**

- **Can I buy potting soil here? How much does it cost?**
- **I'd like to buy some gardening tools. Can you help me?**

**Blocks Lab | Planting a Garden****Description:**

- Students will build a garden with artificial plants.

**When You Tour:**

- Remind students that they can use the blocks and props to make a garden.

**Art Lab | Plant Rubbings****Description:**

- Students will create rubbings using plant parts.

**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 that you have added to the lab.
- Tell students that they can use the plant parts, paper, and crayons to make plant rubbings.
- Model the technique of taking rubbings by placing a piece of paper over an object and rubbing the paper with a crayon.
- Recommend that students hold the plant part still so the small details, such as the veins of the leaves, can be seen in the rubbing.
- Suggest that students can create unusual plants by mixing the parts of various plants into one new plant.

**Facilitate Learning:**

- Join students in creating plant rubbings.
- As students work, encourage them to identify the plant parts that they chose and to talk about the colors, sizes, and textures of the items they are rubbing.

## Classroom Library Lab | *The Ugly Vegetables*

Description:

- Students will retell the story *The Ugly Vegetables* through dramatization.

Purpose:

- This lab reinforces thematic concepts and provides practice with retelling.

When You Tour:

- Point out the book *The Ugly Vegetables*.
- Tell students they can retell the story by acting it out.
- Suggest that they can look at the pictures in the book to help them remember what happens in the story.
- Tells students it's okay to play one or more characters and that they can switch character roles from page to page.

Facilitate Learning:

- Join students in acting out *The Ugly Vegetables*.
- Model playing a character and pantomiming his or her actions.

## Literacy Lab | Play School: Green Words!

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will write and read Green Words from the Shared Stories.

When You Tour:

- Remind students that today in their imaginary classroom, they can practice reading the Green Words from their Shared Stories.

## Math Lab | Flower Shop

Description:

- Students will open a flower shop.

When You Tour:

- Remind students that today the math lab is a flower shop.
- Tell students that they should make flowers to sell at the flower shop. Remind them that most flower shops arrange flowers into bouquets, or bunches, to sell. Then they should label each bouquet with a price tag using the cent sign that they learned about in Math Mysteries.
- Encourage students in the flower shop to visit the dramatic play center's garden center to see the types of flowers they can buy and sell in their flower shop.
- Encourage students to use the plastic coins to buy the flowers.

### **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 | Purposeful Pouring**

Description:

- Students will pour water into containers of various sizes.

When You Tour:

- Remind students that they can experiment with water and containers.

### **Science Lab | Planting Seeds**

Description:

- Students will plant seeds.

When You Tour:

- Remind students that they can plant seeds in cups.

### **Writing Lab | Signs and Labels**

Description:

- Students will make signs, labels, and price tags for a garden center.

Purpose:

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

When You Tour:

- Point out the materials that you have added to the lab.
- Tell students they can use these materials to create signs, labels, and price tags for the garden center.
- Explain that students can also make signs and labels for other classroom or personal items if they would like.

Facilitate Learning:

- Join students in making signs, labels, and price tags.
- Encourage students to do as much of their own writing as possible.

- Scaffold their learning by helping them to identify sounds and the letters that represent those sounds and to consult the word wall to help with writing Red Words.

**Examples:**

- **What sounds do you hear in “flowers”?**
- **Where can you find out how to spell “the”?**



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



## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Our Favorite Hats Graph

- Select two students to look at the graph and pick their favorite kind of hat. Use an overhead marker to place an *X* in the appropriate column for each student’s choice. Ask, **How many students have told what their favorite hat is so far? How do you know?** *I counted the Xs.*



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 vegetable snack and identify the vegetables you are serving.
- Invite students to talk about the Partner Challenge.

**Today's Partner Challenge is to talk with your partner about a fair way for the two of you to share a box of markers.**

- Provide a moment for students to think about how they will solve this problem in a fair way. Remind them that they will work with their partners to solve this problem in a fair way later.
- Award pocket points when students find a fair way to solve the problem.

### Outside/Gross-Motor Play

- Take a Picture Walk through *The Curious Garden*, and encourage students to imitate the gardening activities (e.g., digging, hoeing, planting, weeding, harvesting). Vary the activity by using the exaggerated gardening motions in a game of Simon Says.



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 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/, /a/, /s/, /u/, /b/, and /f/.

**Green Words:**

did  
fin  
puff  
fun  
fat  
fits  
puffs  
fib



- Show the Animated Alphabet video segment for /f/.

**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.

**Quick Erase**

- Use the following word sequence:  
fun → fan → fat → bat → bad

**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.

**Red Words:**

have see  
she saw  
they that

**Readles:**

beach shark  
tire water

**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 retell it.



**T-P-S: Today before we read the story about Matt and Nan 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 partner, but I will guide you to move from page to page. Open your book 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 at page 4. Read the first sentence with your partner. Tell your partner in a complete sentence why Nan is splashing and hurrying.**

Call on a few partnerships to share responses, and award 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



- Select several students to start at 20 and count by 5s to 100. Select several students to start at 35 and count by 5s to 100.
- Award pocket points if students are able to successfully count by 5s to 100 from the given number.
- Ask students to identify the coin that is worth five cents.



WGR: **Which coin’s value is five cents?** *Nickel.*

### Active Instruction

- Tell students that they will explore the values of pennies and nickels today. Show students two nickels and five pennies.



T-P-S: **Would you rather have two nickels or five pennies? Why?**



RWE: **I would rather have two nickels. Each nickel is worth five cents, so two nickels are worth ten cents. Five pennies are only worth five cents because they are only one cent each. I can count the nickels by fives and the pennies by ones.**

- Explain that sets of coins can have the same value. Show students ten pennies and two nickels. Hold up the ten pennies.



WGR: **What is the value of this set of coins, or how much is it worth?**  
*Ten cents.*

- Have students count the value of ten pennies aloud with you by counting by 1s. Next, hold up the two nickels.

**WGR: What is the value of this set of coins, or how much is it worth?**  
*Ten cents.*

- Have students count the value of two nickels aloud with you by counting by 5s.
- Tell students that the two sets of coins are equal, or have the same values.

**Sometimes the values of two sets of coins can be equal, or the same.**

### Partner Practice

- Tell students that they will play a game to find out how many pennies are equal to one nickel. Hold up the Nickel Spin sheet.

**We are going to use a spinner, a five-frame, and some pennies and nickels to play our game.**

- Select a student partner to help you model the activity.

**I am going to spin the spinner. It is going to tell me how many pennies to put on my five-frame.**

- Spin the spinner, and place the corresponding number of pennies on the five-frame. For example, if the spinner lands on 3, you would place three pennies on the five-frame.

**The spinner landed on 3, so I have put three pennies on my five-frame. Now my partner will spin the spinner.**

- Ask your partner to spin the spinner and place the corresponding number of pennies on the five-frame. If your partner adds more pennies than there is room for on the five-frame, ask him or her to place them next to or below the five-frame, and point them out as leftovers.
- Direct students' attention to the five-frame.



**WGR: Did we fill the five-frame?** *The answer will depend on the numbers spun.*

- If the five-frame hasn't been filled yet, take another turn. If the five-frame is filled, explain what students should do.

**Yes, we filled the five-frame. Every time we fill the five-frame, we can trade five pennies for one nickel. Five pennies are equal to one nickel. They are both worth five cents.**

- Take the five pennies off the five-frame, and place one nickel above the five-frame. If there are any leftover pennies from the last spin, move those into the five-frame.

**Now we have room for the leftover pennies. We will continue to take turns until we have filled the five-frame enough times that we have traded the pennies for four nickels.**

- Give each partnership a Nickel Spin sheet and a paper cup of plastic coins. Give them time to play the game. As they play, monitor to see that they are trading the correct number of pennies for a nickel.

## Recap



- Review how many pennies are equal to one nickel.

T-P-S: **When could you trade pennies for one nickel?** *You could trade five pennies for a nickel.*



- Award pocket points if students can identify how many pennies are equal to one nickel.
- Review the value of pennies and nickels.

T-P-S: **Would you rather have one nickel or three pennies?**

RWE: **I would rather have one nickel because it is worth five cents. Three pennies are only worth three cents. Five cents is more than three cents.**



- Play the “What is Worth More” video to reinforce the value of coins.



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

- “Thanksgiving,” *The 20th Century Children’s Poetry Treasury*, page 45

## Introduce the Poem

**The poem that I’m going to read to you today talks about many things in nature for which we are thankful. This poem is called “Thanksgiving,” and it was written by Ivy O. Eastwick. As you listen, try to picture what is being described.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we've been talking more about different types of gardens. You are going to write about one type of garden.**



**T-P-S: What is one type of garden? What grows in it?**

- Share an example that applies to you.

**I think that I will write a sentence that says, "Carrots grow in a vegetable 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, and say-spell-say.*

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

- Use the 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, "Carrots grow in a vegetable garden."**

- **The first word is "carrots." I'm going to draw a picture for "carrots."**  
Draw carrots on the first line.
- **The next word is "grow." What sounds do you hear in "grow"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The next word is "in." We can use Stretch and Spell to write "in."**  
Prompt students to use Stretch and Spell. Write "in."
- **"A." This word is on the word wall. I'll copy it.** Write "a."
- **"Carrots grow in a vegetable garden." "Vegetable" is the next word. Do you hear any sounds that you know in "vegetable"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The last word is "garden." I hear a few sounds that 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

## Writing

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

## Sharing

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



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

## Let's Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap

- Review the learning focus of the day.



**Today we learned that there are different types of gardens.** T-P-S:  
**What types of gardens did we talk about today?** *Vegetable gardens and flower gardens.*

- Distribute, or have students retrieve, students’ garden pictures from Theme Exploration.

**Earlier today you all drew beautiful pictures of the types of gardens you would like to plant. Some of you drew pictures of flower gardens, and others drew pictures of vegetable gardens. Now I want you to share your gardens with your classmates!**



- Quickly put students into groups of four by combining partnerships. Invite students to share their pictures with their groups. Encourage students to explain what kind of garden they drew and to name some of the plants they drew.
- Write “Flower Gardens” and “Vegetable Gardens” side by side on the board, and draw a line between them. Use the sharing sticks to select students, one by one, to share the type of garden they drew and to tape their pictures in the appropriate columns.
- Lead students in counting the number of pictures in each column, and write the numbers at the bottom of their respective columns.



**T-P-S: What can we tell about our class from counting the garden pictures?** *More/The same number of students like \_\_\_\_\_ gardens.*

- Have students predict what will happen to the seeds they planted in the science lab and what changes they should look for.
- Ask if anyone checked on the celery stalk in the science lab today. Encourage students who observed the celery stalk to describe the changes they noticed.
- Record their observations in the appropriate column on the chart from day 2. Compare their observations to their predictions. What conclusions can they draw from their observations?

### Vocabulary Review



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

**One of our new words today is “garden.” A garden is an area of land used for growing flowers and vegetables.** T-P-S: **When did we see, hear, or use the word “garden” today?**

**Our other new word today is “flowers.” Flowers are pretty, colorful plants.** T-P-S: **When did we see, hear, or use the word “flowers” 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:  
garden  
flowers

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



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to talk with your partner about a fair way for the two of you to share a box of markers.**

- Provide a moment for students to review what they talked about during snack time.
- Use the sharing sticks to select students to tell about their fair solutions to the problem. Ask them to explain how this solution is fair. Award pocket points when students find a fair way to solve the problem.
- 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

- Gardens can be planted anywhere there is soil, sunlight, and water.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: Trade books: <i>The Ugly Vegetables</i> and <i>The Curious Garden</i>; Shared Story: <i>The Fin in the Water</i></li> <li>• Math Lab: Nickel Spin sheets and cups of plastic coins (from day 3)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Brain Game materials for this week's selected Brain Game (see day 1)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Ugly Vegetables</i></li> <li>• Trade book: <i>The Curious Garden</i></li> <li>• Trade book: <i>Carlos and the Squash Plant</i></li> <li>• Theme vocabulary word cards for "city," "suburb," and "country" or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: "s," "w," "p," "f," "t," and "h"</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Ugly Vegetables</i></li> <li>• Trade book: <i>The Curious Garden</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Nutritious vegetable snack</li> <li>• Gardening tools, such as shovels, trowels, and hoes (optional)</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>The Fin in the Water</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: "i," "a," "s," "u," "b," and "f" or IWB access</li> <li>• Green Word cards: "did," "fin," "puff," "fun," "fat," "fits," "puffs," "fib," "off," and "sand" or IWB access</li> <li>• Red Word cards: "have," "see," "she," "saw," "they," and "that" or IWB access</li> <li>• Letter tiles for "f" (appendix)</li> <li>• All letter tiles from previous units</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Paper cups with plastic coins (thirty pennies and three dimes per cup), one cup per partnership</li> <li>• Dime Roll sheet (appendix), one per partnership</li> <li>• Number cubes, one per partnership</li> </ul>

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> <li>• “You Never Hear the Garden Grow,” <i>The 20th Century Children’s Poetry Treasury</i>, page 60</li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• City, Suburban, and Country Garden Cards (appendix), one card per student</li> <li>• Predictions/Observations chart (from day 2)</li> <li>• Home Link animal hand stamp: leopard</li> </ul>

### Learning Labs—Additional Materials

Art Lab   Flower and Leaf Prints
<ul style="list-style-type: none"> <li>• Leaves from a variety of plants (e.g., trees, spinach, lettuce, parsley, dandelions or other weeds)</li> <li>• Flower blossoms and petals (optional)</li> <li>• Shallow trays</li> <li>• Brushes or brayers (sponge or hard rollers)</li> <li>• Paper towels or sponges for paint</li> <li>• Green tempera paint in a range of shades</li> </ul>
Literacy Lab   Play School: Red Words!
<ul style="list-style-type: none"> <li>• Student editions of the following Shared Stories: <i>The Wet Dog</i>; <i>Tam and Tad</i>; <i>Miss Sid</i>; <i>Dogs in Hats</i>, <i>Dogs in Bows</i>; <i>Nan’s Pet</i>; <i>Sig, the Pig</i>; <i>Don Gets a Dog</i>; <i>Where is Pit-Pat?</i>; <i>The Jumping Sack</i>; <i>The Mud Dog</i>; and <i>Tubb, the Cub</i></li> </ul>

## Day 4

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Display *The Ugly Vegetables* and *The Curious Garden* in a prominent place in the library. Invite students to explore the books. Also place a few copies of *The Fin in the Water* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 3

## Math Lab

- Place the Nickel Spin sheets and cups with coins in the math lab. Encourage students to make sets of pennies that can be traded for nickels.

## Computer/Media Lab

- Same as day 3

## Writing Lab

- Same as day 3

## Other

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



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

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
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, *Crazy Grandparents*, some strange things were happening at Grandmom's house. What is one of the strange things that happened?**

- 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.



### Partner Challenge

- Introduce today's challenge.

**Today's Partner Challenge is to pretend that you and some friends are all waiting to use the only swing on the playground. You and your partner need to think of a fair way to decide who goes next.**

- Provide a moment for students to think about the challenge and ask any questions they may have. Remind them that they will be able to talk about it later.
- Tell students they will earn pocket points when they name a fair way to solve this problem.

### Brain Game

- Play this week's Brain Game.
- Review this week's remembering game, adding more challenge if students are ready.

tps

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

Demonstrate the Remember signal (hands on either side of your head, massaging your temples). Play the game several times now, and continue to play throughout the remainder of the week. If appropriate, invite the Cool Kid to be the leader.

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

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

tps

T-P-S: **What type of garden would carrots grow in?** *A vegetable garden.*

**We have been learning a lot about plants and gardens this week! I wonder what our Daily Message will tell us about plants or gardens today.**

### Daily Message

---

Gardens can be planted anywhere there is soil, sunlight, and water.

---

- 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 punctuation marks do you see in today’s Daily Message?** *Commas and a period.*
  - T-P-S: **What does a comma tell you to do when you are reading?** *Pause.* **What does a period tell you to do?** *Stop.*
  - Use Stretch and Read to have students read the word “can.”

tps

### Theme Learning

- Explain the content of the Daily Message.
 

**Yesterday we talked about different types of gardens. We know that some gardens grow vegetables. Some gardens grow flowers. Some gardens have both flowers and vegetables. Today we’re going to talk about different places that gardens can be planted.**
- Display the cover of *The Ugly Vegetables*.

tps

T-P-S: **Where do you think these flower and vegetable gardens are? Are they in a neighborhood like yours?**

- Hold up *The Curious Garden*, opened to display pages 24 and 25.

T-P-S: **Is Liam’s garden in a neighborhood like yours?**

- Hold up *Carlos and the Squash Plant*. Explain that students will hear this story next week during STaR. Ask students to look at the cover. T-P-S: **Do you think this story takes place in the city, like in *The Curious Garden*, or in a suburban neighborhood, or the suburbs, like in *The Ugly Vegetables*? *Replies. Why? Replies.* T-P-S: **Do you think this story could take place out in the country where there are farms and ranches and where people’s houses are far away from one another?****
- Introduce students to the concept of a city garden.



**These books help us to see that gardens can grow anywhere there is soil, sunlight, and water. Gardens can be found in the middle of big cities.** T-P-S: **What is a city? RWE: Yes, a city is a large town where many people live and work close together. Some city gardens are large and take up a lot of space in between streets and buildings. Other gardens are small and might be in flower pots or boxes on people’s roofs, decks, or balconies.**

- Introduce students to the concept of a suburban garden.

**Gardens outside of the city might look a little different. Let’s think about gardens in the suburbs. The area around a city is called a suburb. In suburban neighborhoods, houses are farther apart, most houses have yards, and the people who live there have to drive to get to most places.** T-P-S: **How might a garden in the suburbs be different from a garden in the city? Possible responses include: It might take up more space; it might have more plants; or it might have a fence around it.**

- Introduce students to the concept of a country garden.

**When you move farther away from the city and go past the suburbs, you enter the country. The country is an area far outside a city where there is lots of open space. Farms and ranches are in the country. People who live in the country usually live far apart and need cars to get around.** T-P-S: **What do you think a garden might be like in the country? Think about how a country garden could be different from a city or suburban garden. Possible responses include: It might be very big and have lots of different plants, or it might have paths inside the garden.**

- Today we will think about all the different places that gardens can be grown and how each garden might be different and special in its own way. Remember, a garden can be grown anywhere there is soil, sunlight, and water.



- Play the digital dictionary videos for “city,” “suburb,” and “country.”
- 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 “city,” “suburb,” and “country.”**

**A city is a large town where many people live and work close together. I can make a sentence with the word “city”:**

**There are so many cars in the city that you have to be careful crossing the street.**

A **suburb** is an area just outside a **city** where people often live in houses. I can make a sentence with the word “**suburb**”:

Our new house is in a **suburb** just outside of Boston.

The **country** is the area of land outside of cities and suburbs. Farms and ranches are located in the **country**. I can make a sentence with the word “**country**”:

Mindy likes to go out to the **country** to ride horses on her uncle’s ranch.



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 student recite the rhyme “What Plant Will It Be?” Encourage them to do the physical motions that accompany the rhyme.
- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



### Develop Phonemic Awareness—Auditory Sound Blending

- Present the letter side of the key card for “s,” and have students say the sound with you. Invite students to stand. Explain the activity.

**We’re going to say our rhyme again. When you hear the /s/ sound at the beginning of a word, stomp your foot one time.** Demonstrate.

- Recite the rhyme.
- Recite all the words that begin with /s/ in the rhyme (“seed,” “soil,” “some,” “sun,” “some” (again), “seeds,” and “sown”).

**WGR: What sound did you hear at the beginning of all those words? /s/.**

- Invite students to think of another /s/ word and share with their partners.
- Say the word “water.” Use Think-Pair-Share to have students think of another word that begins with the same sound. Repeat this process with the following words from the rhyme: “plant,” “flower,” “tree,” and “harvest.”
- Award pocket points if the class is able to successfully blend the sounds in the words from the rhyme.



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 Ugly Vegetables.



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

**WGR: The illustrator is also Grace Lin. What does the illustrator do?** *The illustrator paints, draws, and creates the pictures.*

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

**We learned some new words in our story yesterday. The first word was “prickly.” What does “prickly” mean?** *With small sharp spikes.*



**T-P-S: Can you think of a sentence that uses the word “prickly”?** **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 “aroma.” *The word “aroma” means smell.*

## Story Retell

- Introduce the retell activity.

**Yesterday we read the story *The Ugly Vegetables*. Earlier this week we read another story about a boy and a garden. The name of that story is *The Curious Garden*. Today we will compare these two stories.**

- Take a Picture Walk through *The Ugly Vegetables* and *The Curious Garden*, quickly summarizing the story lines in both.
- Ask the following questions to help students see the similarities and differences in the two stories.



**T-P-S: What do the characters do that is the same in the beginning of each story?** *At the beginning of each story, the characters plant or care for gardens.*  
**How are the neighborhoods in the two stories different?** *The neighborhood in *The Ugly Vegetables* has houses with backyards. The neighborhood in *The Curious Garden* is in a city, with apartments instead of houses, and there are no backyards.*

**T-P-S: How are the gardens in the two stories alike?** *They both make neighbors want to grow new plants.* **T-P-S: How is the girl’s garden from *The***

***Ugly Vegetables* different from Liam's garden in *The Curious Garden*?  
The girl grows vegetables, and Liam grows other plants.**

**People take care of their gardens in both stories. T-P-S: What do people in both stories do to care for their gardens?** *Water the garden.*

**In both stories, something makes the characters unhappy. T-P-S: What makes each character unhappy?** *The girl from *The Ugly Vegetables* is unhappy because she and her mother are not growing pretty flowers. Liam is unhappy because he cannot visit the garden in the winter.*

**The characters are happy at the end of both stories. T-P-S: What makes each character happy?** *The girl from *The Ugly Vegetables* is happy because her mother makes delicious soup from the vegetables. Liam is happy because the whole city gets covered by the garden.*

- Conclude the retell by asking students whether they think the characters from the two stories would be friends if they met in real life. Why or why not?



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 | Garden Center

Description:

- The dramatic play area will be a garden center.

When You Tour:

- Remind students that the dramatic play area will be a garden center.

## **Blocks Lab | Planting a Garden**

Description:

- Students will build a garden with artificial plants.

When You Tour:

- Remind students that they can use the blocks and props to make a garden.

## **Art Lab | Flower and Leaf Prints**

Description:

- Students will create flower and leaf prints.

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 that you have added to the lab.
- Tell students that they can use the leaves and paint to make prints.
- Demonstrate how to move the roller across the printing pad that you have prepared and then onto the leaf or how to apply a thin layer of paint to the leaf with a brush.
- The leaf can be printed by placing the paper on top of it or by picking up the leaf, placing it paint side down on the paper, and, in either case, rubbing gently across the surface.

Facilitate Learning:

- Join students in creating flower and leaf prints.
- As students work, encourage them to talk about the kinds of leaves they are using for their prints, and help them identify other plant parts that you have included.
- Encourage students to experiment with the printing process by adjusting the amount of paint used, by printing several times before applying more paint, etc. to change the effect.

## **Classroom Library Lab | *The Ugly Vegetables***

Description:

- Students will retell the story *The Ugly Vegetables* through dramatization.

When You Tour:

- Remind students that they can retell *The Ugly Vegetables* by acting out the story.

## Literacy Lab | Play School: Red Words!

### Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will write and read Red Words from the Shared Stories.

### 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 practice reading the Red Words from their Shared Stories.
- The student who is playing the role of the teacher will write a Red Word from the inside cover of a Shared Story on the board.
- Students will use Say-Spell-Say to read and remember the word.
- Encourage students to take turns playing the teacher.

### Facilitate Learning:

- Join students as they practice reading Red Words.
- Provide a model for using Say-Spell-Say.

## Math Lab | Flower Shop

### Description:

- Students will open a flower shop.

### When You Tour:

- Remind students that today the math lab is a flower shop.

## 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 | Purposeful Pouring**

Description:

- Students will pour water into containers of various sizes.

When You Tour:

- Remind students that they can experiment with water and containers.

### **Science Lab | Planting Seeds**

Description:

- Students will plant seeds.

When You Tour:

- Remind students that they can plant seeds in cups.

### **Writing Lab | What's the Price?**

Description:

- Students will make price tags for a garden center.

Purpose:

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

When You Tour:

- Suggest that students focus on making price tags today.
- Remind students to use the dollar and cent signs. Write these if necessary.

Facilitate Learning:

- Join students in making price tags.
- Encourage students to look at the gardening catalogs for ideas on pricing.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Our Favorite Hats Graph

- Select two students to look at the graph and pick their favorite kind of hat. Use an overhead marker place an *X* in the appropriate column for each student's choice. Ask, **How many students have told what their favorite hat is so far? How do you know? *I counted the Xs.* How many students chose the baseball cap as their favorite hat? How do you know? *I counted the Xs.*** Continue in the same manner for the other four hats.



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 vegetable snack, and continue to talk with students about the various parts of the plants from which the snacks come. Use the words “stalk,” “stem,” “leaves,” “roots,” etc.
- Invite students to talk about the Partner Challenge.

**Today's Partner Challenge is to pretend that you and some friends are all waiting to use the only swing on the playground. You and your partner need to think of a fair way to decide who goes next.**

- Allow students time to talk about the challenge and determine a fair way to solve it. As you monitor their conversations, encourage them to explain to their partners why they think their ideas are fair.
- Award pocket points when students name a fair way to solve this problem.



### Outside/Gross-Motor Play

- If time, space, and school policies permit, prepare an area for a class garden outside. Use real gardening tools, and help students identify them and use the correct names for shovels, trowels, hoes, and other tools.



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.

#### Green Words:

did  
fin  
puff  
fun  
fat  
fits  
puffs  
fib  
off  
sand



### Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /a/, /s/, /u/, /b/, and /f/.
- Show the Animated Alphabet video segment for /f/.

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:  
fib → fin → fan → man → mat

**Red Words:**

have see  
she saw  
they that

**Readles:**

beach shark  
tire water



**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 the 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 at pages 6 and 7. Use the words "dripping" and "fooling" to tell your partner how Nan knew Matt was fibbing.**

Call on a few partnerships to share responses, and award 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 plastic bags 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.
- 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 word 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.

fin

fat

did

## 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



- Select several students to explain how many pennies can be traded for one nickel. Challenge students to think about how many pennies could be traded for two nickels.



- Award pocket points if students are able to tell how many pennies can be traded for one or two nickels.



- Review the values of a nickel and a penny.

**T-P-S: Would you rather have six pennies or one nickel?**



**RWE: I would rather have six pennies because they are worth six cents. One nickel is worth five cents. Six cents is worth more than five cents.**

## Active Instruction



- Tell students that they will explore the values of pennies and dimes today. Show students two dimes and eight pennies.

**T-P-S: Would you rather have two dimes or eight pennies? Why?**



**RWE: I would rather have two dimes. Each dime is worth ten cents, so two dimes are worth twenty cents. Eight pennies are only worth eight cents because they are only one cent each. I can count the dimes by 10s and the pennies by 1s.**

- Explain that sets of coins can have the same values. Show students twenty pennies and two dimes. Hold up the twenty pennies.



**WGR: What is the value of this set of coins, or how much is it worth?**  
*Twenty cents.*

- Have students count the value of twenty pennies aloud with you by counting by 1s. Next, hold up the two dimes.

**WGR: What is the value of this set of coins, or how much is it worth?**  
*Twenty cents.*

- Have students count the value of two dimes aloud with you by counting by 10s.
- Tell students that the two sets of coins are equal, or have the same values.
- Sometimes the values of two sets of coins can be equal, or the same.

## Partner Practice

- Tell students that they will play a game to find out how many pennies are equal to one dime. Hold up the Dime Roll sheet.

**We are going to use a number cube, a Dime Roll sheet, and some pennies and dimes to play our game.**

- Select a student partner to help you model the activity.

**I am going to roll the number cube. It is going to tell me how many pennies to put on the ten-frame on my Dime Roll sheet.**

- Roll the number cube, and place the corresponding number of pennies on the ten-frame on the Dime Roll sheet. For example, if you rolled a 6, you would place six pennies on the ten-frame.

**I rolled a 6, so I have put six pennies on my ten-frame. Now my partner will roll the number cube.**

- Ask your partner to roll the number cube and place the corresponding number of pennies on the ten-frame. If your partner adds more pennies than there is room for on the ten-frame, ask him or her to place them next to or below the ten-frame, and point them out as leftovers.



- Direct students' attention to the ten-frame.

**WGR: Did we fill the ten-frame?** *The answer will depend on the numbers rolled.*

- If the ten-frame hasn't been filled yet, take another turn. If the ten-frame is filled, explain what students should do.

**Yes, we filled the ten-frame. Every time we fill the ten-frame, we can trade ten pennies for one dime. Ten pennies are equal to one dime. They are both worth ten cents.**

- Take the ten pennies off the ten-frame, and place one dime above the ten-frame. If there are any leftover pennies from the last spin, move those into the ten-frame.

**Now we have room for the leftover pennies. We will continue to take turns until we've filled the ten-frame enough times that we have traded the pennies for three dimes.**

- Give each partnership a Dime Roll sheet and a paper cup of coins. Give them time to play the game. As they play, monitor to see that they are trading the correct number of pennies for a dime.

## Recap



- Review how many pennies are equal to one dime.

**T-P-S: When could you trade pennies for one dime?** *You could trade ten pennies for a dime.*



- Award pocket points if students can identify how many pennies are equal to one dime.



- Play the "How Much Do I Need?" video to reinforce the value of coins.
- Review the value of pennies and dimes.

**T-P-S: Would you rather have one dime or eight pennies?**



**RWE: I would rather have one dime because it is worth ten cents. Three pennies are only worth eight cents. Ten cents is more than eight cents.**



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

- “You Never Hear the Garden Grow,” *The 20th Century Children’s Poetry Treasury*, page 60

### Introduce the Poem

**Close your eyes, and listen to a very familiar poem.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking more about gardens. You are going to write about a garden you have seen. If you have never seen a garden in real life, think about some of the pictures and illustrations of gardens that you have seen this week.**



**T-P-S: Describe a garden you have seen.**

- Share an example that applies to you.

**I think that I will write a sentence that says, “My neighbor has a flower 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, and say-spell-say.*

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

- Use the 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, “My neighbor has a flower garden.”**

- **The first word is “my.” This word is on the word wall. Let’s use Say-Spell-Say to help us write and remember “my.”** Prompt students to use Say-Spell-Say. Write “my.”
- **The next word is “neighbor.” What sounds do you hear in “neighbor”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The next word is “has.” I remember how to write “has.”** Write “has.”
- **“A.” This word is on the word wall. I’ll copy it.** Write “a.”
- **“My neighbor has a flower garden.” “Flower” is the next word. What sounds do you hear in “flower”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The last word is “garden.” I hear some sounds that 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

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

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we talked a lot about the places where gardens can be planted.**  
 T-P-S: **Who remembers what gardens need to grow?** *Soil, sunlight, and water.* T-P-S: **What are some different areas where gardens might be planted?** *Cities, suburbs, and the country.*

- Distribute a city, suburbs, or country card to each student, and introduce the following matching game.
- Explain that some of the cards show a city like the one in *The Curious Garden*, some show a suburb like the one in *The Ugly Vegetables*, and some show the country.
- Ask students to look at the cards they are holding and decide whether they show the city, the suburbs, or the country.
- Tell students that you are going to name things they might find in or near a city garden, a suburban garden, or a country garden. If they think their pictures match the things you name, they should hold their cards up.
- Explain that some things can be found in or near all three places. For example, if you say, “Tomatoes,” all students will hold up their cards because tomatoes can grow in city gardens, suburban gardens, or country gardens.

**Teacher says:**

vegetables  
 tall buildings, busy streets  
 big lawns and houses  
 barns and pastures  
 flowers

**Students will hold up:**

city, suburbs, and country  
 city  
 suburbs, country  
 country  
 city, suburbs, and country

- Ask if anyone checked on the celery stalk in the science lab today.
- Invite students who observed the celery stalk to describe the changes they noticed.
- Record their observations on the chart paper in the appropriate column.
- Compare the observations with the predictions about where the water would go in the plant. What conclusions do students draw from their observations?
- Take this opportunity to observe which students draw conclusions from their observations.

### Vocabulary Review



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

**Our new words today are “city,” “suburb,” and “country.”**

**A city is a large town where many people live and work close together.**

**T-P-S: When did we see, hear, or use the word “city” today?**

**A suburb is an area just outside a city where people often live in houses.**

**T-P-S: When did we see, hear, or use the word “suburb” today?**

**The country is the area of land outside of cities and suburbs. T-P-S: When did we see, hear, or use the word “country” 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	
<b>70</b>	The student does not respond, or the response does not make sense.
<b>80</b>	The student responds with a word or phrase that makes sense.
<b>90</b>	The student responds in a complete sentence that makes sense.
<b>100</b>	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:**

city  
suburb  
country

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



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

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to pretend that you and some friends are all waiting to use the only swing on the playground. You and your partner need to think of a fair way to decide who goes next.**

- Provide a moment for students to review their solutions to this problem.
- Use the sharing sticks to select students to tell how they would solve the problem in a fair way. Ask them to explain why this is a fair solution. Award pocket points when students name a fair way to solve this problem.
- 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

- Many people enjoy the fruits of gardens.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Math Lab: Dime Roll sheets and cups of coins (from day 4)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>It's Mine!</i> (from unit 1)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Variety of fruits, vegetables, and flowers</li> <li>• Chart paper titled <i>It Came from a Garden</i></li> <li>• Theme vocabulary word card for “fruit” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “h,” “b,” “f,” “k,” “l,” “n,” “m,” “s,” “t,” and “d”</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Storybook for free-choice day</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Nutritious vegetable snack</li> <li>• Gardening tools (from day 4)</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>The Fin in the Water</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “i,” “a,” “s,” “u,” “b,” and “f” or IWB access</li> <li>• Green Word cards: “did,” “fin,” “puff,” “fun,” “fat,” “fits,” “puffs,” “fib,” “off,” and “sand” or IWB access</li> <li>• Red Word cards: “have,” “see,” “she,” “saw,” “they,” and “that” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Going-Shopping Cards (appendix), one set per partnership</li> <li>• Paper cup with plastic coins (one dime, two nickels, and ten pennies per cup), one cup per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “Where Are You Now?,” <i>The 20th Century Children's Poetry Treasury</i>, page 12</li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Happy-or-sad-face sticks (unit 2 appendix)</li> <li>• Cool Kid certificates</li> </ul>

### **Learning Labs—Additional Materials**

- SOLO assessment for your current grading period

## Day 5

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Same as day 4

## Literacy Lab

- Same as day 4

## Math Lab

- Place the Dime Roll sheets and cups with coins in the math lab. Encourage students to practice making sets of pennies that can be traded for dimes.

## Computer/Media Lab

- Same as day 4

## Writing Lab

- Same as day 4

## Other

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



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



## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

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

### Home Link Debrief

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



**T-P-S: Last night's show talked about the city and the country. What is one thing you might see in the city and one thing you might see in the country?**



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

### Class Council

- Review the concepts of fair and unfair.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no class issues that you or students need to resolve, use the following activity to engage students in using the Peace Path to find a fair solution for the problem that the characters have in the STaR story *It's Mine!*
- Hold up the book *It's Mine!*, and read the title and the name of the author.



**T-P-S: What do you remember about this story?**

- Take a Picture Walk through the book to quickly review the story, stopping occasionally to talk about the problems the frogs have and whether they are fair with one another.

**In the story *It's Mine!*, the three frogs fight all the time. They don't treat one another fairly. Let's look at something that happens in the story and see if we can help the frogs use the Peace Path to solve their problem and treat one another in a fair way.**

- Quickly place students in groups of four by combining partnerships. Read the text on pages 12–14.



**WGR: Is Milton being fair when he tells the other frogs that this worm is his after they say worms are for everybody? No.**



- Point to the first step on the Peace Path.

**WGR: What is the first step the frogs need to take on the Peace Path? Tell the problem.** **RWE: They need to give “I” Messages when they tell the problem. Let’s think of “I” Messages that Rupert and Lydia can give Milton.**

- Allow students enough time to decide on an “I” Message. Invite one of the groups to tell their “I” Message. If they need support with this, have the class help. Invite everyone to repeat the “I” Message.
- Prompt students to think of an “I” message that Milton can give Rupert and Lydia. Invite another group to give their “I” Message.
- Point to the second step on the Peace Path.

**WGR: What do the frogs need to do in this step? Brainstorm solutions. Talk in your groups about a fair way to solve the conflict so Milton isn’t unfair with the worm.**

- Allow students time to think of solutions. Invite several groups to share their solutions.
- Point to the third step on the Peace Path.

**Now the frogs are ready to \_\_\_\_\_** (Pause for students to jump right in with “Solve the problem.”). **Thank you for helping the frogs to solve their problem in a fair way.**



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: Would you rather plant a garden in the city, suburbs, or country? Why?**

**We have been learning a lot about plants and gardens this week! We have learned that plants and gardens need soil, sun, and water and that gardens can be planted in many different places. Let’s see if our Daily Message tells us more about plants and gardens.**

### Daily Message

---

Many people enjoy the fruits of gardens.

---

- 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:
  - Point to the “s” at the ends of “fruits” and “gardens.” **When we add an “s” to the end of a person, place, or thing, it means there is more than**



one of that thing. If I write the word “garden,” it means there is only one garden. If I add an “s” to “garden” and write “gardens,” it means there is more than one garden.

- WGR: What word from our Daily Message can you also see on the word wall? “*The*.”

## Theme Learning

- Reread the Daily Message, and explain its content.

Think aloud, I wonder what that means. Do you think it means that only fruits, such as watermelon or cantaloupe, grow in gardens? No, we know that flowers and vegetables grow in gardens too. I think it means that lots of people enjoy the many foods and flowers that we can grow in gardens. In our Daily Message, “fruit” means all the things that can be grown in a garden.

In the book *The Ugly Vegetables*, all the neighbors enjoy the flowers and the soup that is made from the vegetables grown in their gardens.

- Display the flowers, fruits, and vegetables.

These are examples of the fruits of gardens that we enjoy. Remember, “fruit” in this case means anything that grows in a garden.

T-P-S: Think about the fruits, vegetables, and flowers in your home. What do you have in your home that might have come from someone’s garden?

- Record students’ ideas on the chart entitled It Came from a Garden.
- Review the list when it is complete, and use thumbs up/thumbs down to see if everyone agrees that these items might have come from a garden.
- Play the digital dictionary video for “fruit.”
- 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 “fruit.”

The word “fruit” can have more than one meaning. Fruit can be a type of plant that people eat and is usually sweet, such as an apple or orange. “Fruit” can also mean anything that grows in a garden. That’s what “fruit” means in our Daily Message today. I can make a sentence with the word “fruit”:

Tasha’s mother gathered the fruits of her garden and used them to cook a delicious meal.



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 “What Plant Will It Be?” Encourage them to do the physical motions that accompany the rhyme.
- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



### Develop Phonemic Awareness—Phoneme Addition

- Tell students that today they will play Add a First Sound. Review with students how the game is played.



**Today we are going to play a game called Add a First Sound. I am going to say a word and then let you make a new word by adding a sound to the beginning of the word. So if the word is “at” and I ask you to add the /h/ sound (Hold up the key card for “h.”) to the beginning of the word, you would say, “Hat.” WGR: If I said “all” and asked you to add the /b/ sound (Hold up the key card for “b.”) to the beginning of the word, what word would you make? “Ball.”**

- Have students work in pairs to play Add a First Sound.



**I’m going to say one of the words from the rhyme and then say another sound that I want you to add to the beginning of the word. You and your partner will work together to make the new word. Ready? The word is “in.” Hold up the key card for “b.” T-P-S: Add /b/ to “in.” “Bin.” Great. Let’s try another sound. Hold up the key card for “f.” T-P-S: Add /f/ to “in.” “Fin.”**

- Continue to select words and sounds from the following list, holding up the key card for each sound that you want students to add to the existing word.

Word	Add	New Word
it	/k/, /b/, /l/	kit, bit, lit
eat	/n/, /m/, /s/	neat, meat, seat

- Remind students that you can also add final, or last, sounds to words. Use Think-Pair-Share to have students add /t/ to the end of “tree.” “Treat.”

**Let’s try a new game called Add a Last Sound in which we add a sound to the end of a word to make a new word. If I say “bee” and add a /t/ to the end, I would make the word “beet.” If I say “tree” and add a /t/ to the end, I would say... “Treat.”**

- Have students work in pairs to add more final sounds to given words.

**Try this one with your partner. The word is “mow.” Add /n/ to “mow.” What word did you make? “Moan.” Let’s try another word. The word is “hole.” Add /d/ to “hole.” What word did you make? “Hold.” Let’s try the word “by.” Add /k/ to “by.” What word did you make? “Bike.”**



- Award pocket points if several students are able to successfully add initial sounds to targeted rimes.



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



TIMING GOAL: 20 minutes

- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.



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



TIMING GOAL: 40 minutes

### Routine

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

Description:

- The dramatic play area will be a garden center.

When You Tour:

- Remind students that the dramatic play area will be a garden center.

### **Blocks Lab | Planting a Garden**

Description:

- Students will build a garden with artificial plants.

When You Tour:

- Remind students that they can use the blocks and props to make a garden.

### **Art Lab | Flower and Leaf Prints**

Description:

- Students will create flower and leaf prints.

When You Tour:

- Remind students that they can use the leaves and paint to make prints.

### **Classroom Library Lab | *The Ugly Vegetables***

Description:

- Students will retell the story *The Ugly Vegetables* through dramatization.

When You Tour:

- Remind students that they can retell *The Ugly Vegetables* by acting out the story.

### **Literacy Lab | Play School: Red Words!**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will write and read Red Words from the Shared Stories.

When You Tour:

- Remind students that today in their imaginary classroom, they can practice reading the Red Words from their Shared Stories.

### **Math Lab | Flower Shop**

Description:

- Students will open a flower shop.

When You Tour:

- Remind students that this lab is open.

### **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 | Purposeful Pouring**

Description:

- Students will pour water into containers of various sizes.

When You Tour:

- Remind students that they can experiment with water and containers.

### **Science Lab | Planting Seeds**

Description:

- Students will plant seeds.

When You Tour:

- Remind students that they can plant seeds in cups.

### **Writing Lab | What's the Price?**

Description:

- Students will make price tags for a garden center.

When You Tour:

- Suggest that students focus on making price tags today.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Our Favorite Hats Graph

- Select two students to look at the graph and pick their favorite kind of hat. Use an overhead marker to place an *X* in the appropriate column for each student's choice. T-P-S: **Make a prediction. Which type of hat do you think will be picked by the most students by the end of next week?**



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

- Continue to talk with students about the foods they are eating and which part of the plant the food comes from.

### Outside/Gross-Motor Play

- Encourage students to play a game from this or any previous unit.
- If you started a garden on day 4, have students continue to work on preparing it for planting.



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 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:

did  
fin  
puff  
fun  
fat  
fits  
puffs  
fib  
off  
sand



### Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /a/, /s/, /u/, /b/, and /f/.
- Show the Animated Alphabet video segment for /f/.

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:  
fun → bun → but → bat → fat

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.

### Red Words:

have see  
she saw  
they that

### Readles:

beach shark  
tire water



## 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 8. Tell your partner in a complete sentence about the fin in the water.**

Call on a few partnerships to share responses, and award 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:

fit

bad

sat

- 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.

**Matt had fun in the sun.**

## 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



- Select several students to explain how many pennies can be traded for one dime. Challenge students to think about how many pennies could be traded for two dimes.



- Award pocket points if students are able to tell how many pennies can be traded for one or two dimes.



- Review the values of a dime and a penny.

**T-P-S: Would you rather have eleven pennies or one dime?**



**RWE: I would rather have eleven pennies because they are worth eleven cents. One dime is worth ten cents. Eleven cents is worth more than ten cents.**

### Active Instruction



- Tell students that they will pretend to go shopping today and will match coins to money amounts.

**T-P-S: How do you know how much things cost when you go shopping?**



**RWE: I know how much things cost when I go shopping because they have price tags. The tags tell the price, or how much each item costs. Then I know how much I have to pay to buy it.**

- Explain that when you see a price tag, you need to count your money to make sure that you have enough to buy an item. Show the Going-Shopping Card with the eraser on it.

**T-P-S: How much does this eraser cost? How do you know?** *It costs three cents. There is a 3 on the tag followed by the cent sign. The cent sign tells us we are talking about money.*

- Repeat with several other Going-Shopping Cards. Have students identify the cost of each item and explain how they know the cost of each.

- Show the Going-Shopping Card with the muffin for six cents. Use a Think Aloud to model showing students which combinations of coins can be used to pay for the muffin.

**I want to buy this muffin for six cents. Which coins can I use to pay for it? Hmm. I wonder which coins I should use to make six cents. I think I will use six pennies. Six pennies are worth six cents! I wonder if there's another combination of coins I could use to pay for this? I know! I could use one nickel and one penny. A nickel is worth five cents, and a penny is worth one cent. Five cents and one cent make six cents!**

- Emphasize that there can be different combinations of coins that all equal the price of the item.

### Partner Practice

- Tell students that they will play a shopping game with the Going-Shopping Cards.

**You are going to take turns picking a card. Once a card is picked, you will pretend to buy the item on the card. The card tells you how much the item costs. You will use combinations of dimes, nickels, or pennies to pay for the item. Your partner will count your coins to make sure that you have enough money to buy the item. Then you will switch roles.**

- Model the activity if necessary. Give each partnership a set of Going-Shopping Cards and a paper cup of coins. Give them time to play the game.
- Circulate as students play. Monitor to see that they are selecting the correct combinations of coins to pay for each item. Prompt students to think of other combinations of coins that would equal the same amount for each item.

### Recap



- Select several partnerships to share the combinations of coins they used to pay for one or two items.



- Award pocket points if students can explain the various combinations of coins for each item.

- Review matching coins to money amounts.



**T-P-S: If I wanted to buy an item for thirteen cents, which coins could I use to pay for it?** *You could use one dime and three pennies. You could use thirteen pennies. You could use two nickels and three pennies.*



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

- “Where Are You Now?,” *The 20th Century Children’s Poetry Treasury*, page 12

### Introduce the Poem

- Before reading the poem today, show the illustration on pages 12 and 13.

**T-P-S: What do you see in this picture? Buildings, fountains, lights, etc. Do you think this is a picture of the country or the city, and how do you know?**

**I’d like to read a poem called “Where Are You Now?” by Mary Britton Miller, which tells about the city. Listen to the way the poet compares the windowpanes in the buildings with bees’ honeycombs.**



Gather students 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 on.

**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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

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

### Sharing

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



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



## Let's Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we have been learning about the fruits of a garden. Remember, our Daily Message today was “Many people enjoy the fruits of gardens.”**

**T-P-S: We know that “fruit” can have more than one meaning. Who can tell me what “fruit” means in our Daily Message? *Anything that grows in a garden.***

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

**This week we have learned a lot about plants and gardens. We learned that plants are living things that grow in soil or water and that many plants grow from seeds. We also talked about how each part of a plant has a name. T-P-S: Who can name some parts of a plant? Remember that roots are the part of the plant that grows underground.**

**T-P-S: What did we learn that both plants and gardens need? *Soil, sun, and water.* Right. Plants and gardens need soil, sun, and water. T-P-S: What’s another word for “soil”? *“Dirt.”***

**We also learned that there are different types of gardens that can be planted in different types of places. T-P-S: What are some of the places that gardens can be planted? *Cities, suburbs, and the country.* Where is the garden in *The Curious Garden* planted? *The city.* What about the garden in *The Ugly Vegetables*? *The suburbs.* What two types of gardens did the characters in *The Ugly Vegetables* plant? *Flower and vegetable gardens.***

- Show students the happy-or-sad-face sticks, and review their use. Then distribute the sticks, and play a quick game with students 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.

**Plants need sun to grow. *Agree.***

**Roots grow underground. *Agree.***

**Another word for “soil” is “leaves.” *Disagree. Another word for “soil” is “dirt.”***

**Gardens can only be planted in the country. *Disagree. Gardens can also be planted in the suburbs and the city.***

**People often grow flowers because they are pretty. *Agree.***

**“Fruit” can only mean plants that are usually sweet and that people eat. *Disagree. “Fruit” can also mean anything that grows in a garden.***

- Continue to talk with students about the celery stalk, and record their observations from the science lab. Compare their observations with their predictions. T-P-S: **Why do you think the leaves of the celery stalk changed color?** Relate this to the movement of water from the roots to the leaves in other plants.

### Vocabulary Review



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

**Our new word today is “fruit.” “Fruit” can mean anything that grows in a garden.** T-P-S: **When did we see, hear, or use the word “fruit” 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:  
fruit

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



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

### Cool Kid Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.
- 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: Ask students to look around their kitchens to see what foods might have come from someone's garden.

Read & Respond: **Try to read a book about gardens over the weekend!**

# Day 6 | Ready, Set...

## Focus

- Crops from gardens or farms are sources of food for people and animals.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• KinderCorner Weekly Record Form for unit 13, week 2</li> <li>• Theme-related books about farms</li> <li>• Math Lab: Going-Shopping Cards, plastic coins (from day 5)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Brain Game materials for the game of the Cool Kid's choice:               <ul style="list-style-type: none"> <li>– Catch That Sound—passages that contain multiple instances of the focal sound</li> <li>– Who Stole the Honey Pot?—bell or other item that makes a noise</li> </ul> </li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Prepared Farms chart paper</li> <li>• Egg</li> <li>• Piece of bread</li> <li>• Carrot</li> <li>• Knife (plastic)</li> <li>• Cup (small, clear, plastic) or glass jar</li> <li>• Toothpicks (three or four)</li> <li>• Container of water</li> <li>• Theme vocabulary word cards for “crop” and “farm” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• “My Garden” rhyme written on chart paper</li> <li>• Chalkboard or dry-erase board</li> <li>• Chalk or dry-erase markers</li> <li>• Board eraser</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Carlos and the Squash Plant</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• Going Shopping poster</li> <li>• Amount/What We Bought poster</li> <li>• Money Amount Cards</li> <li>• Coin Amount Cards</li> <li>• Shopping Cards</li> <li>• Two small paper bags</li> <li>• Masking tape</li> <li>• Overhead marker</li> </ul>

Additional Materials Needed Today	
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• One or more varieties of squash (cooked or raw)</li> <li>• Ranch salad dressing</li> <li>• Chart paper, marker</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>Peg's Ducks</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “i,” “n,” “s,” “u,” “b,” “f,” and “e” or IWB access</li> <li>• Green Word cards: “bed,” “eggs,” “pecked,” “ten,” “begged,” “fed,” “Peg’s,” “mess,” “Ben,” “Meg’s,” “pond,” “ducks,” “nest,” and “set” or IWB access</li> <li>• Red Word cards: “for,” “may,” “or,” “loved,” “O.K.,” and “said” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Button Toss sheet (appendix), one per partnership</li> <li>• Paper cups with ten buttons each, one per partnership</li> <li>• Chart paper and marker (optional)</li> <li>• Pencils or crayons</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “The Farmer,” <i>The 20th Century Children's Poetry Treasury</i>, page 60</li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Read &amp; Respond bookmarks</li> <li>• Chart paper and marker</li> <li>• Home Link animal hand stamp: lion</li> </ul>

### Learning Labs—Additional Materials

Dramatic Play Lab   KinderCorner Farm
<ul style="list-style-type: none"> <li>• Farm clothes (e.g., overalls, straw hats, work jackets, boots, plaid shirts, etc.)</li> <li>• Materials to create different crops (e.g., colored paper to make corn, carrots, lettuce, etc.)</li> <li>• Plastic farm-tool set (optional)</li> <li>• Scissors</li> <li>• Tape</li> <li>• Crayons or markers</li> </ul>

**Blocks Lab | Build It!**

- 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 | Fruit and Vegetable Prints**

- Large newsprint
- Fruits, vegetables, other farm crops, such as wheat, and cotton balls
- Shallow trays lined with paper towels or thin sponges
- Paint

**Classroom Library Lab | Reading on the Farm**

- Theme-related books about farms, farming, and farm animals

**Literacy Lab | Play School: Make a Dictionary**

- Drawing paper
- Glue or paste
- Scissors
- Markers and/or crayons
- Magazines

**Math Lab | Farm Stand**

- Multilink cubes (to use as fruit and vegetables if needed)
- Paper bags or boxes
- Plastic coins
- Items from the Wonder Box for other farm-stand-related props (for making fruits and vegetables to sell)
- Copies of Combinations for 10 page (appendix), one per student

**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 | Plant Experiments**

- Planted seeds or sprouts from last week's lab
- Water
- Writing implements
- Paper

**Writing Lab | Living on a Farm**

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

**Homework**

- Read & Respond
- Ask students if they found food in their homes that came from someone's garden.

**Available Activities**

## Classroom Library Lab

- Include new theme-related books about farms.

## Literacy Lab

- Same as day 5

## Math Lab

- Place the Going-Shopping Cards and coins from Math Mysteries on day 5 in the math lab.

## 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

#### 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 “fed” and “pond.” You will also watch to see whether they can read the sentence “The kids saw a nest with eggs.”
- 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 can identify something that happened by accident. You might also observe for this skill by asking students how characters feel during STaR.

#### Math

- Place ten linking cubes (or another manipulative) in front of the student. Tell the student an addition story and a subtraction story. Ask the student to act out each story using the manipulatives. Watch to see whether the student adds or removes cubes based on key words in each story that would imply addition or subtraction.

**Example:**

Addition story: **There were three flowers in the garden. Rex planted four more. How many flowers does Rex have in the garden altogether?**

Subtraction story: **Wendy planted ten flowers. She picked six flowers for her mother. How many flowers does Wendy have left in her garden?**

- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



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



## Gathering Circle

**TIMING GOAL:** 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Assign classroom jobs for the week.
5. Assign partnerships for the week. 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 why it is important to treat our friends fairly.**
- Provide a moment for students to think about the challenge. Review some unfair situations that impact students' ability to get along if needed (For example, a group of students work in the art lab with one set of markers, and one student controls the markers.). Remind students that they will talk about the challenge with their partners during snack time.
- Tell students they will earn pocket points when they demonstrate active-listening skills that show they listen carefully to what their partners have to say.

## Brain Game

- Introduce this week’s focus Brain Game.



**We play our Brain Games to make our mind muscles stronger. This week we will play a game that helps us focus.** Give the Focus signal. T-P-S: **How does being able to focus help us in school?**

- Restate students’ answers, pointing out the connections between listening carefully and being respectful of others in the class. For example, if someone says we need to pay attention when the teacher is reading a story, you might comment that when we do that, we allow others to hear the story too. Invite the Cool Kid to choose Telephone, Catch That Sound, or Who Stole the Honey Pot? as this week’s Brain Game.
- Play the game now, inviting the Cool Kid to lead the game if appropriate. Play the chosen game throughout the day and the week.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **Last week we learned about gardens and the plants that grow in gardens. You may have noticed some new books and pictures in our classroom this morning. What do you think we will be learning about this week?**

**This week we will be talking more about how people grow food. Our Daily Message will tell us what we will be learning about today.**

### Daily Message

---

People and animals get food from the crops that grow in gardens and on farms.

---

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

- Reinforce literacy objectives by pointing out the following:



- **I see two words in our Daily Message that are also on our word wall.**  
T-P-S: **Who can find the words? “The” and “that.” Remember that the word wall helps us to read and spell words that we see a lot.**
- Have students stretch and read the word “get.”

## Theme Learning

- Explain the content of the Daily Message.

**This week we are going to learn a lot about farms. Today we are going to be talking about how people and animals get food from the crops that grow on farms. Crops are the plants that farmers grow for people or animals to eat or use.**

tps

**T-P-S: Talk with your partner about what you already know about farms. Restate students' responses. You already know a lot about farms and farmers!**

- Display a carrot, a piece of bread, and an egg.

rwe

**Let's talk some more about farms and why they are important. T-P-S: Where do you think this food comes from? RWE: Much of the fruits and vegetables, milk and cheese, and meat and eggs that we eat come from farms. The bread, cookies, and cake we eat are made from flour that is made from wheat that grows on farms. People who live on farms provide us with much of the food we need.**

- Show students the Farms chart. Read the title, and direct students' attention to the Food section of the chart.

**Today we will begin to fill in our chart about farms. Let's work on the Food section today. T-P-S: What foods have we learned come from farms? Replies.** Record students' ideas on the chart.

- Introduce the following carrot-growing experiment.

**A carrot is a vegetable that grows in the soil in a garden or on a farm. You have learned about how vegetables and flowers grow from seeds. Sometimes you can grow a new plant from just a piece of a plant by placing the piece in water. Let's see what happens if we do this with a carrot.**

- Cut the carrot so about two inches remain below the green base.
- Put the carrot in a plastic cup filled with water so about one-half inch of the carrot is in the water. Hold the carrot in place by putting three or four toothpicks in it so they rest on the edge of the cup.
- Tell students that you will place the carrot in the science lab. During lab time today, they can predict what they think will happen. Over the next few days (or weeks), students can observe the carrot to find out what happens and whether their predictions were accurate.
- Use this opportunity to observe which students are able to predict outcomes.
- Play the digital dictionary videos for "crop" and "farm."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss them.



**Our two new words for today are "crop" and "farm."**

**A crop is a plant that farmers grow for people or animals to eat or use. I can make a sentence with the word "crop":**

**The farmer watered his corn crop.**

 As you did last week, you will be able to use this knowledge to tailor this week's instruction to expand students' understanding of the concepts of farms and farmers.

A **farm** is an area of land where **crops** are grown and animals are raised. I can make a sentence with the word "**farm**":

The farmer grew potatoes on his **farm**.



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 "My Garden."

**Today we will begin to learn a new rhyme about a garden. As we say the rhyme, we will imagine that we are planting seeds in a garden and watching them grow.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.



#### My Garden

**This is my garden.** (Extend hands forward with palms up.)

**I rake it with care;** (Use a raking motion with three fingers.)

**And then some seeds**

**I plant there.** (Sprinkle pretend seeds with one hand over the open palm of the other.)

**The sun will shine,** (Form a circle with hands.)

**The rain will fall,** (Let fingers flutter down.)

**The seeds will sprout,** (Hold palms facing each other, and raise arms slowly over head.)

**And grow straight and tall.** (Stiffen body upright, with hands still extended upward.)

### Develop Phonemic Awareness—Phoneme Substitution

- Introduce the activity to students.

**Let's look at some of the words from this rhyme. You already know that rhyming words sound alike, but today you're going to see how some rhyming words can also look alike. We can change a letter in a word to make a new rhyming word. Let's take a look together.**



- Point to the chart as you read the first paragraph.

**“This is my garden. I rake it with care; And then some seeds I plant....”**  
Pause for students to complete the sentence. *There.* WGR: **Which two words rhyme? “Care” and “there.”**

- Point to the words “care” and “there” on the chart, and say, **“Care” and “there” rhyme, but they are rhyming words that look different.**
- Guide students in finding the rhyming words in the next verse.

**Sometimes rhyming words look alike. Let’s read the next verse of our rhyme and see if we can find rhyming words that look alike.** Read, **“The sun will shine, the rain will fall, the seeds will sprout, and grow straight and....”** *Tall.*

WGR: **Which two words rhyme? “Fall” and “tall.” Let’s look at the first word, “fall.”**

- Write the word “fall” on the board.

WGR: **What is the first sound in the word “fall”? /f/. I’m going to change the /f/ to /t/ and make a new word.**

- Erase the “f,” and write “t.”

WGR: **What is the first sound in this new word? /t/. This is the word “tall.” Does it look like the word “tall” in the rhyme? Yes.**

- Erase the “t,” and write “f” again.

**This is the word “fall.”**

- Change the “f” to “t.”

WGR: **What is the new word? “Tall.” We made a new word by changing the first sound.**

- Guide students through new substitutions for the /f/ in “fall.”

WGR: **Now, if I erase the /t/ and write in a /b/, what word would I make? “Ball.” If I erase the /b/ and write in /h/, what word do we have? “Hall.” If I erase the /h/ and write in /m/, what word do we have? “Mall.”**

- Write the word “seed” on the board. Point to the word, and introduce making substitutions to “seed.”

**Let’s try a different word. I wrote the word “seed” on the board. What should we do to make the word “weed”? Change /s/ to /w/. What should we do to make the word “feed”? Change /w/ to /f/.**



- Award pocket points if most students are able to successfully substitute initial phonemes to create new words.



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



TIMING GOAL: 20 minutes

**STaR Words:**

fertile  
hurried

**Carlos and the Squash Plant***Written by Jan Romero Stevens**Illustrated by Jeanne Arnold*

In this engaging fantasy, Carlos is a boy who doesn't like to take baths. He especially does not like to wash his ears. His mother warns him, "If you don't wash your ears, a squash plant will grow in them!" One morning Carlos wakes up to find that his mother's prediction has come true—a squash plant is growing in his ear! As the squash plant grows longer and longer, Carlos desperately tries to hide it by wearing bigger and bigger hats. When the wind blows away his largest hat, Carlos dashes home to take a bath and give his ears a good scrubbing!

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

**Teacher's Note:** Read the story to yourself before reading it to students so you become familiar with the Spanish words. When reading the Spanish words, you could pronounce them as best you can, ask someone familiar with the Spanish language for help, or consult a Spanish dictionary for the correct pronunciations.

- 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 *Carlos and the Squash Plant*.**

**WGR: What does the title of a story tell us? *The name of the story.***

**Jan Romero Stevens wrote the story. WGR: What do we call someone who writes a story? *The author.* Jeanne Arnold made the pictures for the story. WGR: What do we call someone 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. **Let's see what we can learn about the story by thinking about the title and looking at the cover of the book. T-P-S: What do you see in this illustration? *A boy is holding a basket of vegetables. He is standing in a garden.* The title of the story is *Carlos and the Squash Plant*. WGR: Who do you think the boy on the cover is? *Carlos.* T-P-S: What do you think the boy is doing in this picture? What do you think might happen in this story?**

- Introduce the story vocabulary words.

**We will see some important new words in this story. One important word we will read is “fertile.” The story says Carlos lives in a fertile valley. This means the valley is good for growing crops.**

**We will also read the word “hurried.” “Hurried” means moved quickly. If your mom hurried to get ready for work, she got ready quickly. Sometimes people hurry if they are running late.**



Make predictions.

- Introduce the good-reader skill for today.

**To help them guess what might happen next, good readers think about what has already happened in the story. As I read the story today, think about what has happened so far. We will stop a few times and make guesses about what we think might happen next in the 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 2: I read one of our vocabulary words on this page—“fertile.” Remember, “fertile” means good for growing crops. Carlos lives in a fertile valley.**
  - **Page 4: T-P-S: What does Carlos hate to do? *Take baths*. Do you think a squash plant can really grow in your ear?**
  - **Page 6: We know that Carlos’s mother warned him that a squash plant would grow in his ears if he doesn’t wash them. We also know that Carlos hates taking baths, and he only wipes his face when he is supposed to take his bath. T-P-S: What do you think will happen next?**
  - **Page 10: T-P-S: Why does Carlos put on the hat? *To hide the squash plant growing in his ear*.**
  - **Page 12: We know that a squash plant is growing in Carlos’s ear, and he still won’t take a bath. T-P-S: What do you think is going to happen next?**
  - **Page 16: The story says Carlos hurried outside. Remember that “hurried” means moved quickly. T-P-S: Why do you think Carlos hurried outside?**
  - **I also read a vocabulary word from our last story, *The Ugly Vegetables*—“aroma.” This story describes the aroma of fresh cornmeal cakes cooking on the stove. T-P-S: Who remembers what the word “aroma” means? *Smell*.**
  - **Page 26: After reading the sentence that ends “...he had filled up the tub with water,” say, We know that a really big squash plant is growing in Carlos’s ear and that he lost the hat he was using to hide it. T-P-S: What do you think is going to happen next?**

After Reading



T-P-S: **What predictions did you make for this story? Did any of them come true?**

T-P-S: **How does Carlos feel about taking baths at the beginning of the story? *He doesn't like them.* T-P-S: How do you think he feels about baths now? Why?**

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

**The story says that Carlos lives in a “fertile” valley. T-P-S: What does the word “fertile” tell us about the valley where Carlos lives? *It is a good place for growing crops.* Let’s make a sentence using the word “fertile.” 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 “hurried.”



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 | KinderCorner Farm

### Description:

- The dramatic play area will be a farm.

### 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:

- Explain that this week the dramatic play lab will be a farm. Students will plant and care for crops.
- Remind students that the dramatic play lab was a farm earlier this year, during the fall season.
- Use Think-Pair-Share to have students describe what types of activities people do on a farm in the fall. *Harvest crops or send crops to market.*
- Use Think-Pair-Share to have students explain what will be different about a farm in the spring. *Farmers will spend more time planting crops instead of harvesting them.*
- Remind students to specify which roles they would like to play as they write their lab plans.
- Point out the different props they will find in the area. Invite students to share their ideas about how they could use the materials to make crops and other props.



### Facilitate Learning:

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

### Examples:

- **Should we mix up all the seeds or plant each type of crop in its own special section of the farm?**
- **How much do you think we should water the crops?**

## **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 that are available.
- Tell students they can build anything they want today.

### 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:**

- **I want to build a farmhouse today. How many rooms do you think it should have?**

## **Art Lab | Fruit and Vegetable Prints**

### Description:

- Students will create prints using fruits and vegetables.

### 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 that you have added to the lab.
- Tell students that they will use these materials to do a printing activity.
- Demonstrate how to place a section of a fruit or vegetable, cut side down, into the tray of paint and then to stamp it onto the paper.
- Provide the whole fruit or vegetable, in addition to sections, to make prints.
- Encourage students to make patterns, challenging them to make more complicated or repetitive patterns.

Facilitate Learning:

- Join students in creating fruit and vegetable prints.
- Encourage students to talk and write about what they are doing and the materials they are using.

**Example:**

- **I really like your pattern. Why did you choose a \_\_\_\_\_ to make your print?**

## **Classroom Library Lab | Reading on the Farm**

Description:

- Students will have the opportunity to explore books about farms and farming.

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:

- Point out the books about farms and farming that you have added to the lab.
- Encourage students to look for pictures or information about springtime farm activities.

Facilitate Learning:

- Join students as they read books about farms and farming.
- Talk with students about what they think they would like or dislike about farms and farming. Encourage students to speak in complete sentences.

## **Literacy Lab | Play School: Make a Dictionary**

Description:

- Students will use writing materials and/or illustrations from magazines to create picture dictionaries. They will share their dictionaries with the class.

Purpose:

- This lab provides students with an opportunity to demonstrate their knowledge of vocabulary.

When You Tour:

- Tell students that in this lab, they will use the writing materials to draw pictures or will use pictures from magazines to show what various words mean.
- Point out the materials that have been added to the lab.

- Explain how students can create dictionary entries by drawing or adhering pictures to pages and then by writing the word that is depicted by each picture.
- When students have completed their pages, they will compile them into books by placing the pages between cover pages.
- Encourage students to write titles for their dictionaries and their own names as the authors/illustrators.

Facilitate Learning:

- Join students as they write and illustrate their words.
- Encourage students to talk about the words they've chosen to include.

**Examples:**

- **I see you're drawing a picture that shows what the word \_\_\_\_\_ means. Why is this word important?**
- **Other students may want to know how to write this word or what it means. They will be able to look in your dictionary to find it.**

## **Math Lab | Farm Stand**

Description:

- Students will open a farm stand to sell fruits and vegetables.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to practice creating sets and making combinations in addition to reinforcing money concepts from the previous week.

When You Tour:

- Explain that this week the math lab is a farm stand. Ask students to think about what a farm stand is and what its purpose is. *A farm stand is a place where farmers can sell fruits and vegetables from their farms.*
- Have students brainstorm the different roles that they might play in a farm stand. *Cashier, customers, and farmer.*
- Tell students that they will sell sets of fruits and vegetables to customers. Explain that at farm stands, the fruits and vegetables are sold in sets; for example: ten apples for fifteen cents. Tell students they should make signs like this for their farm stand. Ask them to be sure to count out how many fruits and vegetables they have in the beginning, how many each customer buys, and how many are left.

Facilitate Learning:

- Join students in buying fruits and vegetables from the farm stand.
- 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.

**Examples:**

- **I need to buy eight apples. Do you have enough? How many will you have left when I buy my eight apples?**
  - **I would like to buy some fruits and veggies. I have twenty cents. What can I buy?**
- Point out the writing lab materials that can be used to make fruits, vegetables, and price tags.
  - Encourage students to visit the dramatic play center’s farm to see what fruits and vegetables they can buy and sell at the farm stand.
  - If students finish the farm stand activity, have the Combinations for 10 page available for students to practice making sets of ten.

**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 that 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:**

- **Guess what will happen if you \_\_\_\_\_?**
- **How does that work?**

## Science Lab | Plant Experiments

Description:

- Students will study the effects of different conditions on plant growth.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the relationship between environmental conditions and plant growth.

When You Tour:

- Remind students that they planted at least two plants last week so they could use one for experiments this week.
- Explain to students that different growing conditions will affect how their plants grow.
- Tell students they can create different growing conditions for their experimental plants.
- Suggest that students create the different conditions by making sure that some plants get more or less water or sunlight.
- Encourage students to observe which conditions are best/worst for plant growth and to record their observations in writing or with drawings.

Facilitate Learning:

- Join students in creating different growing conditions for plants.
- Ask questions, or make comments, that prompt students to think about and make predictions about the effects of different growing conditions.

**Examples:**

- **I wonder what would happen if we put one plant in a closet. What do you think would happen?**
- **Do you think a plant can get watered too much?**

## Writing Lab | Living on a Farm

Description:

- Students will write about what it would be like to live on a farm.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to freely express themselves in writing.

When You Tour:

- Explain that students can write about what it would be like to live on a farm.
- Encourage students to draw pictures to illustrate their writing.

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:**

- **Your description of planting crops was very detailed.**
- **Using Stretch and Spell to write \_\_\_\_\_ is a great strategy.**



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



## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

**Calendar**

**Days of the Week**

**Days of School Tape**

**Ten-Frames**



This activity will help students to identify and name the values of a penny, a nickel, and a dime.

## Our Favorite Hats Graph

- Select two students to look at the graph and pick their favorite kind of hat. Use an overhead marker to place an *X* in the appropriate column for each student's choice. T-P-S: **Make a prediction. Which type of hat do you think will be picked by the most students by the end of next week?**

## Going Shopping

- Ask students if they notice anything new on the 15-Minute Math board. *New posters and paper bags.* Tell them that they are going to go shopping. Explain that in one of the bags, there are Money Amount Cards and Coin Cards. Tell them that each day one student will pick a Money Amount Card or a Coin Card out of the bag. That will tell the student how much he or she can spend when he or she goes shopping. Explain that in the other bag, there are cards with pictures of different items. Say, **The items on the cards match the items on the Going Shopping poster.** Explain that the poster tells them how much each item costs. Make sure that students understand that the prices on the Going Shopping poster are not real. Then tell them that the cards will be displayed on the other poster.
- Select a student to pick a Money Amount Card or a Coin Card from the first paper bag. Ask him or her to identify the amount that he or she can spend when he or she shops. Then ask the student to look at the Going Shopping poster and select an item that he or she can afford to purchase. After the student has made his or her selection, tell the student that he or she must find the picture of that item in the Shopping Cards bag. Use masking tape to attach the Money Amount or Coin and Shopping Cards to the Amount/What We Bought poster. Ask the class to look at the poster as you name the amount of money on the Money Amount Card or the Coin Card and the cost of the item the student chose to purchase.



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 several varieties of cooked and uncooked squash. Encourage students to taste them and compare their taste, texture, and so forth. Some students may enjoy dipping the vegetables in ranch salad dressing. As you engage students in conversation, you might want to ask them where they think the squash they're eating came from. Do they think this squash came from Carlos's farm?
- Graph students' preferences for the different squashes, or simply make a thumbs-up-or-thumbs-down chart, and count the responses in the two columns.
- Invite students to talk about today's Partner Challenge.

**Our Partner Challenge today is to tell your partner why it is important to treat our friends fairly.**

- Allow students time to talk with their partners about the challenge. Monitor their conversations, and comment on students' use of active-listening skills. Encourage students to use the remembering strategies to help them remember what their partners tell them.
- Award pocket points when students demonstrate active-listening skills that show they listen carefully to what their partners have to say.



### Outside/Gross-Motor Play

- Play a game of Farmer in the Dell. As a variation, play the game having the farmer choose animals in place of family members.



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 *Peg's Ducks*. Introduce the title, author, and illustrator of the story.

**When we read *Peg's Ducks*, we will meet a new girl, Meg, who has a very special toy—a duck named Peg. In our last story, we read about Matt and Nan's day at the beach, where Nan thought a shark was swimming in the water. Today's story happens at a pond.**

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

#### Video Words:

get  
set  
eggs  
beg  
cracking  
duck  
ducklings  
pecking  
nest



Making Predictions

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

**Children like to play with toys. We talked earlier about some of your favorite toys. In this story, we will see how Meg pretends that Peg, the toy duck, can do things that a toy really cannot do. We would say that Meg is using her imagination. Do you ever pretend, or imagine, with your toys?**



**T-P-S: What kinds of things do you pretend with your toys?**

**Together with your partner, look at the pictures in your book.**

**T-P-S: What do you think Meg will do with Peg?**



- 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/, /n/, /s/, /u/, /b/, and /f/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /e/. **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 /e/.



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.**

-  Introduce the past-tense verbs that use "-ed." Start with the present-tense form, and then add the "-ed," showing students that the "-ed" says only /d/. Have students stretch and read the base word with you (Cover the "-ed. "). Then uncover the "-ed," and add /d/ at the end. Use the past tense in a sentence. (Sometimes when students say the past tense of a verb quickly, the ending sounds like /t/. It is not important to make this distinction for students. Using the /d/ sound as they blend should enable them to read the word.)

**The kids beg Mom to let them go to the pond.**

**Yesterday they begged Mom to let them go to the pond.**

**The ducks peck at Peg.**

**Yesterday they pecked at Peg.**

Green Words:

- bed
- eggs
- pecked
- ten
- begged
- fed
- Peg's
- mess
- Ben
- Meg's
- pond
- ducks
- nest
- set

- Tell students that sometimes they will hear both the /e/ and the /d/ in words with “-ed” endings. Use the following sentences as examples:

**I pat my dog.**

**Meg /pat...e...d/ patted Peg.**

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.

fig → fin → fan → tan → tap

Say-Spell-Say

**Red Words:**

for	loved
may	O.K.
or	said

**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 word wall.

**Readles:**

time  
toy  
happy

Readles

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

- Show the readle “toy” on page 1 of the Shared Story. **When we see this picture, we will say, “Toy.”** Repeat with the other readles.

## 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



- Select several students to count to 10. Select several students to count back from 10.



- Award pocket points if students are able to count up to and back from 10.
- Review matching coins to money amounts.



**T-P-S: If I wanted to buy an item for nine cents, which coins could I use to pay for it?**



**RWE: I could use nine pennies. Nine pennies equal nine cents. I could also use one nickel and four pennies. One nickel and four pennies equal nine cents.**

### Active Instruction

- Tell students that they will make number combinations.

**We have talked about combinations of coins that equal a certain amount. Do you remember when we made number combinations for the numbers 2–6? We are going to work with number combinations again today.**

- Review the term “number combination.”



**T-P-S: What is a number combination?** *A number combination is two numbers that we add together to make another number altogether.*

- Have students brainstorm the number combinations for 6.

**T-P-S: What are the number combinations that make 6?** *6 and 0, 5 and 1, 4 and 2, 3 and 3, 2 and 4, 1 and 5, and 0 and 6.*

- Explain that you will call out a number combination, and you want students to tell you which number the number combination makes altogether.



**WGR: Which number is 4 and 1 a combination for? 5. What is 2 and 2 a combination for? 4.**

- Repeat with other combinations for 2–6.

## Partner Practice

- Tell students that today they will find the number combinations for 10. Make sure that students are seated where they can see your demonstration. Place the Button Toss sheet where students can see it. Model the activity with a student partner.

**We are going to play a game called Button Toss. I'm going to toss ten buttons on the sheet. Some of the buttons will fall inside the circle, and some will fall outside the circle.**

- Spill the buttons out of the paper cup onto the Button Toss sheet. Invite students to look at how the buttons fell inside and outside the circle.



**WGR: How many buttons fell inside the circle? Answers will vary based on the toss. How many buttons fell outside the circle?**

- Model where to record the numbers of buttons inside and outside the circle on the Button Toss sheet.

**WGR: How many buttons are there altogether? Ten.**

- Have students count the buttons altogether with you. Explain how to complete the activity.

**You are going to play Button Toss with your partner. One partner will spill the buttons. The other partner will count how many land inside and outside the circle and then write those numbers on the Button Toss sheet. Then you will both count how many buttons there are altogether. Then you will switch roles.**

- Give each partnership a Button Toss sheet and a cup of ten buttons.
- Circulate as students play, and assist as needed. Ask questions such as “How many buttons fell inside the circle?” “How many buttons fell outside the circle?” and “How many buttons are there altogether? How do you know?”

Model writing a number sentence for the first combination in the margin or on the back of the activity sheet. Challenge students to do the same.

## Recap

- Select several partnerships to share the number combinations for 10 on their Button Toss sheets.
- Award pocket points if students can explain the number combinations.
- Review the number combinations for 10. Record these on the board or on chart paper.



**T-P-S: What are all the number combinations for 10? 10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.**



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

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “The Farmer,” *The 20th Century Children’s Poetry Treasury*, page 60

### Introduce the Poem

**This week we are learning all about farms and the people, animals, and plants that live on farms. I thought you might like to listen to a poem about a farmer. This poem is called “The Farmer,” and it was written by Carole Boston Weatherford.**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we have been talking about crops from gardens and farms. You are going to write about a food you eat that comes from a garden or farm.**

**What foods that you eat come from gardens or farms?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “Corn comes from farms.”**



- 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, and say-spell-say.*

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

- Use the 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, “Corn comes from farms.”**

- **“Corn” is the first word. I think I’ll draw a picture for “corn.”** Draw an ear of corn on the first line.
  - **“Comes” is the next word. What sounds do you hear in “comes”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **“From.” I hear some sounds that I know in “from.” I hear /f/, /r/, and /m/.** Write each letter as you say the sound.
  - **“Farms” is the last word. Can you hear any sounds that we’ve learned in “farms”?** 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

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

### Sharing

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



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

## Let's Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we have been learning about farms and farmers. WGR: What do we call the plants that farmers grow? *Crops.***

**We learned that if it weren't for farmers, we wouldn't have food. Let's write a class thank-you letter to farmers for all they do for us.**

- Place a large sheet of chart paper where all students can see it.
- Explain that when you write a letter, you begin with a greeting. Write "Dear Farmers," at the top of the chart paper.
- Enlist students' help as you write. WGR: **Which letter does the word "dear" begin with? "D."** Write the letter "D" and then "ear," and read the word. Continue in the same manner for the word "Farmers." Point out that a comma is used after "Farmers" to separate it from the next part, or body, of the letter.
- Move to the next line, and begin writing "Thank you for..." T-P-S: **What are some things we get from farmers? *Replies.***
- Record students' ideas in the letter with their help. For example, one partnership might say, "Apples," and you would say, "Thank you for..." and then ask students what letter makes the /a/ sound. Record the "a," and then ask, "What sound do you hear next?" Continue in the same manner for any parts of words that are phonetically regular. Point out the use of commas to separate the series of items in the letter.
- After writing several items, end the body of the letter with a concluding sentence such as "We appreciate all your hard work to bring us food." Then explain how to write a closing to a letter. Write a phrase such as "Sincerely," or "Your Friends," and then your class name.



-  **Assure students that you will send this letter to the local/state agriculture department, if not to a specific farmer. This needs to be a genuine communication to support the idea that there is a need for letter writing. Students can include some of the artwork created during this unit. Chances are good that you will receive a letter in return if you ask for one.**

### Vocabulary Review



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

**Our new words today are "crop" and "farm."**



**A crop is a plant that a farmer grows for people or animals to eat or use. T-P-S: When did we see, hear, or use the word "crop" today?**

**A farm is an area of land where crops are grown and animals are raised.**

**T-P-S: When did we see, hear, or use the word “farm” 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:**

crop  
farm

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Farm grow.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <b>We can say, Potatoes are grown on a farm.</b>
The student responds in a complete, but not very elaborate, sentence. <b>My uncle has a farm.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us some more about your uncle’s farm?</b>



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

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to tell your partner why it is important to treat our friends fairly.**

- Provide a moment for students to review their responses to the challenge.



- Use the sharing sticks to select students to give their responses. If your students remember their partners' responses, have them give their partners' responses in addition to their own. Award pocket points when students demonstrate active-listening skills that show they listen carefully to what their partners have to say.
- 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

- People work on farms.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: Trade book: <i>Carlos and the Squash Plant</i>; Shared Story: <i>Peg's Ducks</i></li> <li>• Math Lab: Button Toss sheets and buttons (from day 6)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• KinderRoo and Alex puppets</li> <li>• Small lunch tray</li> <li>• Lunch items, such as an empty milk carton, plastic food, a cup, a straw, etc.</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Working on the Farm</i></li> <li>• Pictures or objects representing a tractor, crops in a field, a cow, and a chicken</li> <li>• Farms chart (from day 6)</li> <li>• Theme vocabulary word card for “farmer” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Carlos and the Squash Plant</i></li> <li>• Paper</li> <li>• Markers or crayons</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Nutritious snack (fruits and/or vegetables)</li> <li>• Foam playground balls, one per student</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>Peg's Ducks</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “n,” “s,” “u,” “b,” “f,” and “e” or IWB access</li> <li>• Green Word cards: “bed,” “eggs,” “pecked,” “ten,” “begged,” “fed,” “Peg’s,” “mess,” “Ben,” “Meg’s,” “pond,” “ducks,” “nest,” and “set” or IWB access</li> <li>• Red Word cards: “for,” “may,” “or,” “loved,” “O.K.,” and “said” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Number-Combination Cards for 10 (appendix)</li> <li>• Button Hide sheet (appendix), one per partnership</li> <li>• Paper cups with ten buttons each, one cup per partnership</li> <li>• Pencils or crayons</li> </ul>

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> <li>• “The Farmer,” <i>The 20th Century Children’s Poetry Treasury</i>, page 60</li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• Farms chart (from Theme Exploration)</li> <li>• Home Link animal hand stamp: walrus</li> </ul>

### Learning Labs—Additional Materials

Blocks Lab   Build a Farm
<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Farm vehicles and equipment</li> <li>• Construction paper (variety of colors)</li> <li>• Glue</li> <li>• Tape</li> </ul>
Sand/Water Lab   Irrigation
<ul style="list-style-type: none"> <li>• Disposable plastic drinking straws (as wide in diameter as possible)</li> <li>• Tape</li> <li>• Pitcher</li> <li>• Stiff paper or cardstock</li> </ul>

## Day 7

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Display *Carlos and the Squash Plant* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Peg's Ducks* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 6

## Math Lab

- Place the Button Toss sheets and buttons in the math lab. Encourage students to make combinations for 10.

## Computer/Media Lab

- Same as day 6

## Writing Lab

- Same as day 6

## Other

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



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

## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

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

### Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
T-P-S: **What is a crop that a farmer might grow on his or her farm?**
- 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



- Use the KinderRoo and Alex puppets to introduce the concept of something happening by accident.
- Provide the following dramatization, and have students observe the characters using Stop and Stay Cool to avoid making an assumption about whether something happens by accident or on purpose.
- Have KinderRoo join the group carrying her lunch tray. As Alex joins you, he bumps into KinderRoo, and she spills her lunch on the floor. T-P-S: **How do you think KinderRoo feels? Why do you think she feels this way?** As students respond, listen for answers that indicate that they think KinderRoo is angry because she thinks Alex did this on purpose.
- Continue with the scenario.
- As KinderRoo, in an angry voice: **That Alex! He spilled my lunch, and I don't have anything to eat. I am so mad that I could knock his lunch on the floor! I could mark a Feelings Thermometer at the five.** Pause. **I think I need to calm down. I know I can follow Chilly the Penguin's advice to stop and stay cool.**

- Pause, and invite students to stop and stay cool along with KinderRoo as they watch the video clip.

**Let's help KinderRoo remember how to stop and stay cool.**



- Play the summary video about Stop and Stay Cool.

As KinderRoo, in a calm voice:

**I feel calm. I'm glad I remembered to stop and stay cool before I did something to Alex's lunch. Now I can check things out to find out why Alex did this to me.**

As KinderRoo, calmly to Alex:

**Why did you spill my lunch on the floor?**

As Alex:

**I tripped and fell into you, and your lunch fell. I didn't mean to spill your lunch.**



**T-P-S: What do we call it when someone causes something to happen without meaning to? RWE: When someone does something like Alex did when he spilled KinderRoo's lunch, we call it an accident.**

**T-P-S: What did KinderRoo do when she realized that she was very angry?**

**RWE: Yes, she used Stop and Stay Cool to calm down. KinderRoo could have spilled Alex's lunch or done something mean to him. T-P-S: After KinderRoo calmed down, she didn't knock over Alex's lunch or hurt him. What did she do? RWE: KinderRoo checked out what happened and found out that it was an accident. Alex didn't mean to spill KinderRoo's lunch.**

**When someone does something to us and we get upset, we know we can use Stop and Stay Cool to calm down before we have a conflict. KinderRoo also did something else that prevented a conflict. She checked out what really happened. When we are in this kind of situation, we can check things out before we react to prevent a conflict.**

### Partner Practice

- Have students determine whether something has happened by accident or on purpose.
- Quickly place students in groups to decide whether the following situations happened by accident or on purpose.
- Each group will have to figure out whether something that happened was an accident or was done on purpose. Assign one situation to each group. Feel free to substitute situations that are more relevant to your class.



**I will tell your group about something that happened that makes you feel bad. You will need to decide whether it was an accident or was done on purpose. T-P-S: How will you find out whether this was an accident? If you think it was an accident, talk with your group to see if you can think of a reason this may have been an accident.**

Suggested situations:

1. **Your friend dropped a block on your foot.**
2. **Your friend promised to play with you after school. When you go to her house, she's not there.**
3. **After dinner, your brother broke your plate.**
4. **Your friend opened the door and let your dog run away.**
5. **Your friend threw away the picture you were drawing.**

- Allow students enough time to decide whether the situation was an accident and how they can find out whether it was done on purpose or by accident. Tell students they will use their mind muscles for remembering to help them remember what their group decides so they can tell the class.
- Use the sharing sticks to select students to give their group's response.



### Partner Challenge

- Introduce the Partner Challenge.

**Today's Partner Challenge is to tell your partner about a time when you did something by accident. Think about whether what you did upset someone else.**

- Provide a moment for students to think about the challenge and ask any clarifying questions they may have. Remind students that they will have time to talk about the challenge with their partners later.
- Tell students they will earn pocket points when they tell about something that was an accident.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: What are some important things that we get from farms?**

**Farms provide us with many important things. Today's Daily Message will tell us more about farms.**

## Daily Message

Peoplework on farms.

- Write the Daily Message in front of students with “people” and “work” right next to each other without a space between them. Read 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: **Do you notice something strange about our Daily Message?** *There is no space between “people” and “work.”* If students don’t notice anything, slowly reread the message as you point to each word. RWE: **That’s right. There should be a space between “people” and “work.” Remember, we put spaces between words in a sentence so we know when one ends and the next begins.**
  - Have students stretch and read the word “on.”

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## Theme Learning

- Explain the content of the Daily Message.

**Yesterday we learned about how people and animals get food from the crops that grow on farms. Today we’re going to learn about the people who grow those crops and do other jobs on farms. We call these people farmers.**

- Display (picture or object) a tractor, crops in a field, a cow, and a chicken.

**Let’s talk about farmers and the work they do.** T-P-S: **What do you think these things have to do with farmers and their work?** RWE: **That’s right. Farmers use tractors to help with their crops. Farmers also raise animals on farms.**

- Show students the book *Working on the Farm*.

**The title of this book is *Working on the Farm*. Take a look at the cover.** T-P-S: **What do you think we might learn from this book?** *Replies.* **Let’s see if you’re right.**

- Read the book, stopping on the following pages to make points or ask questions:
  - **Page 7:** T-P-S: **When does work begin on the farm?** *Before sunrise. What are the first chores?* *Feeding and milking the cows.*
  - **Page 11:** T-P-S: **What kind of work do farmers do in the spring?** *Plant crops.*
  - **Page 12:** **I just read a big word—“irrigate.” “Irrigate” means give water. When farmers irrigate their crops, they are watering them.**
  - **Page 17:** T-P-S: **What are farmers doing when they harvest their crops?** *Gathering the vegetables or fruits they have grown.*
  - **Page 20:** T-P-S: **What work do farmers do at the end of the day?** *Feed and milk the cows again. Feed the other animals.*

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- Point to the Farms chart that you started yesterday. Direct students' attention to the section labeled "Farmers." T-P-S: **What have you learned about the work that farmers do?** *Replies.* Record students' ideas on the chart.



- Play the digital dictionary video for "farmer."
- 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 "farmer."**

**A farmer is a person who grows crops or raises animals on a farm. I can make a sentence with the word "farmer":**

**The farmer works hard every day taking care of crops and animals.**



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 "My Garden." Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.



### Develop Phonemic Awareness—Auditory Sound Blending

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

<i>/r-a-ke/</i>	<i>rake</i>	<i>/sh-i-ne/</i>	<i>shine</i>	<i>/t-all/</i>	<i>tall</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?** *Carlos and the Squash Plant.*



**WGR: The author is Jan Romero Stevens. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Jeanne Arnold. 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 “fertile.” What does “fertile” mean?** *Good for growing crops.*



**T-P-S: Can you think of a sentence that uses the word “fertile”? 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 “hurried.” *The word “hurried” means moved quickly.*

## Story Retell

- Tell students they will make sequence cards to retell the story *Carlos and the Squash Plant*.

**After I read the story *Carlos and the Squash Plant* again today, we will work in groups to make sets of sequencing cards that show what happens in the story and then retell the story.**

- Reread the story without stopping to ask interactive questions.
- Form groups of four by combining partnerships. Distribute paper and crayons or markers to each group of students.



**In the beginning of the story, Carlos works hard in the family garden.**

**T-P-S: What happens to Carlos when he works in the garden?** *He gets very dirty. 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 cards they draw.*

**Carlos’s mother tells him to take a bath and wash his ears, but Carlos only wipes off his face. T-P-S: What happens because Carlos only washes his face? A squash plant begins to grow in his ear. 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 cards they draw.

**T-P-S: How does Carlos hide the squash plant that is growing in his ear? He wears hats. 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 cards they draw.

**Carlos loses his hat and can’t hide his squash plant. T-P-S: What does Carlos do next? He takes a bath and scrubs his ear. 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 cards they draw.

- Invite students to place their group’s cards in order. Monitor students, helping them to place the cards in order, from left to right, as needed.
- Close the activity by asking students which part of the story they liked the most.

**Teacher’s Note:** You might wish to place the sets of sequence cards in the classroom library lab to encourage students to practice retelling the story.



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 | KinderCorner Farm

Description:

- The dramatic play area will be a farm.

When You Tour:

- Remind students that the dramatic play lab will be a farm. Ask students what kind of work people do on farms.

## Blocks Lab | Build a Farm

Description:

- Students will build a farm with blocks and other materials.

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 the materials available.
- Tell students they can build a farm with the blocks and other materials.
- Ask students what types of buildings and structures are found on a farm. *Barns, farmhouses, storage sheds, etc.*
- Suggest that students look at some of the books in the classroom library lab about farms for ideas.

Facilitate Learning:

- Join students as they build a farm.
- 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:**

- **I think a storm is coming. Maybe the cows should go in the barn.**

## Art Lab | Fruit and Vegetable Prints

Description:

- Students will create prints using fruits and vegetables.

When You Tour:

- Remind students that they can make fruit and vegetable prints.

### **Classroom Library Lab | Reading on the Farm**

Description:

- Students will have the opportunity to explore books about farms and farming.

When You Tour:

- Remind students that they can look at books about farms and farming. Encourage students to find examples of people working on farms.

### **Literacy Lab | Play School: Make a Dictionary**

Description:

- Students will use writing materials and/or illustrations from magazines to create picture dictionaries. They will share their dictionaries with the class.

When You Tour:

- Remind students that they can create picture dictionaries as they play school this week.

### **Math Lab | Farm Stand**

Description:

- Students will open a farm stand to sell fruits and vegetables.

When You Tour:

- Remind students that the math lab is a farm stand this week.
- Remind students that they will sell sets of fruits and vegetables to customers. Ask them to be sure to count out how many fruits and vegetables they have in the beginning, how many each customer buys, and how many are left.

### **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 | Irrigation

### Description:

- Students will create irrigation systems using straws.

### Purpose:

- This lab provides students with an opportunity to investigate the movement of water.

### When You Tour:

- Point out the new materials that you have placed in the lab.
- Explain that it is important to get water to crops on farms, especially in areas where there is little rainfall. The pipes and other equipment used to move water to the crops is called an irrigation system.
- Tell students they can use straws and other materials to build irrigation systems to move water around the sand table.
- Encourage students to build irrigation systems above and under the sand.
- Demonstrate rolling stiff paper into a funnel with a thin neck to use for pouring water into the straws.

### Facilitate Learning:

- Join students in making irrigation systems with straws.
- Ask questions, and make comments, that will help students to think about the nature of moving water and the tools and materials in the lab. For best results, jump in, and join the play as you interact with students.

### Examples:

- **I wonder what will happen if the end of the straw is higher than the front where we pour the water. What do you think will happen?**
- **How can we connect the straws to make long pipes?**

## Science Lab | Plant Experiments

### Description:

- Students will study the effects of different conditions on plant growth.

### When You Tour:

- Remind students that they can create different growing conditions for their experimental plants. Ask students who already visited the lab to describe the growing conditions that they created.

## Writing Lab | Living on a Farm

Description:

- Students will write about what it would be like to live on a farm.

When You Tour:

- Remind students that they can write about what it would be like to live on a farm.



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

## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

- Before placing the calendar cutout on the calendar, ask students to predict what the picture will be today. Ask a student to add the calendar cutout for today's date to the calendar. Ask, **Did you make the correct prediction? Replies. How did you know which picture would be on today's cutout? It's a pattern, and patterns repeat. Let's name the pattern using letters of the alphabet. Every time I point to a dog, say, "A." Every time I point to a cat, say, "B." Every time I point to a rabbit, say, "C."** Point to the calendar cutouts, and say, **A, B, B, C, A, B, B, C....** 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 April. You might be using the cutouts from a different month. Adjust as necessary.

### Days of the Week

### Days of School Tape

### Ten-Frames

### Going Shopping

- Select a student to pick a Money Amount Card or a Coin Card from the first paper bag. Ask the student to identify the amount that he or she can spend when he or she shops. Then ask the student to look at the Going Shopping poster and select an item that he or she can afford to purchase. After the student has made his or

her selection, tell the student that he or she must find the picture of that item in the Shopping Cards bag. Use masking tape to attach the Money Amount or Coin and Shopping Cards to the Amount/What We Bought poster. Ask the class to look at the poster as you name the amount of money on the Money Amount Card or the Coin Card and the cost of the item that the student chose to purchase.



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 talk with students about where the foods they are eating came from.
- Invite students to talk about today's Partner Challenge.

**Today's Partner Challenge is to tell your partner about a time when you did something by accident.**

- Allow students time to talk about the challenge. As you monitor their conversations, ask questions, such as "Did your accident upset someone else?" or "What happened when you explained that you didn't mean for it to happen?," to help them focus on the situation that they feel was an accident
- Award pocket points when students tell about something that was an accident.



### Outside/Gross-Motor Play

- Play a game of tag with the foam balls. Students can throw the foam balls at one another, and when a ball hits a student, that student sits down. When all students have been tagged, they all get up and start again.

**Teacher's Note:** Be sure to have students aim below the waist.

- Take this opportunity to observe which students can throw a ball in an intended direction.



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 /n/, /s/, /u/, /b/, /f/, and /e/.
- Show the Animated Alphabet video segment for /e/.

#### 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:  
Meg → beg → bed → red → fed

#### 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.

#### Green Words:

bed  
eggs  
pecked  
ten  
begged  
fed  
Peg’s  
mess  
Ben  
Meg’s  
pond  
ducks  
nest  
set



#### Red Words:

for    may  
or    loved  
O.K.    said

#### Readles:

time  
toy  
happy



## 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 Meg eat for breakfast in this story?** *Meg eats eggs.*

T-P-S: **What does Mom say when Meg asks if she can play at the pond?** *Mom says "O.K."*

### 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 3. Point to something in the picture that will make Mom mad. Tell your partner in a complete sentence what Meg is doing.**

Call on a few partnerships to share responses, and award 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



- Show the Number-Combination Card for 5 and 5.

**T-P-S: What number is this a combination for? How do you know?** *It is a combination for 10. If you count the dots altogether, there are ten.*



- Award pocket points if students are able to give the correct number and explain their thinking.
- Review the other number combinations for 10 using the Number-Combination Cards for 10. Select students to share the various combinations. *10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.*

### Active Instruction



- Tell students that they will practice separating sets today.

**T-P-S: What does it mean when we separate something?** *We take part of a whole group or set away.*

- Make sure that students are seated in such a fashion that they can see your demonstration. Show students a paper cup with ten buttons.

**I'm going to spill these buttons out of my cup. I have ten buttons. Let's count them together.**

- Explain that you will cover up some of the buttons with your cup.

**I want to see if you can guess how many buttons I hide under this paper cup. I'm going to have you close your eyes. Then I will hide buttons under the paper cup. When you open your eyes, I want you to tell your partner how many buttons are hiding under my cup.**

- Prompt students to close their eyes. Hide six buttons under the paper cup. Ask students to open their eyes.

**T-P-S: How many buttons do you see? How many buttons are hiding under the cup? How do you know?**



**RWE: There are four buttons that I see. There are six hiding under the cup. Four and six make ten.**

- Record the following on the board or chart paper: "I have 10 buttons. I see 4 buttons. 6 are hidden."
- Explain that students should think about the combinations that make 10 to help them figure out how many buttons are hiding under the cup. If necessary, use a Think Aloud to model how to figure out how many buttons are hiding under the cup.
- Explain that when we separate things, we are subtracting (or taking away.)

## Partner Practice

- Tell students that today they will separate sets of ten. Show the Button Hide sheet.

**You and your partner will play Button Hide. The first partner will spill the buttons, and the other partner will cover his or her eyes. The first partner will hide some buttons under the paper cup. Then the other partner will count how many buttons are outside of the cup, figure out how many are hiding under the cup, and write the numbers on the Button Hide sheet. Then pick the cup up, and check your answers!**

- Model this activity with a student partner if necessary. Give each partnership a Button Hide sheet and a cup of ten buttons.
- Circulate as students work. Prompt them to explain how they know the number of buttons that are hiding under the cup.

Model writing a number sentence for the first combination in the margin or on the back of the activity sheet. Challenge students to do the same.

## Recap

- Select several partnerships to share how they separated sets of ten on their Button Hide sheets.
- Award pocket points if students can explain how they separated the sets.
- Review separating sets of ten, or subtracting.

**T-P-S: If I have ten buttons and I only see five, how many buttons would I be hiding? How do you know?**

**RWE: You would have five buttons hiding. Five and five make ten. You can count them altogether to be sure.**

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



## Let's Daydream

**TIMING GOAL:** 25 minutes

### Routine

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

## Recommended Poetry Selection

- “The Farmer,” *The 20th Century Children’s Poetry Treasury*, page 60

## Introduce the Poem

**Let’s listen to the poem “The Farmer” again since we have been talking about people who work on a farm. As you listen to this poem, let the words make a picture in your mind of the farmer as he works. Making a picture in your mind will help you to remember this poem.**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking about farms. You are going to write a question that you would like to ask a farmer.**



**T-P-S: What would you like to ask a farmer?**

- Share an example that applies to you.

**I think that I will write a question that asks, “Is it fun to drive a tractor?”**

- 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, and say-spell-say.*

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

- Use the 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 question. My question is, “Is it fun to drive a tractor?”**

- **The first word is “is.” I remember how to write “is.” I need to make sure to use a capital, or uppercase, “I” when I write “it” because it is the first word in my question. We always capitalize the first letter of the first word in a sentence or question. Write “Is.”**
- **The next word is “it.” We can use Stretch and Spell to write “it.”** Prompt students to use Stretch and Spell. Write “it.”

- **The next word is “fun.” We can also use Stretch and Spell to write “fun.”** Prompt students to use Stretch and Spell. Write “fun.”
  - **“Is it fun to drive a tractor?” “To” is the next word. I remember how to write “to.”** Write “to.”
  - **“Drive.” I hear some sounds that I know in “drive.”** Write the word “drive.” **I see sneaky “e” at the end of this word! The “e” at the end of the word helps it to say “drive,” with an /i/ sound, and not “driv,” with the /i/ sound.**
  - **“A” is the next word. I can copy it from the word wall.** Write “a.”
  - **The last word is “tractor.” What sounds do you hear in “tractor”?** 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

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

### Sharing

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



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

# Let's Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap

- Review the learning focus of the day.



**We have been learning about farms and farmers yesterday and today.**

**T-P-S: Let's see what you remember about the work that farmers do.**

**You found out today that farmers work very hard.**

- Introduce the following musical activity.

**Let's sing a song about some of the chores farmers do around the farm.**

**As we sing, we can act out the chores.**

- Ask students to stand up and form a circle. Remind them of the song "Here We Go 'Round the Mulberry Bush," and explain that they will be singing slightly different verses of the song. For example:

**This is the way we pick the corn, pick the corn, pick the corn.**

**This is the way we pick the corn,**

**So early in the morning.**

**This is the way we feed the chickens, feed the chickens, feed the chickens.**

**This is the way we feed the chickens,**

**So early in the morning.**

- After singing a couple of verses, invite students to suggest what they should sing about next.
- If students have difficulty remembering all the things a farmer has to do, review the Farmers section of the Farms chart created during Theme Exploration.

**T-P-S: Have you learned any new things farmers do that are not on our chart?**

- Add new student ideas to the chart.

## Vocabulary Review



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

**Our new word today is "farmer." A farmer is a person who grows crops or raises animals on a farm. T-P-S: When did we see, hear, or use the word "farmer" 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:  
farmer

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



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to tell your partner about a time when you did something by accident.**

- Provide a moment for students to review their responses.



- Use the sharing sticks to select students to tell about their experiences. Encourage them to tell how the accident affected someone else and what happened after they said it was an accident. Award pocket points when students tell about something that they did that was an accident.
- 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

- Animals are found on farms.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: Shared Story: <i>Peg's Ducks</i></li> <li>• Math Lab: Button Hide sheets and buttons (from day 7)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• KinderRoo and Alex puppets</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Pictures (at least six) of various farm animals (e.g., cow, chicken, pig, sheep, horse) placed in a bag</li> <li>• Farms chart (from day 6)</li> <li>• Theme vocabulary word cards for “livestock” and “barn” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Mrs. Wishy-Washy's Farm</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Oat-ring cereal</li> <li>• Sunflower seeds</li> <li>• Granola</li> <li>• Small paper cups</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>Peg's Ducks</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “n,” “s,” “u,” “b,” “f,” and “e” or IWB access</li> <li>• Green Word cards: “bed,” “eggs,” “pecked,” “ten,” “begged,” “fed,” “Peg’s,” “mess,” “Ben,” “Meg’s,” “pond,” “ducks,” “nest,” and “set” or IWB access</li> <li>• Red Word cards: “for,” “may,” “or,” “loved,” “O.K.,” and “said” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Paper cups with ten bicolored counters each, one cup per partnership</li> <li>• Piece of paper</li> <li>• Window Box Garden sheet (appendix), one per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “The Old Dog’s Song,” <i>The 20th Century Children’s Poetry Treasury</i>, page 50</li> </ul>

Additional Materials Needed Today	
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Farms chart (from Theme Exploration)</li> <li>• Farm-animal pictures (from Theme Exploration)</li> <li>• Carrot experiment</li> <li>• Home Link animal hand stamp: hippopotamus</li> </ul>

### Learning Labs—Additional Materials

<b>Science Lab   Examining Leaves</b>
<ul style="list-style-type: none"> <li>• Leaves (various types including different sizes, shapes, and species)</li> <li>• Magnifier</li> </ul>
<b>Writing Lab   Farm Alphabet Big Book</b>
<ul style="list-style-type: none"> <li>• Crayons or markers</li> <li>• Paper</li> <li>• Books with pictures of farms and the people, equipment, or animals found on a farm</li> </ul>

## Day 8

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Place a few copies of *Peg's Ducks* in the lab. Encourage students to practice reading the book with a friend.

## Literacy Lab

- Same as day 7

## Math Lab

- Place the Button Hide sheets and buttons in the math lab for students to practice separating sets of ten.

## Computer/Media Lab

- Same as day 7

## Writing Lab

- Same as day 7

## Other

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



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

# Gathering Circle

TIMING GOAL: 20 minutes

**Routine**

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

### Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
 T-P-S: **What is a word that begins with the letter "e"?**
- 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 concepts of by accident and on purpose.  
 T-P-S: **What happened yesterday when Alex spilled KinderRoo's lunch?**  
 T-P-S: **What did KinderRoo do when she realized that she was very angry?**  
 RWE: **Yes, she used Stop and Stay Cool to calm down so she didn't spill Alex's lunch or do something mean to him.**  
 T-P-S: **When KinderRoo checked it out, what did she find out?** *It was an accident.*  
**KinderRoo and Alex still have a problem. WGR: Which conflict solver can Alex use for this problem?** *Apologize.*

As KinderRoo: **I understand that you didn't do it on purpose, but there is a mess on the floor, and I don't have a lunch.**

As Alex: **I think I can fix this accident. I will help you clean up the mess, and you can share my lunch.**

As KinderRoo: **Thank you for helping me. I'd like to share your lunch.**

- Review the conflict solver apologize.

**Alex used a conflict solver that we learned about after he told KinderRoo that he didn't mean to spill KinderRoo's lunch. WGR: Which conflict solver did Alex use? Apologize. Alex did apologize for spilling KinderRoo's lunch, but he did something else too. T-P-S: What did he do? RWE: Alex tried to fix the problem. He offered to help clean up the mess and share his lunch. An apology has two parts. First, you say you're sorry, and then, you try to fix what happened. If you do something by accident today, try to remember that after you apologize, you should try to fix it.**

**Talk to your partner, and think of an apology that Alex can give to KinderRoo. Remember, there are two parts to an apology. T-P-S: After Alex apologizes, what should he do? After you and your partner think of an apology to give KinderRoo, think of a way that Alex can fix things.**

- Provide some time for students to formulate an apology and think of a way to fix the situation.

### Partner Practice

- Assign an accident situation to each partnership. Have students work with their partners to think of an apology for the accident assigned to them and how to fix the problem.
- Remind them that an apology has two parts: saying "I'm sorry" and trying to fix the situation. Feel free to substitute situations that are more relevant to your class.

**I will tell you about something that happened by accident. You and your partner will think of an apology. Then you will think of a way to fix the problem that was caused by the accident.**

Suggested situations:

1. **Your friend is handing you a block, and it falls and lands on your foot.**
2. **Your friend promises to play with you after school. When it's time to come over, she tells you her family has to go to her grandmother's house.**
3. **When you carry your dishes to the sink after dinner, you trip over the dog and break your plate.**
4. **Your mother tells you to open the door to let someone in. When you do, the dog runs out.**
5. **You're cleaning up after lab time, and you throw away the picture your friend was drawing.**



- Allow students enough time to think of apologies and determine how to fix the situations. Use the sharing sticks to select students to tell their apologies and how they can fix their assigned situations. Have partnerships that had the same situation compare their apologies and ideas for fixing the problem.

## Partner Challenge

- Introduce the challenge.

**Our Partner Challenge today is to talk with your partner about why it is important to check things out when something happens that makes you angry.**

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

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: What are some jobs that farmers do to take care of animals?**

**Today's Daily Message will ask us more about farm animals.**

### Daily Message

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What animals are found on farms?

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- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: **What punctuation mark do you see at the end of our Daily Message?** *A question mark.*
  - WGR: **What does this punctuation mark tell us about the sentence?** *It is a question.*



### Theme Learning

- Explain the content of the Daily Message.

**Yesterday we learned that one of the jobs farmers do is take care of animals. Another word for the animals that live on a farm is “livestock.”**

**Today we're going to see a short video that will teach us more about the livestock on a farm.**



- Play the “Farm Animals” video.

T-P-S: **What are some animals that are raised on farms?** *Cows, chickens, pigs, etc.*



**All these animals must have a place to live on the farm. Many of them live in a barn. A barn is a building on a farm for livestock to live in. Farmers also often store equipment and other things in their barns.**

- Have students play Farm-Animal Charades. Quickly separate students into two groups of equal size. Tell students that each group will pick a picture of a farm animal out of a bag. One group will act like that animal. The other group will try to guess which animal the other group is pretending to be. Then the groups will switch roles.
- Continue playing until all the pictures have been picked.
- Point to the Farm Animals section of your Farms chart.

T-P-S: **What animals are found on farms?**

- Record students’ ideas on the chart.
- Play the digital dictionary videos for “livestock” and “barn.”
- 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 “livestock” and “barn.”**

**The word “livestock” describes animals raised on a farm. Cows, chickens, and pigs are examples of livestock. I can make a sentence with the word “livestock”:**

**It is a lot of work to take care of all the livestock on a farm.**

**A barn is a farm building where livestock live and other things are stored. I can make a sentence with the word “barn”:**

**At night, all the cows would go into the barn to sleep.**



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 “My Garden.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.



## Develop Phonemic Awareness—Auditory Sound Segmenting

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

<b>rake</b>	/r-a-ke/	<b>shine</b>	/sh-i-ne/	<b>tall</b>	/t-all/
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- Award pocket points if students are able to successfully produce the sounds in each word.



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



TIMING GOAL: 20 minutes

### STaR Words:

scrub  
stampede  
bliss

### Mrs. Wishy-Washy’s Farm

*Written by Joy Cowley*

*Illustrated by Elizabeth Fuller*

Mrs. Wishy-Washy is scrubbing the animals on her farm when the cow, pig, and duck decide to make a break for it and run off to the big city. The animals soon discover that life in the city is very different from the farm. They get kicked out of a restaurant by an angry chef, and get covered in paint at the hardware store. Finally, Mrs. Wishy-Washy comes to rescue the cow, pig, and duck and they find themselves back on the farm and in the tub for a good scrub. They are happy to be home!

## 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 *Mrs. Wishy-Washy’s Farm*. WGR: What is another word for the name of a story? *The title*. Joy Cowley is the author of the book. T-P-S: What did she do? *Wrote the book*. Elizabeth Fuller made the pictures for the book. T-P-S: What do we call the person who makes the pictures for a book? *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 cover. **Take a close look at the cover of our book.** T-P-S: **What do you see on the cover?** *A cow, a pig, a duck, and a woman.* T-P-S: **Where do you think the animals and woman live?** *Replies.* **Remember the title of our story is *Mrs. Wishy-Washy’s Farm*.** T-P-S: **Think about the title of the**

story and what you see on the cover of the book. Tell your partner what you think might happen in this story.

- Introduce the story vocabulary words.

We're going to learn some important new words when we read our story. One word we will see is "scrub." "**Scrub**" means to rub hard to get something clean. If your hands get really dirty then you need to scrub them clean.

We will also read the word "stampede." "**Stampede**" means the sudden running or rush of a herd of animals.

Another word we will read is "bliss." "**Bliss**" means extreme happiness or joy.

- Introduce the good-reader skill for today.

When good readers see a word that they do not know how to read, they try to sound it out. I will show you what that looks like with a few words today.



#### During Reading



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

**Page 3:** Point to the old tin tub. **This tub is where the animals go for a scrub. Remember, "scrub" is one of our vocabulary words that means to rub hard to get something clean. What do you think the brush is for? *The brush is used to scrub the animals fur or skin.***

**Page 8:** T-P-S: **Why do you think the cow, pig, and duck are running away? *The animals are sick of being washed in the tub so they run from Mrs. Wishy-Washy.***

**Page 11:** **The city is as wild as a farm stampede. "Stampede" is another vocabulary word. Remember, "stampede" means the sudden running of a herd of animals. Look at the picture of the city in the story. T-P-S: What do you think is like a stampede in the city? *The cars rushing by on the street.***

**Page 16:** T-P-S: **What were the animals looking for in the restaurant? *They were looking for food to eat.***

**Page 24:** T-P-S: **How do you think the animals felt when they saw Mrs. Wishy-Washy? *Happy!***

**Page 27:** **Look at the picture of the cow, pig, and duck jumping into the tub. They say "Oh, bliss!" Remember, "bliss" is another one of our vocabulary words. "**Bliss**" means extreme happiness or joy. T-P-S: How can you tell that the animals feel happy? *They are leaping into the tub and smiling.***

#### After Reading

T-P-S: **How was life in the city different from life on Mrs. Wishy-Washy's farm?**

T-P-S: **Why do you think the animals felt so happy to be back on the farm?**

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

**Mrs. Wishy-Washy likes to keep her animals clean and give them a “scrub” in the tub. T-P-S: Who can tell me what “scrub” means? To clean by rubbing hard. Let’s make a sentence together using the word “scrub.”**  
**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 “stampede” and “bliss.”



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 | KinderCorner Farm

Description:

- The dramatic play area will be a farm.

When You Tour:

- Remind students that the dramatic play lab will be a farm. Ask students what kinds of animals they might raise on the farm and what kinds of foods could come from those animals.

**Blocks Lab | Build a Farm**

Description:

- Students will build a farm with blocks and other materials.

When You Tour:

- Remind students that they can build a farm with the blocks and other materials.

**Art Lab | Fruit and Vegetable Prints**

Description:

- Students will create prints using fruits and vegetables.

When You Tour:

- Remind students that they can make fruit and vegetable prints.

**Classroom Library Lab | Reading on the Farm**

Description:

- Students will have the opportunity to explore books about farms and farming.

When You Tour:

- Remind students that they can look at books about farms and farming.

**Literacy Lab | Play School: Make a Dictionary**

Description:

- Students will use writing materials and/or illustrations from magazines to create picture dictionaries. They will share their dictionaries with the class.

When You Tour:

- Remind students that they can create picture dictionaries as they play school this week.

**Math Lab | Farm Stand**

Description:

- Students will open a farm stand to sell fruits and vegetables.

When You Tour:

- Remind students that the math lab is a farm stand this week.

## **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 | Irrigation**

Description:

- Students will create irrigation systems using straws.

When You Tour:

- Remind students that they can use straws and other materials to build irrigation systems to move water around the sand table.

## **Science Lab | Examining Leaves**

Description:

- Students will closely examine a variety of leaves.

Purpose:

- This lab provides students with an opportunity to investigate leaf structure.

When You Tour:

- Point out the new materials that you have placed in the lab.
- Tell students they can use the magnifiers to examine the different leaves.
- Encourage students to write descriptions or draw pictures of the leaves.

Facilitate Learning:

- Join students in examining the leaves, and talk with them about their observations.
- If there are several of each type of leaf, invite students to match the leaves that are the same type. Encourage students to tell you what is similar or different about the different types of leaves.

**Examples:**

- **Let's put all the leaves that are the same together.**
- **How are the different types of leaves the same? How are they different?**

## Writing Lab | Farm Alphabet Big Book

### Description:

- Students will use create a farm-themed alphabet book.

### Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to review letter/sound skills in writing.

### When You Tour:

- Point out the usual writing supplies, and tell students that they can make a page for the class Farm Alphabet Big Book using their ideas from the classroom library lab and what they know about farms and the animals that live on farms.
- Talk with students about the animals, buildings, and equipment found on a farm, and tell them that they may choose something from one of those categories to add to the class Farm Alphabet Big Book. They may draw pictures of their items for the book.
- Remind students that they can make a page for the class Farm Alphabet Big Book. Encourage students to create pages for letters that have not already been completed.

### Facilitate Learning:

- Explain that in an alphabet book there is usually one letter shown on each page. That letter is usually larger than, and set apart from, the other writing on the page.
- Help students determine which letters their items begin with and decide on which pages in the book they belong. Encourage them to write the correct letters in a prominent place on their papers, draw their pictures, and write some additional information about the items.
- Remind students of the writing strategies they know that will help them to write unknown words.

### Examples:

- **“Tractor.” I can hear the /t/ and the /r/ at the beginning of this word. What other sounds do you hear in “tractor”? Let’s spell this word together.**
- **I would like to make a page for a horse. What letter does “horse” begin with?**
- Tell students that you will collect their pictures throughout the week and put them together in a book on day 10 during Let’s Think About It.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Going Shopping



- Select a student to pick a Money Amount Card or a Coin Card from the first paper bag. Ask the student to identify the amount that he or she can spend when he or she shops. Then ask him or her to look at the Going Shopping poster and select an item that he or she can afford to purchase. After the student has made his or her selection, tell the student that he or she must find the picture of that item in the Shopping Cards bag. Use masking tape to attach the Money Amount or Coin and Shopping Cards to the Amount/What We Bought poster. Ask the class to look at the poster as you name the amount of money on the Money Amount Card or the Coin Card and the cost of the item that the student chose to purchase. T-P-S: **Are there any other items that you could buy with this amount?**



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

- Have students make something that looks like chicken feed for today's snack. Have them mix a handful of oat-ring cereal with some sunflower seeds or granola in a small paper cup. Talk with them about these foods and how the mix is similar to the feed the chickens that live on the farm eat.
- Invite students to talk with their partners about the Partner Challenge.

**Our Partner Challenge today is to talk with your partner about why it is important to check things out when something happens that makes you angry.**



- Allow students time to talk about the challenge and share their ideas.
- Award pocket points when you observe students using active-listening skills to listen carefully to their partners.

### Outside/Gross-Motor Play

- Play a game of Follow the Leader to the barn. Select one student to be the leader. Invite that student to choose a farm animal that the other students should walk or move like to the barn. After students arrive at the barn, another student becomes the leader and leads the group back around the farm as students walk like the animal that the leader chooses.



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 /n/, /s/, /u/, /b/, /f/, and /e/.
- Show the Animated Alphabet video segment for /e/.

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:

bed  
eggs  
pecked  
ten  
begged  
fed  
Peg's  
mess  
Ben  
Meg's  
pond  
ducks  
nest  
set



**Red Words:**

for may  
or loved  
O.K. said

**Readles:**

time toy  
happy

**Quick Erase**

- Use the following word sequence:  
ten → Ben → men → met → mat

**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: Can anyone remember the title of the story?** Peg's Ducks.

**T-P-S: Do you remember what happened when the real mother duck came back?** *The mother duck was mad and pecked Peg.*

**Now you're ready to read the story again. This time you will read it with your partner, but I will guide you to move from page to page. Open your book 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 at page 7. Read the first sentence with your partner. Tell your partner in a complete sentence what the kids find at the pond.**

Call on a few partnerships to share responses, and award 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



- Place ten bicolored counters on the overhead or on a large piece of construction paper. Have students count them with you. Have students cover their eyes. Cover six of the counters with a piece of paper.

**There were ten counters. I can see four. How many are hidden?**



- Select a student to share how many counters are hidden. Award pocket points if students are able to tell how many counters are hidden.
- Review the number combinations for 10 using the Number-Combination Cards for 10. Select students to share the various combinations. *10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.*

## Active Instruction

- Tell students that they will listen to stories today and practice separating sets. Make sure that students are seated in such a fashion that they can see your demonstration.

**How many of you have ever had a garden filled with flowers? If you live in the city, you might not have a yard or room for a flower garden in the ground. People who want to have flower gardens, but who live in the city, sometimes have window box gardens.**

- Show students the Window Box Garden sheet and a paper cup with bicolored counters. Explain that you will pretend that the bicolored counters are seeds for a garden. Model a story for students.

**I'm going to tell a story and act it out with my seeds and my storyboard. Here's my story! I wanted to plant daisies and tulips in my garden. I went to the store to buy seeds.**

- Explain to students that they should listen carefully as you tell them how many seeds to plant.

**I planted four daisy seeds.** Place four counters on your Window Box Garden sheet. **Then I planted four tulip seeds.** Place four counters on your Window Box Garden sheet.

- Direct students' attention to your Window Box Garden sheet. Prompt students to think about how many seeds are planted in the window box altogether.



**T-P-S: I planted four seeds. Then I planted four more. How many seeds did I plant altogether? How do you know?** *I planted eight seeds. Four and four make eight.*

- Explain that when we count things altogether, we are adding. Continue the story.

**I had a beautiful garden right outside my window. I decided to bring some of the beautiful flowers into the classroom. I picked six of my flowers and placed them in a paper cup to bring to school.** Pretend that you are picking six flowers, and move six counters to the edge of your storyboard.

**T-P-S: I had eight flowers. I picked six for the classroom. How many flowers do I have left? How do you know?** *I have two flowers left. Six and two make eight.*

- Explain that when we take things away, we are subtracting.

### Partner Practice

- Tell students that today they will work with their partners to act out the next story. Give each partnership a Window Box Garden sheet and a cup with ten bicolored counters.

**You and your partner will act out the next story using your counters. Take turns placing the counters on the storyboard and removing them.**

- Tell the next story. Explain that students should listen carefully.



**T-P-S: I am going to give you ten seeds to plant a garden.** Wait for students to place ten counters on their storyboards. Prompt partners to check the number of seeds. **Then I want you to plant two more seeds.** Wait for students to place two more counters on their storyboards. Prompt partners to check the number of seeds.

- Prompt students to find the total number of seeds.

**T-P-S: How many seeds did you plant altogether? Count them together.** *Twelve.*

- Continue the story.

**All of your seeds grew into beautiful flowers. Let's pretend that you pick three flowers to bring home. Pull them out of your window box. Wait for students to remove three counters. Prompt partners to check the number of flowers that were removed.**

- Prompt students to figure out how many flowers are left.

**T-P-S: You had twelve flowers. Three of the flowers were picked. How many flowers are left in your window box? How do you know? *There are nine flowers left. Three and nine make twelve.***

- Continue telling addition and subtraction stories in the same fashion as long as time and interest allow.

## Recap

- Select several partnerships to model an addition and subtraction story.

**Charlie planted five sunflower seeds and five marigold seeds. How many seeds did he plant altogether? When the flowers grew, he picked three flowers for his friend Mary. How many flowers does he have left?**



- Award pocket points if students correctly count how many there are altogether and how many are left.



- Review adding and subtracting.

**T-P-S: If I want to know how many there are altogether, what am I going to do? If I want to know how many are left, what am I going to do?**



**RWE: You should count both sets together if you want to find out how many there are altogether. If you want to find out how many are left, you will take some away and count what's left.**



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.



**TIMING GOAL:** 25 minutes

### Routine

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

## Recommended Poetry Selection

- “The Old Dog’s Song,” *The 20th Century Children’s Poetry Treasury*, page 50

## Introduce the Poem

**Many farms and farmers use dogs to protect their animals and property. When dogs sense danger, they bark and make loud noises to wake the farmers. I’d like to read a poem to you about a dog who takes care of his owner and his house. In the poem “The Old Dog’s Song,” we’ll hear about the dog’s day. Leslie Norris wrote this poem. Close your eyes, and imagine yourself as the dog in this poem and all the things that you would do in a day.**

- Reread the poem to allow students to visualize the images presented.



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

## Write Away

TIMING GOAL: 20 minutes

## Prewriting

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

**Today we’ve been talking about farm animals. You are going to write about your favorite farm animal.**



**T-P-S: What is your favorite farm animal?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “I really like pigs.”**

- 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, and say-spell-say.*

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

- Use the 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 really like pigs.”**

– **The first word is “I.” This word is on the word wall, so I’ll copy it.**  
Write “I.”

– **The next word is “really.” What sounds do you hear in “really”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

– **“Like.” I hear some sounds that I know in “like.” I hear /l/ at the beginning and /k/ at the end. I also hear the letter “i” say its name. I wonder if this is a sneaky “e” word. Let’s see. Write “like.” Yes, that looks right. “L,” “i,” “k,” “e”—sneaky “e” helps us spell the word “like.”**

– **The last word is “pigs.” We can use Stretch and Spell to write “pigs.”** Prompt students to use Stretch and Spell. Write “pigs.” **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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

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

**Sharing**

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



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

# Let's Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap



- Review the learning focus of the day.

**Today we learned about the animals that are found on farms. T-P-S: What are some animals that are found on farms?**

- Ask students to stand up and form a circle. Introduce students to, or remind them of, the song “Old MacDonald Had a Farm.” Explain that students will sing their own version of the song. One student will pick a picture of a farm animal out of the bag that they used during Theme Exploration. The class will then sing a verse about the animal that the student picked.
- Begin with students singing the cow verse to review the song’s words and patterns.

**Old Macdonald had a farm, E-I-E-I-O**  
**And on his farm he had a cow, E-I-E-I-O**  
**With a moo-moo here and a moo-moo there**  
**Here a moo, there a moo**  
**Everywhere a moo-moo**  
**Old Macdonald had a farm, E-I-E-I-O**

- Have a student pick a farm-animal picture from the bag, and sing a verse about that animal with the class.
- Continue playing until all the pictures have been picked.
- Review the content in each of the three sections of the Farms chart.

**T-P-S: Have you learned about any other farm animals that are not on our chart?**

- Add any new ideas to the chart.
- Check on the carrot top in water. Ask students if the carrot has changed in any way. Compare their predictions to what they observe.

## Vocabulary Review



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

**One of our new words today is “livestock.” “Livestock” is the word used to describe all the animals raised on a farm. T-P-S: When did we see, hear, or use the word “livestock” today?**

**Our other new word today is “barn.” A barn is a farm building where livestock live and other things are stored. T-P-S: When did we see, hear, or use the word “barn” 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:**  
livestock  
barn

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



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to talk with your partner about why it is important to check things out when something happens that makes you angry.**

- Provide a moment for students to review their responses to the challenge.



- Use the sharing sticks to select students to tell why it's important to check things out when something happens before they get angry. Award pocket points when you observe students using active-listening skills to 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 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

- Some food products come from farm animals.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Math Lab: Window Box Garden sheets and bicolored counters (from day 8)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Brain Game materials for this week's selected Brain Game (see day 6)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Farms chart (from day 6)</li> <li>• Theme vocabulary word card for "meat" or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• "Old MacDonald Had a Farm" poster</li> <li>• Manipulatives or counters, six per student and eight for teacher modeling</li> <li>• Pictures of a variety of plants, animals, or other farm objects that students should be familiar with (optional)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Mrs. Wishy-Washy's Farm</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Eggs, ham, milk, or other food that comes from farm animals</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>Peg's Ducks</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: "n," "s," "u," "b," "f," and "e" or IWB access</li> <li>• Green Word cards: "bed," "eggs," "pecked," "ten," "begged," "fed," "Peg's," "mess," "Ben," "Meg's," "pond," "ducks," "nest," and "set" or IWB access</li> <li>• Red Word cards: "for," "may," "or," "loved," "O.K.," and "said" or IWB access</li> <li>• Letter tiles from all previous units</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Number-Combination Cards for 10 (appendix), one set</li> <li>• Paper cups with ten bicolored counters each, one cup per partnership</li> <li>• Piece of paper</li> <li>• Window Box Garden sheet (appendix), one per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• "If Only," <i>The 20th Century Children's Poetry Treasury</i>, page 30</li> </ul>

<b>Additional Materials Needed Today</b>	
<b>Write Away</b>	<ul style="list-style-type: none"><li>• Chart paper and marker or whiteboard for teacher modeling</li><li>• Pencils</li><li>• Paper or students' writing journals</li><li>• <i>Writing Development Feedback Guide</i></li></ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"><li>• "Old MacDonald Had a Farm" poster</li><li>• Farms chart or IWB access</li><li>• Carrot experiment</li><li>• Home Link animal hand stamp: elephant</li></ul>

## Day 9

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Same as day 8

## Literacy Lab

- Same as day 8

## Math Lab

- Place the Window Box Garden sheets and bicolored counters in the math lab.

## Computer/Media Lab

- Same as day 8

## Writing Lab

- Same as day 8

## Other

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



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



## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

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

### Home Link Debrief

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

T-P-S: **How do you solve and complete this number sentence:**

$$10 - 4 = \underline{\quad} ? 6.$$

- 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.



### Partner Challenge

- Introduce today's Partner Challenge.

**Today's Partner Challenge is to tell your partner why it's important to apologize and then try to fix things when you do something by accident.**

- Provide a moment for students to think about this. Remind them that they will be able to talk with their partners about this challenge later.
- Tell students they will earn pocket points when they tell why it's important to try to fix things when they use the conflict solver apologize.

### Brain Game

- Review this week's Brain Game.

**It's time to play our focus** (Give the Focus signal.) **Brain Game again.**

Review the game if necessary. If students are ready for more challenge with the game, modify it to make it more difficult. T-P-S: **How does this game help us in kindergarten?** Challenge students to think of new ways that this skill helps them in school.

- Continue to play the Brain Game throughout the day today and tomorrow.





## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S:** If you were a farmer, what kinds of animals would you want to raise? Why?

Yesterday we learned about farm animals. Let's see if today's Daily Message will tell us more about the animals found on a farm.

### Daily Message

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Some food comes from farm animals.

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- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:



– **T-P-S:** What letter do you see at the beginning of two words in today's Daily Message? "*f*." Right. The letter "*f*" is at the beginning of "food" and "farm." Emphasize the /f/ sound as you say each word. What sound does "*f*" make? /f/. Can you think of some other words that begin with the /f/ sound? *Replies.*

### Theme Learning

- Explain the content of the Daily Message.

Yesterday we talked about the animals that are found on a farm. Today we are going to learn about the food that comes from farm animals. Let's watch our video again and see what it tells us about the food we get from farm animals.

- Play the "Farm Animals" video.

**T-P-S:** What are some foods that we get from farm animals? *Milk, eggs, meat, etc.*

You've learned a lot about the foods that come from farm animals. Let's talk about which foods come from which animals.

**T-P-S:** Which animals provide the milk we need to make cheese, ice cream, butter, and yogurt? *Cows.* That's right. Milk products come from cows.

**T-P-S:** From which animals do we get eggs and meat? *Chickens.* Eggs and meat come from chickens.

**T-P-S:** From which animals do we get beef—foods such as hamburgers, steaks, and pot roasts? *Cows.* Beef comes from cows too. And we get bacon, ham, and pork from pigs and meat from lambs. Animals are an important source of food for many people.



- Introduce the following activity.

**Let’s play a game. I am going to name some different food items. If the food I mention comes from an animal, I want you to stand up. If the food I mention comes from a garden or crop on a farm, I want you to sit quietly where you are. Ready? The first one is cheese. WGR: Should you stand up? Yes. Have students stand up. Cheese is made from milk, and milk comes from cows, and a cow is an animal. Sit down, and we will try again. Apples. Should you stand up? No. Apples grow on trees.**

- Continue the game using the following food products: ham, steak, squash, eggs, chicken, potatoes, and bacon.
- Point to the Food section of the Farm chart.

T-P-S: **Can you think of any new foods that we should list here?**

- Record any new ideas on the chart.
- Play the digital dictionary video for “meat.”
- 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 “meat.”**

**Meat is the flesh of animals that we eat. I can make a sentence with the word “meat”:**

**The meat from cows is called beef.**



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 traditional song “Old MacDonald Had a Farm” by showing the “Old MacDonald Had a Farm” poster. Ask students, **What is this? A barn. What might live in a barn? Animals.** Open the barn doors, and let students look at the animal hidden behind the doors. Show students how a different animal appears in the barn doors each time the wheel is turned.
- Tell students that they will sing a song about animals that live in a barn. Use My Turn, Your Turn to review the traditional song “Old MacDonald Had a Farm” with students if necessary.
- Open the barn doors, and sing about the animal that is shown. Turn the wheel to show a new animal, and sing a new verse. Let students have fun with the animal sounds.



## Develop Phonemic Awareness—Auditory Sound Segmentation

- Distribute six counters to each student, and introduce the activity.

**Today we will break down some words into sounds. We will use our counters to mark each sound in a word. Each time we hear a sound, we will place a counter in front of us like this.** Demonstrate sounding out the word “sheep,” placing one counter in front of you, in a left to right fashion, each time you pronounce a new sound.

- Ask students to break down “sheep” with you as you point to the counters.

**WGR: How many sounds are in the word “sheep”?** *Three.*

- Show students a new farm image, or say the name of a new plant, animal, or object. Invite students to join the activity. Encourage students to arrange their counters from left to right.
- Invite students to repeat the word with you, pointing to each counter as they say the sound that it represents.
- Ask students how many sounds are in the word.
- Repeat this process with additional farm-related words. Be sure to vary the length of phonemes in the words. A list of suggested words is below:

<b>horse</b>	<i>/h-or-se/; three sounds.</i>
<b>chicken</b>	<i>/ch-i-ck-en/; four sounds</i>
<b>barn</b>	<i>/b-ar-n/; three sounds</i>
<b>turkey</b>	<i>/t-ur-k-ey/; four sounds</i>
<b>hay</b>	<i>/h-ay/; two sounds</i>
<b>donkey</b>	<i>/d-on-k-ey/; four sounds</i>
<b>cow</b>	<i>/c-ow/; two sounds</i>
<b>tractor</b>	<i>/t-r-a-c-t-or/; six sounds</i>
<b>hen</b>	<i>/h-en/; two sounds</i>
<b>corn</b>	<i>/c-or-n/; three sounds</i>
<b>egg</b>	<i>/e-gg/; two sounds</i>
<b>plow</b>	<i>/p-l-ow/; three sounds</i>



- Award pocket points if most students are able to successfully segment and count the sounds in each word.



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

TRANSITION



TIMING GOAL: 20 minutes

## Review

- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?**

Mrs. Wishy-Washy's Farm.



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

**WGR: The illustrator is Elizabeth Fuller. What does the illustrator do?**

*The illustrator paints, draws, and creates the pictures.*

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

**We learned some new words in our story yesterday. The first word was**

**“scrub.” What does “scrub” mean?** *To clean with hard rubbing.*



**T-P-S: Can you think of a sentence that uses the word “scrub”? 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 words “stampede” and “bliss.”

## Story Retell

- Introduce the pictures or objects, and explain their purpose.

**Today we will look at the pictures in the book *Mrs. Wishy-Washy's Farm* to help us think about the different things that happen in the story.**

Show the pictures and tell students they should listen carefully while you reread the story to help them remember the parts of the story depicted in the pictures.

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

- Reread the story.
- Place students in five groups. Select one of the pages, display the picture, and model telling about the part of the story that it represents. For example, you might show page 8 and say, **We remember from the story that the animals ran away from the farm.**
- Bring the class back to a large group. Invite each group to tell about their picture and what happens in the part of the story that it represents. Show, or reread, the appropriate page in the book as each group shares.

- Close the activity by inviting students to tell their partner, the sequence that the pictures appear in the story.



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 | KinderCorner Farm

Description:

- The dramatic play area will be a farm.

When You Tour:

- Remind students that the dramatic play lab will be a farm. Ask students what kinds of animals they might raise on the farm and what kinds of foods could come from those animals.

### Blocks Lab | Build a Farm

Description:

- Students will build a farm with blocks and other materials.

When You Tour:

- Remind students that they can build a farm with the blocks and other materials.

### **Art Lab | Fruit and Vegetable Prints**

Description:

- Students will create prints using fruits and vegetables.

When You Tour:

- Remind students that they can make fruit and vegetable prints.

### **Classroom Library Lab | Reading on the Farm**

Description:

- Students will have the opportunity to explore books about farms and farming.

When You Tour:

- Remind students that they can look at books about farms and farming.

### **Literacy Lab | Play School: Make a Dictionary**

Description:

- Students will use writing materials and/or illustrations from magazines to create picture dictionaries. They will share their dictionaries with the class.

When You Tour:

- Remind students that they can create picture dictionaries as they play school this week.

### **Math Lab | Farm Stand**

Description:

- Students will open a farm stand to sell fruits and vegetables.

When You Tour:

- Remind students that the math lab is a farm stand this week.

### **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 | Irrigation**

Description:

- Students will create irrigation systems using straws.

When You Tour:

- Remind students that they can use straws and other materials to build irrigation systems to move water around the sand table.

### **Science Lab | Examining Leaves**

Description:

- Students will closely examine a variety of leaves.

When You Tour:

- Remind students that they can use the magnifiers to examine the different leaves.
- Encourage students to write descriptions about or draw pictures of the leaves.

### **Writing Lab | Farm Alphabet Big Book**

Description:

- Students will create a farm-themed alphabet book.

When You Tour:

- Remind students that they can make a page for the class Farm Alphabet Big Book. Encourage students to create pages for letters that have not already been completed.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Our Favorite Hats Graph

- Choose two students to pick their favorite kind of hat on the graph. Use an overhead marker to place an *X* in the appropriate column for each student's choice.  
T-P-S: **Which hat is liked more than any other hat? How do you know? Is there any hat that no one chose as a favorite? How do you know?**

### Going Shopping

- Select a student to pick a Money Amount Card or a Coin Card from the first paper bag. Ask the student to identify the amount that he or she can spend when he or she shops. Then ask the student to look at the Going Shopping poster and select an item that he or she can afford to purchase. After the student has made his or her selection, tell the student that he or she must find the picture of that item in the Shopping Cards bag. Remove the previous day's cards from the Amount/What We Bought poster. Use masking tape to attach the Money Amount or Coin and Shopping Cards to the Amount/What We Bought poster. Ask the class to look at the poster as you name the amount of money on the Money Amount Card or the Coin Card and the cost of the item that the student chose to purchase.



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 foods you have chosen, and talk with students about the farm animals from which they came. Encourage students to tell you about the foods they eat that come from farm animals.
- Invite students to talk about the Partner Challenge.

**Today's Partner Challenge is to tell your partner why it's important to apologize and then try to fix it when you do something by accident.**

- Allow time for students to talk about this. As you monitor their conversations, remind them to use Getting Along Together skills as needed.
- Award pocket points when students state why it's important to try to fix things when they use the conflict solver apologize.



### Outside/Gross-Motor Play

- Sing “This Is the Way We Work on the Farm” to the tune of “Here We Go 'Round the Mulberry Bush,” using farm activities for each verse.



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.

**Green Words:**

bed  
eggs  
pecked  
ten  
begged  
fed  
Peg’s  
mess  
Ben  
Meg’s  
pond  
ducks  
nest



**Red Words:**

set  
for may  
or loved  
O.K. said

**Readles:**

time  
toy  
happy



**Word Presentation**

Read sounds.

- Use the key cards to guide practice with /n/, /s/, /u/, /b/, /f/, and /e/.
- Show the Animated Alphabet video segment for /e/.

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:  
set → met → pet → pen → pan

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 the 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 at pages 10 and 11. Use the words “duck” and “pecked” in a complete sentence to tell your partner what happened with Peg and the mother duck.**

Call on a few partnerships to share responses, and award 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 plastic bags 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.
- 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 word 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.

bed

set

got

### 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

- Place ten bicolored counters in a cup and a large sheet of construction paper in front of students so they all can see the demonstration.



**WGR: Connie went to the flower shop and bought two carnations and eight daisies. How many flowers did she buy?** Select one student to act out this part of the story (count out three and then seven counters). *Ten.*

- Continue the story.

**WGR: Connie had ten flowers. She gave three of the flowers to her uncle. How many flowers did she have left?** Select another student to act out this part of the story (take away three counters). *Seven.*



- Award pocket points if students are able to tell how many flowers there are altogether.
- Review the previous day's lesson.



**TP-S: What did we do yesterday in Math Mysteries?** *We listened to addition and subtraction stories and acted them out on our Window Box Garden sheets.*

## Active Instruction

- Tell students that today they will tell their own stories to practice addition and subtraction.



**TP-S: If I want to know how many there are altogether, what am I going to do? If I want to know how many are left, what am I going to do?**



**RWE: You should count both sets together if you want to find out how many there are altogether. If you want to find out how many are left, you will take some away and count what's left.**

- Remind students that when we find out how many there are altogether, we are adding. When we find out how many are left, we are subtracting.
- Read the following situations to students. Ask them to identify whether they should add or subtract.

**TP-S: You plant six seeds and then four more seeds. How many seeds did you plant altogether? Do you add or subtract? Why?** *You add because you need to find out how many there are altogether. You are adding more seeds, not taking any away.*

**You have seven flowers in your garden. You give two flowers to your friend. How many flowers do you have left? Do you add or subtract? Why?** *You subtract because you need to find out how many flowers are left. You are not adding more; you are taking some away.*

- Repeat with other situations, asking students to identify each as addition or subtraction.

## Partner Practice

- Make sure students are seated in such a fashion that they can see your demonstration. Show the Window Box Garden sheet and bicolored counters from the previous lesson.

**In the last lesson, we used this storyboard to tell stories about Rashad and his window box garden. Today you will pretend that this is your garden. You will decide what kinds of flowers to plant.**

- Tell students that today they will work with their partners to tell their own stories. Model this activity with a student partner.

**You and your partner will act out the next story using your counters. The first partner will spill the counters onto the Window Box Garden sheets. Model this. Then you will count how many red counters and yellow counters you have. Then you will decide what kind of flower the red counters are and the yellow counters are. Model this. After you have shared with your partner what flowers are planted in your garden, your partner will pick some flowers. Have your student partner pick some flowers. I had ten flowers. My partner picked \_\_\_\_\_. Now I have \_\_\_\_\_ flowers left.**

- Explain that after partners determine how many flowers are left, they can clear the storyboard and switch roles. Give each partnership a Window Box Garden sheet and a cup with ten bicolored counters.
- Allow students time to complete several turns of the activity. Circulate as they work. As you circulate, ask questions such as “What kinds of flowers did you plant?” “How many of each kind did you plant?” “How many flowers did your partner pick?” and “How many did you have left?”

## Recap



- Select several partnerships to share and model an addition or subtraction story that they created.
- Award pocket points if students correctly count how many there are altogether and how many are left.
- Review the number combinations for 10 using the Number-Combination Cards for 10. Hold them up, one at a time, and ask students to identify the combination that is shown.



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

- “If Only,” *The 20th Century Children’s Poetry Treasury*, page 30

### Introduce the Poem

**I’d like to read you a silly poem about a pig. When I read this poem, I can picture the pig with his snout, or nose, digging in the ground looking for food. The name of this poem is “If Only” by Richard Edwards. I think the poet is trying to imagine himself as a pig on a farm. Listen to the words, and imagine the pig on a farm.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**This week we’ve read a lot about farm animals. You are going to write about one of these farm animals.**



**T-P-S: What is one thing you learned about a farm animal?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “Cows give us milk.”**

- 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, and say-spell-say.*

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

- Use the 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, “Cows give us milk.”**

- **The first word is “cows.” What sounds do you hear in “cows”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The next word is “give.” What sounds do you hear in “give”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The next word is “us.” Let’s use Stretch and Spell to write “us.”** Prompt students to use Stretch and Spell. Write “us.”
  - **The last word is “milk.” What sounds do you hear in “milk”?** 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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

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

### Sharing

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





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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**Today we have been talking about the food that comes from farm animals. Let’s use our book *Working on the Farm* to review these foods and the animals they come from.**

- Use the “Old MacDonald Had a Farm” poster to review farm animals and the foods they produce.
- Select a student to spin the wheel and open the barn doors, and then ask other students what animal they see.
- Prompt students to identify whether food comes from the animal shown. If the answer is yes, ask students what type of food comes from the animal. Continue in this manner as long as time and attention allow.
- As the activity continues, you might have to explain that ducks can provide eggs and meat and that, typically, goats provide milk. Cats are considered working farm animals, keeping barns free from mice and rats.
- Review the Farms chart. T-P-S: **Have you learned about any new foods that are not on our chart?** *Replies.* Add any new ideas to the chart.
- Check on the carrot top in water. Ask students if the carrot has changed in any way. Compare their predictions with what they have observed.



### Vocabulary Review

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



**Our new word today is “meat.” Meat is the flesh of animals that is used as food. T-P-S: **When did we see, hear, or use the word “meat” 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:  
meat

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Meat eat.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, <b>People eat the meat from some animals.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>Dad cooks meat.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Can you tell us about where or how your dad cooks meat?</b>



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to tell your partner why it's important to apologize and then try to fix it when you do something by accident.**



- Provide time for students to review the challenge and their responses to it.
- Use the sharing sticks to select students to give their responses. Award pocket points when students state why it's important to try to fix things when they use the conflict solver apologize.
- 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

- Everyone depends on farmers.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>• Trade book: <i>Harry the Dirty Dog</i> (from unit 9)</li> <li>• Soccer Ball sheet (appendix), one per partnership (optional)</li> </ul>
Theme Exploration	<ul style="list-style-type: none"> <li>• Trade book: <i>Working on the Farm</i></li> <li>• Theme vocabulary word card for “depend” or IWB access</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>• “Old MacDonald Had a Farm” poster</li> <li>• Manipulatives or counters, ten per student and ten for teacher modeling</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Storybook for free-choice day</li> </ul>
15-Minute Math	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> <li>• Milk</li> <li>• Instant pudding mix</li> <li>• Electric mixer</li> <li>• Large bowl</li> <li>• Small cups and spoons, one of each per student</li> </ul>
KinderRoots	<ul style="list-style-type: none"> <li>• Shared Story (teacher and student copies): <i>Peg’s Ducks</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “n,” “s,” “u,” “b,” “f,” and “e” or IWB access</li> <li>• Green Word cards: “bed,” “eggs,” “pecked,” “ten,” “begged,” “fed,” “Peg’s,” “mess,” “Ben,” “Meg’s,” “pond,” “ducks,” “nest,” and “set” or IWB access</li> <li>• Red Word cards: “for,” “may,” “or,” “loved,” “O.K.,” and “said” or IWB access</li> </ul>
Math Mysteries	<ul style="list-style-type: none"> <li>• Bag with linking cubes (ten red and ten blue) for teacher</li> <li>• Bags with linking cubes (ten red and ten yellow), one bag per partnership</li> <li>• Construction paper, one piece per partnership</li> </ul>
Let’s Daydream	<ul style="list-style-type: none"> <li>• “Tutti Frutti Lovesong,” <i>The 20th Century Children’s Poetry Treasury</i>, page 22</li> </ul>

Additional Materials Needed Today	
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Farms chart (from day 6)</li> <li>• Students' Farm Alphabet Big Book</li> <li>• Cool Kid certificates</li> </ul>

### Learning Labs—Additional Materials

- SOLO assessment for your current grading period

# Day 10 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

## Homework

- Read & Respond

## Available Activities

### Classroom Library Lab

- Same as day 9

### Literacy Lab

- Same as day 9

### Math Lab

- Same as day 9

### Computer/Media Lab

- Same as day 9

### Writing Lab

- Same as day 9

### Other

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



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



## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

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. Write the word "wet" 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 thoughtful answers.

### Class Council

- Review the difference between things that happen by accident and those that happen on purpose.
- Hold up the book *Harry the Dirty Dog*. Take a Picture Walk through the book, stopping occasionally to review the story.



On page 2, point out what Harry is doing with the scrubbing brush. T-P-S: **Why does Harry take the scrubbing brush from the bathroom and bury it in the yard? WGR: Would you say Harry does this by accident or on purpose? On purpose.** RWE: **Yes, Harry runs all over town and gets very dirty.**



On pages 16 and 17, point out Harry doing his clever tricks. T-P-S: **What happens when Harry gets back home? Why do the people in Harry's family think there's a strange dog in the yard? WGR: Does Harry's family ignore Harry by accident or on purpose? By accident.** T-P-S: **Why does Harry get the scrubbing brush from the hole in the yard and take it to the bathroom? WGR: Is this an accident, or does Harry do this on purpose? On purpose.**

**Sometimes we may do something that hurts or upsets someone even though we didn't mean to. Alex didn't mean to spill KinderRoo's lunch, but when it happened, KinderRoo was very angry. WGR: What did we say**

**it was when Alex caused KinderRoo’s lunch to spill? *An accident.*** T-P-S: **How is an accident different from something that we do on purpose?** Restate students’ responses, pointing out that when something is done on purpose, we mean for it to happen. You might say, **If you push someone out of line so you can be first, that is done on purpose. But if you bump someone down because you didn’t see him or her, that is an accident.**

- Use the previously introduced Getting Along Together skills to address any classroom concerns. Guide students through the steps on the Peace Path, if appropriate, to solve a class problem. If things are going well and you have no problems to resolve, you may use the following activity to practice using the Peace Path to resolve a problem that was caused by accident.

T-P-S: **When something happens by accident and one friend is angry about it, what can we do so it doesn’t become a bigger problem?** RWE: **We can use the Peace Path to work things out when something happens by accident so we don’t have a conflict. Let’s practice using the Peace Path to fix something that happens by accident.**

- Present the following situation: **You and a friend go to the park to play with her soccer ball. When you get there, she runs across the field. You kick the ball to her. You give it such a hard kick that it goes right by your friend and gets caught under the fence. When you pull the ball out, it has a big hole in it. Your friend is very angry—so angry that she would mark a Feelings Thermometer at the 5.**
- Assign one member of each partnership to be the student with the soccer ball and the other to be the friend. Give a paper soccer ball to the partner who represents the student who owns the ball. Address the student in each partnership who is holding the soccer ball.

**You are feeling very angry because the ball is ruined. What can you do to calm down? You can use Stop and Stay Cool to get yourself calm. Your partner can help you remember the steps.**

- Have students who do not have soccer balls help their partners practice Stop and Stay Cool.

WGR: **Now that you are calm, what’s the first step you and your friend can take on the Peace Path so this doesn’t become a bigger problem?** Point to the first step on the Peace Path poster if students need this support. *Tell the problem.* **If you are holding the soccer ball, give your partner an “I” Message about how you feel.** Pause while students do this. **Partners, use Say-It-Back to tell your partners what you heard them say.** Pause. **Partners, give “I” Messages.** Pause. **Partner with the ball, use Say-It-Back to tell what you heard.**

WGR: **What do you and your friend need to do in step 2?** *Brainstorm solutions.* Circulate while students decide on solutions, helping as needed. Invite several partnerships to share their ideas. Apologize is the most obvious solution for this situation, but some students may offer other ideas.

WGR: **What’s the last thing you and your friend need to do on the Peace Path?** *Solve the problem.* Allow students time to apologize (or act out other solutions). **I’m so glad that you are remembering how to use the Peace Path to solve problems.**



## Theme Exploration

TIMING GOAL: 15 minutes



### Partnership Question of the Day

T-P-S: **What is your favorite food that comes from a farm animal?**

**In this unit, we have been learning about farms and farmers. Today we will learn more about how farmers help everyone.**

### Daily Message

---

.Everyone depends on farmers

---

- Write the Daily Message in front of students, beginning the sentence with a period and omitting any end punctuation. Read 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:
  - **Something doesn't seem right about today's Daily Message. What is wrong with this sentence?** *The period is in the wrong place. Where does the period belong?* *At the end of the sentence. What does a period at the end of a sentence tell us?* *To stop.*
  - Erase the period from the beginning of the sentence, and write it at the end of the sentence.

### Theme Learning

- Explain the content of the Daily Message.

**Our Daily Message tells us that we depend on farmers. "Depend" is a new word for us. To depend on someone means that you count on him or her for something. We depend on many people. When we are really sick, we depend on doctors to help us get better. When we are babies and children, we depend on our parents and other adults to help keep us safe.**



**Let's think about how we depend on farmers.** T-P-S: **What are some ways that people depend on farmers?** *Answers will vary.*

**Let's read *Working on the Farm* again to help us think about more ways that we depend on farmers.**

- Reread the book.
- After reading the book, question students about the ways that we depend on farmers.

T-P-S: **Without farmers, where would we get our food?** *Replies. What would our grocery stores look like?* *Replies. What would you and your family do?* *Replies.*

**We are very lucky that there are people who choose to live and work on farms because everyone depends on the food that farmers produce and sell to us.**



- Play the digital dictionary video for “depend.”
- 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 “depend.”**

**“Depend” means count on or can’t do without. We depend on farmers to plant crops for us to eat. I can make a sentence with the word “depend”:**

**We depend on chickens and chicken farms for the eggs that we eat.**



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 “Old MacDonald Had a Farm.”
- As you sing, open the barn doors on the “Old MacDonald Had a Farm” poster, and sing about the animal that is showing. Turn the wheel to show a new animal, and sing a new verse. Let students have fun with the animal sounds.

### Develop Phonemic Awareness—Auditory Sound Segmentation

- Tell students that they will play a sound game similar to the game they played yesterday.

**Yesterday we broke down some farm words into sounds. Then we counted how many sounds were in each word. Today we will count sounds to see which words have more sounds than others.**



- Ask students to break down the word “horse” with you. Demonstrate placing a counter in front of you as you say each sound. Encourage students to do the same. WGR: **How many sounds are in the word “horse”?** *Three.*
- Tell students that you will now break down a second word. Tell students that this time, they will leave their “horse” counters on the ground and create a new line of sounds for the new word. Ask students to break down the word “hen” with you. Demonstrate placing the counters in a new line below the “horse” counters, and encourage students to do the same. Ask students how many sounds are in the word “hen.” *Two.*

Now that we have two lines of sounds in front of us, we can see which word has more sounds. How many sounds are in the word “horse”? *Three*. How many sounds are in the word “hen”? *Two*. Which word has more sounds? “*Horse*.” Yes. We can see from our line of sounds that “horse” has more sounds than “hen.” Let’s gather up our counters and play again with a new pair of words.

- Continue this activity using the following pairs of farm-related words:

First Word	Second Word
<b>barn</b> (three sounds)	<b>cow</b> (two sounds)
<b>plow</b> (three sounds)	<b>hay</b> (two sounds)
<b>chicken</b> (four sounds)	<b>tractor</b> (six sounds)
<b>egg</b> (two sounds)	<b>turkey</b> (four sounds)
<b>donkey</b> (four sounds)	<b>corn</b> (three sounds)



- Award pocket points if several students are able to successfully segment the sounds in a pair of words and determine which word has more sounds.



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.



## 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. 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 | KinderCorner Farm

Description:

- The dramatic play area will be a farm.

When You Tour:

- Remind students that the dramatic play lab will be a farm.

### Blocks Lab | Build a Farm

Description:

- Students will build a farm with blocks and other materials.

When You Tour:

- Remind students that they can build a farm with the blocks and other materials.

### Art Lab | Fruit and Vegetable Prints

Description:

- Students will create prints using fruits and vegetables.

When You Tour:

- Remind students that they can make fruit and vegetable prints.

### **Classroom Library Lab | Reading on the Farm**

Description:

- Students will have the opportunity to explore books about farms and farming.

When You Tour:

- Remind students that they can look at books about farms and farming.

### **Literacy Lab | Play School: Make a Dictionary**

Description:

- Students will use writing materials and/or illustrations from magazines to create picture dictionaries. They will share their dictionaries with the class.

When You Tour:

- Remind students that they can create picture dictionaries as they play school this week.

### **Math Lab | Farm Stand**

Description:

- Students will open a farm stand to sell fruits and vegetables.

When You Tour:

- Remind students that the math lab is a farm stand this week.

### **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 | Irrigation**

Description:

- Students will create irrigation systems using straws.

When You Tour:

- Remind students that they can use straws and other materials to build irrigation systems to move water around the sand table.

## Science Lab | Examining Leaves

Description:

- Students will closely examine a variety of leaves.

When You Tour:

- Remind students that they can use the magnifiers to examine the different leaves.

## Writing Lab | Farm Alphabet Big Book

Description:

- Students will create a farm-themed alphabet book.

When You Tour:

- Remind students that they can make pages for the class Farm Alphabet Big Book. Encourage students to create pages for letters that have not already been completed.

**Teacher's Note:** While visiting the lab, or during students' rest time today, compile students' pages into a book to be read during Let's Think About It.



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



## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

## Our Favorite Hats Graph



- Ask who hasn't had an opportunity to choose his or her favorite hat. Ask those students to pick their favorite kind of hat on the graph. Use an overhead marker to place an X in the appropriate column for each student's choice. T-P-S: **Now that our graph is complete, which hat did most students pick? How do you know? I counted the Xs; it has the longest line of Xs. Which hat has the fewest Xs? How do you know? It has the shortest line of Xs. How many more students picked the baseball cap than the top hat? How do you know?**

## Going Shopping

- Select a student to pick a Money Amount Card or a Coin Card from the first paper bag. Ask the student to identify the amount that he or she can spend when he or she shops. Then ask the student to look at the Going Shopping poster and select an item that he or she can afford to purchase. After the student has made his her selection, tell the student that he or she must find the picture of that item in the Shopping Cards bag. Remove the previous day's cards from the Amount/What We Bought poster. Use masking tape to attach the Money Amount or Coin and Shopping Cards to the Amount/What We Bought poster. Ask the class to look at the poster as you name the amount of money on the Money Amount Card or the Coin Card and the cost of the item that the student chose to purchase.



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



TIMING GOAL: 30 minutes

### Snack

- Use milk to make instant pudding. As students take turns using the electric mixer to make the pudding, discuss which animals provide us with the milk.

### Outside/Gross-Motor Play

- Invite students to play their favorite games from earlier in the unit.



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 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:

bed

eggs

pecked

ten

begged

fed

Peg's

mess

Ben

Meg's

pond

ducks

nest

set



## Word Presentation

### Read sounds.

- Use the key cards to guide practice with /n/, /s/, /u/, /b/, /f/, and /e/.
- Show the Animated Alphabet video segment for /e/.

### 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:  
Peg → beg → big → beg → bed

### 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.
- 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 12. Tell your partner in a complete sentence how the baby ducks felt about Peg.**

Call on a few partnerships to share responses, and award 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:

bet

ten

mud

- 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.

**Meg did get Peg.**

## 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 a stick of ten linking cubes. Have students count the cubes with you. Break the stick into two pieces behind your back. Show students one part of the stick, keeping the other behind your back.



**T-P-S: How many cubes do I have behind my back? How do you know?**



**RWE: There are \_\_\_ cubes behind your back. You had ten cubes. You have \_\_\_ cubes in your hand, so there must be \_\_\_ cubes behind your back.**



- Award pocket points if students are able to tell how many cubes were behind your back.

### 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 to 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 okay if you do not get the answer right away.
- Make sure that students are seated in such a fashion that they can see your demonstration. Share the following problem-solving story.

**Connie had a garden with five peppers and five tomatoes. She picked six vegetables and gave them to her neighbor. She has four peppers left in her garden. Which vegetables did she pick for her neighbor?**

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

**Hmmm. I need to figure out what the problem is. Let’s see, I know there are five peppers and five tomatoes in Connie’s garden. I know that she has four peppers left in her garden. I need to figure out which vegetables Connie picked for her neighbor.**

Emphasize that perseverance is a critical element in problem solving. When answers are not clear, students tend to give up rather than try other strategies. Discussing perseverance will let students know that it is OK to struggle with an answer.

- 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 a workmat.**

- Show students a plastic bag filled with red and blue cubes and a piece of construction paper that you will use as a workmat.
- Encourage students to think about how to use the cubes to act out the problem.

tps

**T-P-S: How can I use these cubes to help me solve the problem?**

rwe

**RWE: I can use the cubes to help me solve the problem by pretending that the red cubes are the tomatoes and the blue cubes are the peppers. I can pretend that the workmat is my garden. Then I can put the cubes on the workmat and figure out which vegetables Connie gave to her neighbor.**

- Repeat the problem-solving story.

**Connie had a garden with five peppers and five tomatoes. She picked six vegetables and gave them to her neighbor. She has four peppers left in her garden. Which vegetables did she pick for her neighbor?**

Pause to think. **Hmmm. I think I'm going to start with the peppers. I know that there are five peppers in Connie's garden.** Place five blue cubes on the floor in front of you on the workmat. **Now I need to put the tomatoes in the garden. I know that there are five tomatoes in the garden.** Place five red cubes on the floor in front of you on the workmat.

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

tps

**T-P-S: I have the peppers and the tomatoes in Connie's garden. Now what should I do? Take away the cubes so there are only four peppers left.**

- Use a Think Aloud to model the next step.

**I need to find out which vegetables Connie gave to her neighbor. Hmmm. I know that Connie has four peppers left in her garden after she gives the vegetables to her neighbor. I think that I should take all the vegetables (cubes) out of Connie's garden (workmat) and leave four peppers (blue cubes).** Model moving all the cubes, except four blue cubes that represent the four peppers left in the garden, to the side of the workmat. **Now I have four peppers left in the garden.**

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

**T-P-S: I have taken away all the vegetables except for four peppers. Now what should I do? Count the tomatoes and peppers that you took out of the garden. Those are the vegetables she picked for her neighbor.**

- Continue solving the problem.

**I have all these vegetables that I pulled out of my garden.** Point to the cubes that are off to the side of the workmat. **These are the vegetables that Connie gave to her neighbor! I can count the tomatoes (red cubes) and peppers (blue cubes) that I took out of Connie's garden.** Place the red cubes together and the blue cubes together. **Now I need to see how many tomatoes**

**and peppers Connie gave to her neighbor.** Count the red cubes aloud. **There are five red cubes, or tomatoes.** Model counting the blue cubes. **There is one blue cube, or pepper.** So, **Connie gave her neighbor five tomatoes and one pepper!**

- Reflect on the process, strategy, and solution.

**T-P-S: What was the problem in the story?** *The problem was finding out which vegetables Connie gave to her neighbor. **How did we solve the problem?** We pretended that the red cubes were the tomatoes and the blue cubes were the peppers. Then, we counted out the right number of tomatoes and peppers and put them on the workmat, which was the garden. Then, we took away all the vegetables (cubes) except four peppers (blue cubes). Then, we counted how many tomatoes (red cubes) and peppers (blue cubes) we had taken away. This told us which vegetables Connie picked for her neighbor.*

### Partner Practice

- Tell students that they will solve another mystery with their partners.
- Give each partnership a plastic bag with ten red cubes and ten yellow cubes and a workmat. Tell students they will use the cubes to figure out the problem. Share the problem-solving story with them.

**Bob has a farm that grows a lot of vegetables and fruits. He has six beautiful red peppers and four lovely yellow peppers that are all ready to harvest from his garden. Bob picked some peppers from his garden to give to his sister. He has three red peppers left in his garden. Which peppers did he pick for his sister?**

- 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 peppers Bob picked for his sister.*

- Read the story again slowly, prompting one partner in each pair to place six red cubes on the workmat to represent the red peppers and the other partner to place four yellow cubes on the workmat to represent the yellow peppers.
- Prompt students to think about the next step.

**T-P-S: What should you do next to figure out which peppers Bob picked for his sister?** *Take away all the peppers (cubes) except three red ones (red cubes).*

- Prompt students to think about the answer.

**T-P-S: Which peppers did Bob pick for his sister? How do you know?** *Bob picked three red peppers and four yellow peppers. We counted how many red and yellow cubes we had moved off the workmat.*

- 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 using cubes to help us find out which flowers and peppers were picked from different gardens.**



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

- “Tutti Frutti Lovesong,” *The 20th Century Children’s Poetry Treasury*, page 22

### Introduce the Poem

**A long time ago, we listened to a silly poem called “Tutti Frutti Lovesong” by Mary Grace Dembeck. I wanted to read this poem to you again because many of the fruits that she mentions in the poem can be grown on farms. I like how the author used the names of the fruits in her poem.**



Gather students 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 on.

**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.
- Encourage students to share ideas to elaborate their writing with their partners.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

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

### Sharing

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



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



## Let's Think About It

TIMING GOAL: 20 minutes



### Theme-Learning Recap

- Review the learning focus for the day by having students act out what farmers do on a farm. Incorporate the theme-related vocabulary words as you guide students in this dramatization.

**Today we have talked about how people depend on farmers. During this unit, we have learned a lot about how hard farmers work to provide us with food and other products. Let's pretend that we are farmers working on farms.**

- Invite students to stand in a circle holding hands. Ask them to move away from one another while still holding hands until their hands are stretched out as far as they will go. Then ask them to drop their hands.

**We learned that farmers grow crops on their farms for us to eat. Let's act out how farmers do this. Show me how you would plant the crop. Now show me how you would harvest the crop.**

**Farmers also raise livestock on their farms. Pretend that you are a farmer feeding your cows in a barn. Now let's see you milk your cows. Let's see you gather the eggs from the chickens.**

- Display the class Farms chart. Review each category, and ask students if they have any new items to add.
- Talk with students about their observations of their plant experiments in the science lab earlier in the week. Are there any observations to report? It is not likely that there will be any observable growth yet. Tell students to continue to watch for something to happen.
- Read the Farm Alphabet Big Book that students created. Talk with them about some of the aspects that make an alphabet book different from other books; for example, each page focuses on one letter, the pictured animal or object begins with that letter, and the book doesn't have a storyline, or plot.
- Draw students' attention to any letters that may be missing. Ask if anyone has an ideas about farm animals, buildings, or other farm-related items that can go on those pages. Suggest that some students may want to make the missing pages for the book another day. Keep the hole punch handy so the pages can be added as they are made.
- Place the alphabet book in the classroom library lab, and encourage students to read it when they visit the lab.
- Make statements that reflect students' growth such as "The other day you told me what you knew about farms. Now you also know..." Congratulate students on their efforts to learn new things by listening, working in the labs, and looking at and reading books.

## Vocabulary Review



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

**Our new word today is “depend.” “**Depend**” means count on or can’t do without. We depend on animals, such as cows and goats, to provide us with milk. T-P-S: When did we see, hear, or use the word “depend” 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:  
depend

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Depend on doctors.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, <b>People depend on doctors when they are sick.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>I depend on my mom.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us more about why you depend on your mom?</b>



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

### Cool Kid Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.
- 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. Perhaps you could read a book about a farm or farmer. As you read, maybe you can point out ways that we all depend on farmers.**

# Appendix

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# What Else Can We Get Into?

- Set up additional seed experiments with different variables. You may want to repeat some of the experiments from previous units simultaneously.
- Set up a cooking lab. Prepare the recipes included in *Carlos and the Squash Plant* and *The Ugly Vegetables*.
- Take a field trip to a garden center or a greenhouse.
- Take a field trip to a working farm or a petting farm.
- Make butter from cream.
- Pretend to milk a cow. Fill a rubber glove with water and tie the open end together tightly. Put a tiny pinhole at the tip of each finger. Have one student hold the glove over a bucket while another pretends to milk the “cow.”
- If you are in an urban setting, is there a community garden like the one in *The Curious Garden*? If so, arrange a visit.
- Take a walking field trip to a local park or garden.
- If you have an open-air market or a farmer’s market in your community, take a trip there.
- Make piggy banks out of small plastic pop bottles. Students can decorate the bottles to make them look like pigs or other farm animals.
- Collect coins for a local charity. Place a large jar in your classroom, or make it a schoolwide project and place it in the school office. Set a time period in which to collect the coins. Then have your class separate (sort) the coins into pennies, nickels, dimes, and quarters. Donate the money collected to a local charity.
- Plant a classroom window garden or plant spring flowers at the entrance to the school. Add “gardener” to your list of class jobs.
- If your school or district provides you with an incubation kit, place it in the science lab, and encourage your students to observe, predict, record, and graph the daily changes.
- Arrange a trip to the public library. Suggest that students try to find books about gardening or farms. You might want to show them where they can find nonfiction titles.
- Reread and compare *Harry the Dirty Dog* (from unit 9) and *Carlos and the Squash Plant*.

# Resource Corner

## Children's Resources

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- Anderson, Sally Francis (2003). *At the Market*. Baltimore: Success for All Foundation.
- (2003). *I Am a Seed*. Baltimore: Success for All Foundation.
- Anthony, Joseph (1997). *The Dandelion Seed*. Nevada City, CA: Dawn.
- Berry, Holly (1994). *Old MacDonald Had a Farm*. New York: North-South Books.
- Bond, Mary Alice (1997). *In My Garden*. Baltimore: Success for All Foundation.
- Brett, Jan (2002). *Daisy Comes Home*. New York: G. P. Putnam's Sons.
- Brisson, Pat (1993). *Benny's Pennies*. New York: Bantam Doubleday Dell Books for Young Readers.
- Brown, Ruth (1985). *The Big Sneeze*. New York: Lothrop, Lee & Shepard.
- Bruss, Deborah (2001). *Book! Book! Book!* New York: Scholastic.
- Bunting, Eve (2000). *Flower Garden*. New York: Harcourt.
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- Dowell, Philip (1991). *Farm Animals*. New York: Simon & Schuster.
- Ehlert, Lois (1987). *Growing Vegetable Soup*. New York: Harcourt, Brace.
- (1989). *Eating the Alphabet*. New York: Harcourt, Brace.
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- (1998). *A Visit to the Gravesens' Farm*. Danbury, CT: Children's Press.
- Fleming, Denise (1994). *Barnyard Banter*. New York: Henry Holt.
- Fowler, Allan (1993). *If It Weren't for Farmers*. Danbury, CT: Children's Press.
- (2000). *Living on Farms*. Danbury, CT: Children's Press.
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- Harshman, Marc & Ryan, Cheryl (2001). *Red Are the Apples*. San Diego, CA: Gulliver Books.
- Hartmann, Jack (1997). *Shake, Rattle, n' Read* (CD). St. Petersburg, FL: Hop 2 It Music.
- Hess, Paul (1996). *Farmyard Animals*. Chicago: Zero to Ten.
- Holub, Joan (2001). *The Garden That We Grew*. New York: Puffin Books.
- Hutchins, Pat (1971). *Titch*. New York: Simon & Schuster.

- Jeunesse, Gallimard (1989). *Fruit*. New York: Scholastic.
- Johnston, Tony (1997). *We Love the Dirt*. New York: Scholastic.
- Jordan, Helene J. (1992). *How a Seed Grows*. New York: HarperTrophy.
- Kalman, Bobbie (1997). *Hooray for Dairy Farming*. New York: Crabtree.
- Kelley, Alden (1997). *It Started as a Seed*. Cypress, CA: Creative Teaching Press.
- Krauss, Ruth (1973). *The Carrot Seed*. New York: HarperCollins.
- Krementz, Jill (1986). *Holly's Farm Animals*. New York: Random House.
- L'Hommedieu, Arthur John (1997). *From Plant to Blue Jeans*. New York: Children's Press.
- Lin, Grace (1999). *The Ugly Vegetables*. Watertown, MA: Charlesbridge.
- Maccarone, Grace (1994). *Oink! Moo! How Do You Do?* New York: Scholastic.
- Marzollo, Jean (1996). *I'm a Seed*. New York: Scholastic.
- McDonald, Margaret Read (1998). *Pickin' Peas*. New York: HarperCollins.
- McMillan, Bruce (1988). *Growing Colors*. New York: Lothrop, Lee & Shepard.
- Micklethwait, Lucy (1993). *A Child's Book of Art*. New York: Dorling Kindersley.
- Miller, Jane (2000). *Farm Alphabet Book*. New York: Scholastic.
- Mortensen, Lori (2011). *Working on the Farm*. Mankato, MN: Capstone Press.
- Morton, Christine (1998). *Picnic Farm*. New York: Macmillan.
- Most, Bernard (1990). *The Cow That Went Oink*. New York: Harcourt, Brace.
- (1996). *Cock-A-Doodle-Moo*. New York: Harcourt, Brace.
- Murray, Cori M. (2000). *Can You See It?* New York: Scholastic.
- Nicholson, Sue (1998). *A Day at Greenhill Farm*. New York: Dorling Kindersley.
- Nikola-Lisa, W. (2002). *Summer Sun Risin'*. New York: Lee & Low Books.
- Noble, Trinkha Hakes (1980). *The Day Jimmy's Boa Ate the Wash*. New York: Puffin Books.
- Nodset, Joan (1963). *Who Took the Farmer's Hat?* New York: Harper & Row.
- Parramón, José Maria (1990). *My First Visit to the Farm*. New York: Barrons.
- Provinsen, Alice & Provinsen, Martin (1974). *Our Animal Friends at Maple Hill Farm*. New York: Random House.
- Raffi (1979). *The Corner Grocery Store* (CD). Cambridge, MA: Troubadour Records.
- Rice, Laura Burton (2003). *Peg's Ducks*. Baltimore: Success for All Foundation.
- Robinson, Fay (1994). *Vegetables, Vegetables!* Chicago: Children's Press.
- Saksie, Judy (1994). *The Seed Song*. Cypress, CA: Creative Teaching Press.
- Sanchez, Isidro (1991). *The Farm*. New York: Barrons.
- Shaw, Nancy (1986). *Sheep in a Jeep*. New York: Houghton Mifflin.
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- Sloan, Peter & Sloan, Sheryl (1994). *At the Farm*. Littleton, MA: Sundance.
- Stevens, Jan Romero (1993). *Carlos and the Squash Plant*. Flagstaff, AZ: Rising Moon.

- Tamar, Erika (1996). *The Garden of Happiness*. New York: Harcourt, Brace.
- Tuxworth, Nicola (1997). *Let's Look at Growing*. New York: Lorenz Books.
- Wells, Rosemary (1999). *Bingo*. New York: Scholastic.
- Williams, Sue (1998). *Let's Go Visiting*. New York: Harcourt, Brace.
- York, Jane (2008). *Spend a Day on the Farm*. New York: Dorling Kindersley.
- Zimmerman, Andrea & Clemesha, David (1995). *The Cow Buzzed*. New York: HarperCollins.
- Zolotow, Charlotte (1990). *Mr. Rabbit and the Lovely Present*. New York: HarperTrophy.

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- Feeney, Stephanie & Moravcik, Eva (1995). *Discovering Me and My World: My Environment*. Circle Pines, MN: American Guidance Service.
- Goodwin, Mary T. & Pollen, Gerry (1974). *Creative Food Experiences for Children*, rev. ed. Washington, DC: Center for Science in the Public Interest.
- Green, Moira D. (1995). *474 Science Activities for Young Children*. Albany, NY: Delmar.
- Jenkins, Ella (1993). *You Sing a Song and I'll Sing a Song* (audiotape). Washington, DC: Smithsonian Folkways.

# Nickel Poster

Duplicate, and display on the board before instruction.



# Dime Poster

Duplicate, and display on the board before instruction.



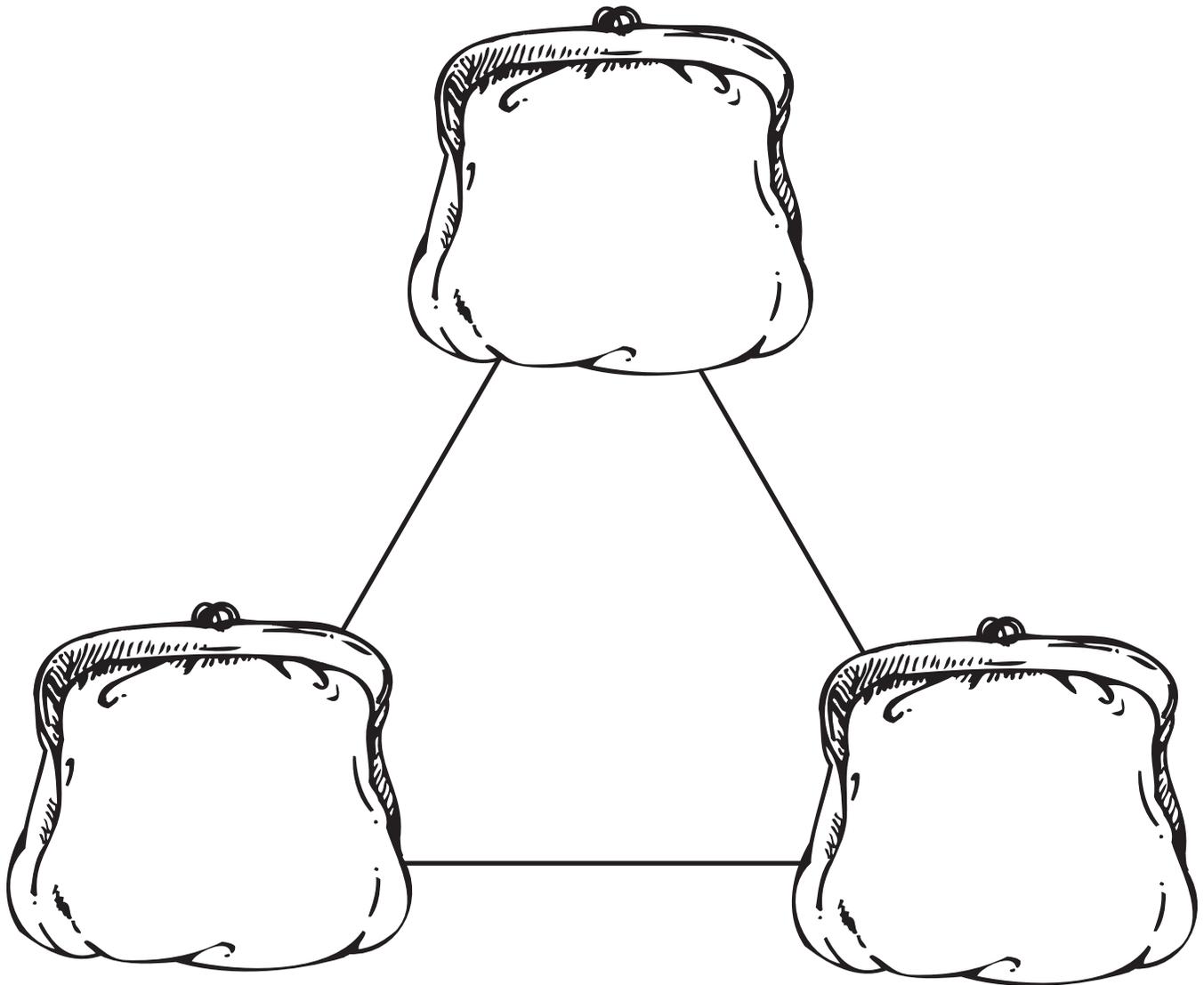
# Penny Poster

Duplicate, and display on the board before instruction.



# Three-Way Coin Match

Duplicate one per partnership.



# Coin Matching Cards

Duplicate one set of cards per partnership.  
Cut the cards apart.



5¢



10¢



1¢

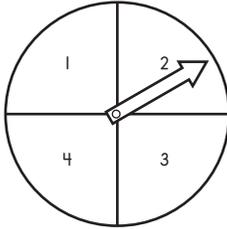
# Coin Patterns

Duplicate one per partnership.

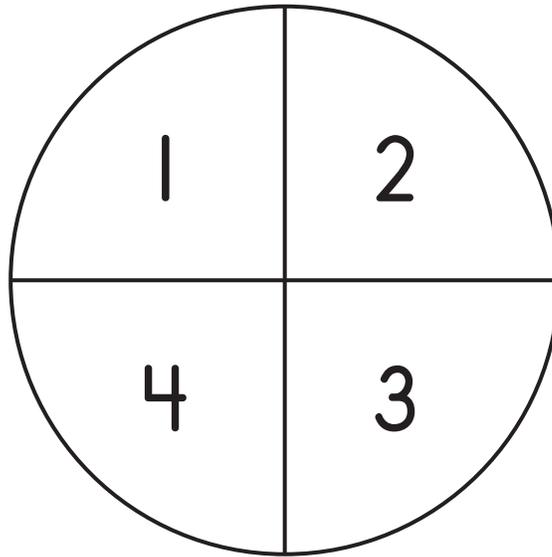
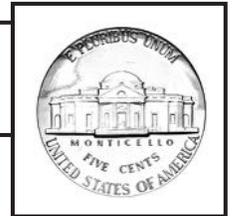


# Nickel Spin

Make one copy per partnership. Cut out the arrow, and attach it to the center of the nickel spinner with a brass fastener.



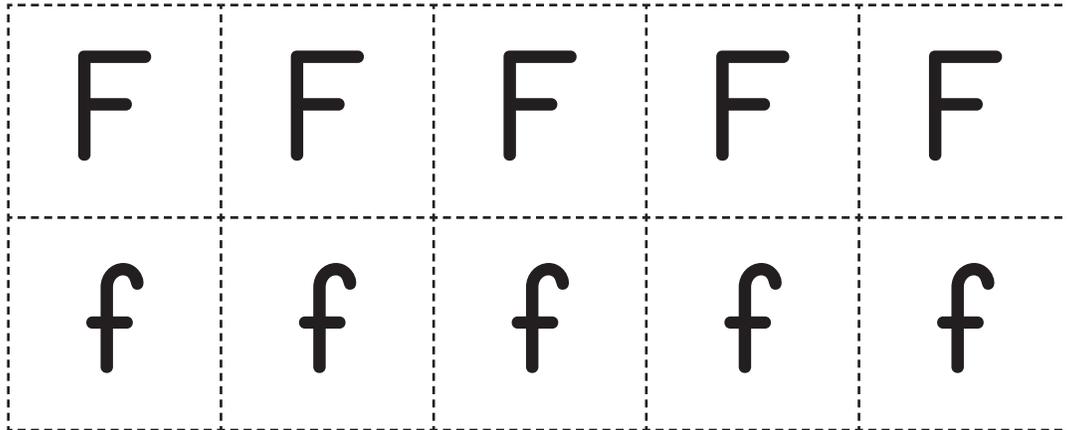
## Nickel Spin



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# Letter Tiles

Duplicate, and cut the tiles apart.



# Dime Roll

Duplicate one per partnership.

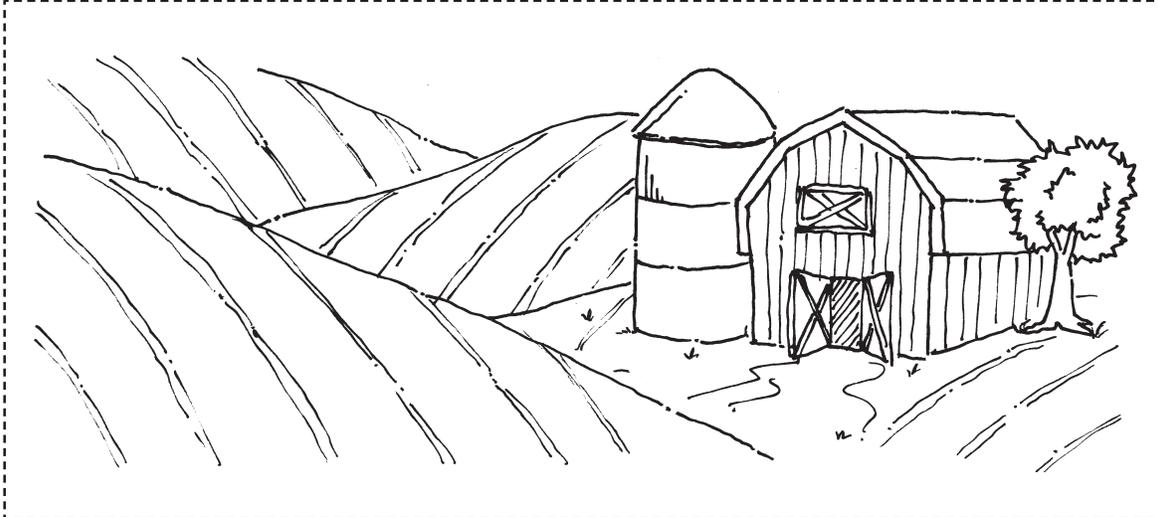


## Dime Roll



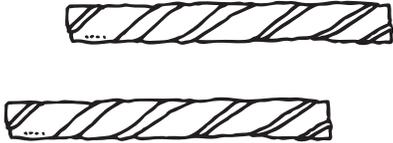
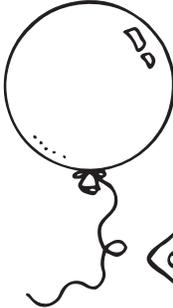
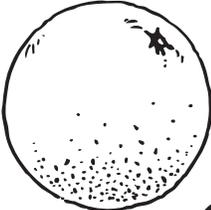

# City, Suburban, and Country Garden Cards

Copy and cut apart the cards so each student has one picture.



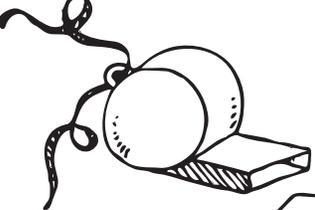
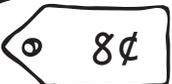
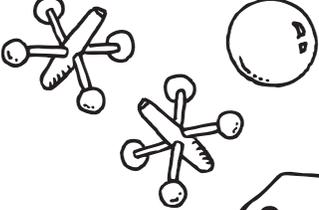
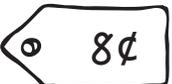
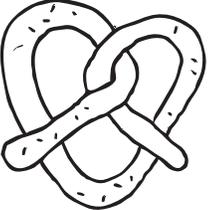
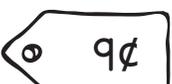
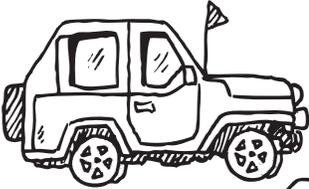
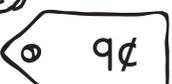
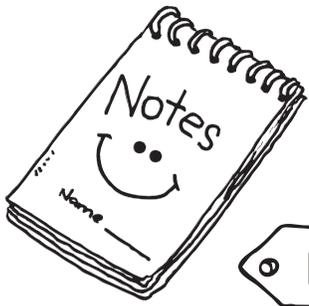
# Going-Shopping Cards

Duplicate, cut, and color the cards, one per partnership.  
Laminate one set, if possible, for the teacher.

 1¢	 2¢
 3¢	 4¢
 5¢	 5¢
 6¢	 6¢

# Going-Shopping Cards

Duplicate, cut, and color the cards, one per partnership.  
Laminate one set, if possible, for the teacher.

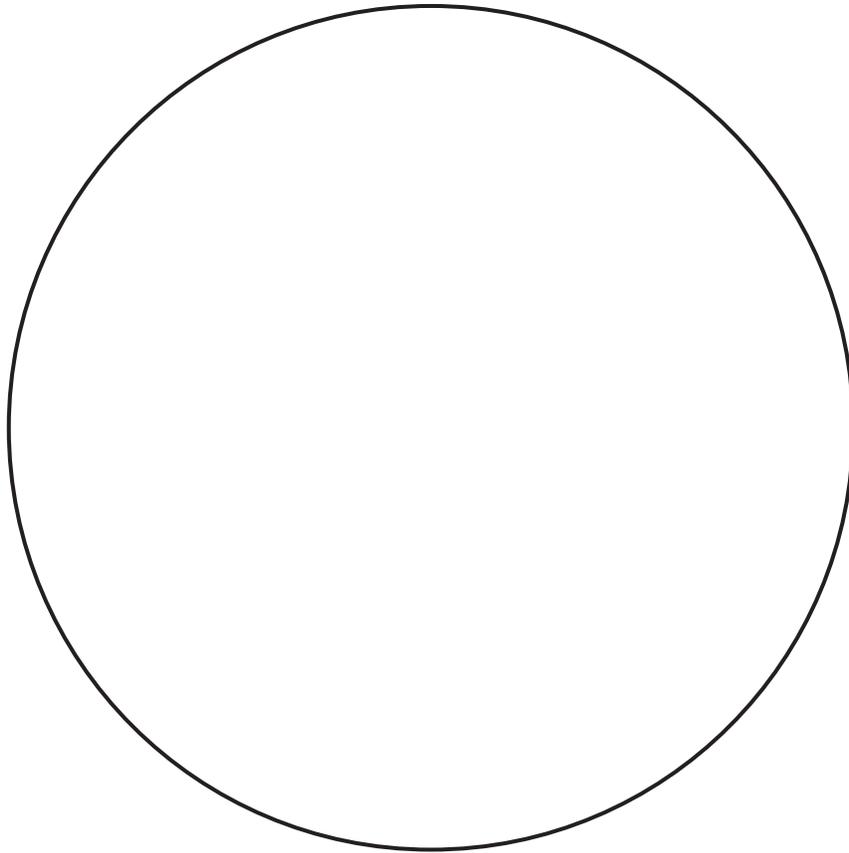
 	 
 	 
 	 
 	 

Name: \_\_\_\_\_

# Button Toss

Duplicate one for the teacher, and make a transparency if possible.

Duplicate one per partnership.

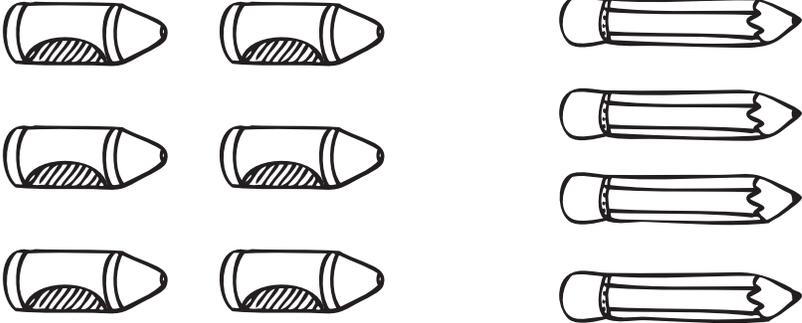


\_\_\_ inside \_\_\_ outside | 0 altogether

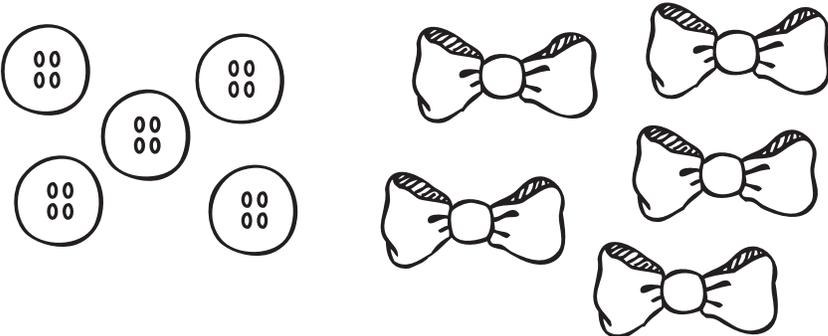
Name: \_\_\_\_\_

# Combinations for 10

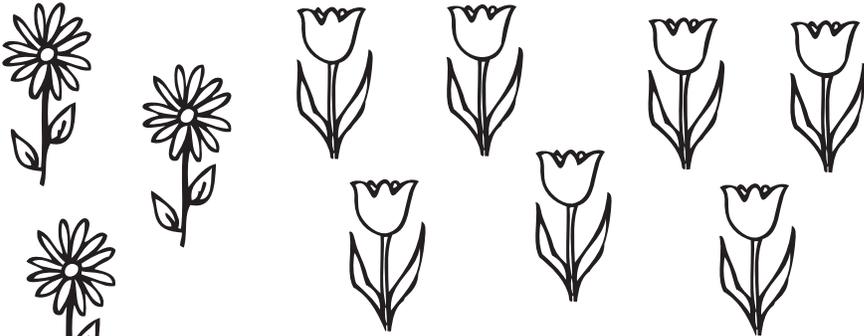
**Directions:** Count to find out how many there are in all. Write the number sentence in the box.



6 crayons and 4 pencils



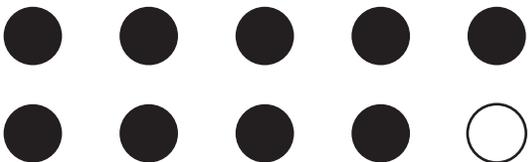
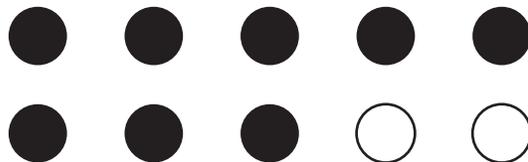
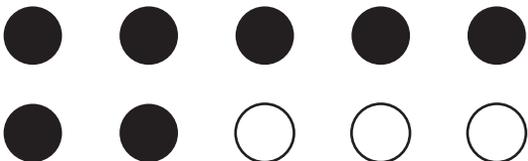
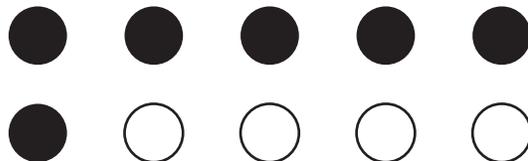
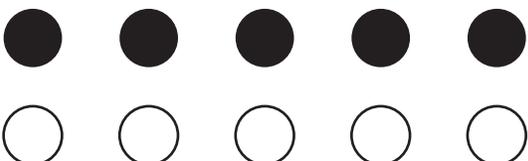
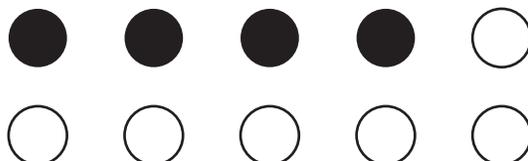
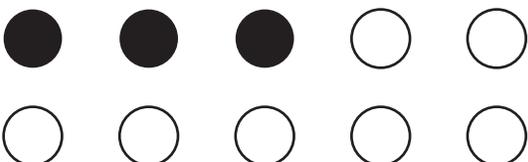
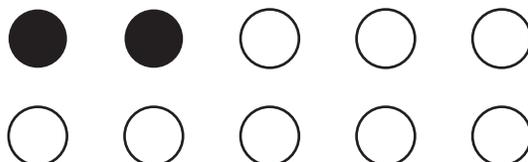
5 buttons and 5 bows



3 daisies and 7 tulips

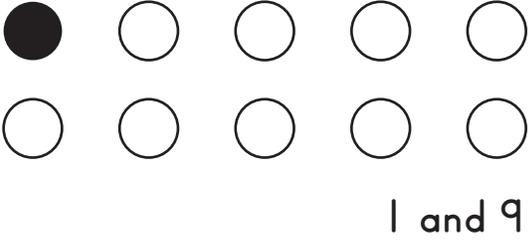
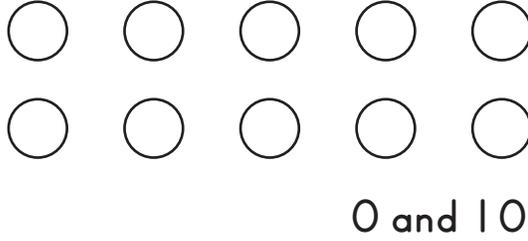
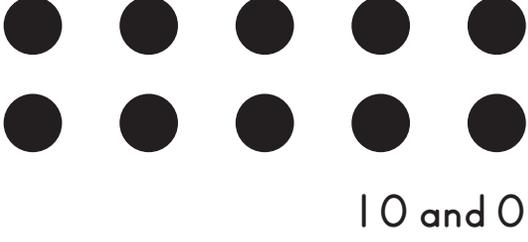
# Number-Combination Cards for 10

Duplicate, and cut the cards apart.

 <p>9 and 1</p>	 <p>8 and 2</p>
 <p>7 and 3</p>	 <p>6 and 4</p>
 <p>5 and 5</p>	 <p>4 and 6</p>
 <p>3 and 7</p>	 <p>2 and 8</p>

# Number-Combination Cards for 10

Duplicate, and cut the cards apart.

 <p>1 and 9</p>	 <p>0 and 10</p>
 <p>10 and 0</p>	

Name: \_\_\_\_\_

# Button Hide

Duplicate one for the teacher, and make a transparency if possible.

Duplicate one per partnership.

I have 10 buttons.

I see \_\_\_\_\_ buttons.

\_\_\_\_\_ are hidden.

I have 10 buttons.

I see \_\_\_\_\_ buttons.

\_\_\_\_\_ are hidden.

I have 10 buttons.

I see \_\_\_\_\_ buttons.

\_\_\_\_\_ are hidden.

I have 10 buttons.

I see \_\_\_\_\_ buttons.

\_\_\_\_\_ are hidden.

I have 10 buttons.

I see \_\_\_\_\_ buttons.

\_\_\_\_\_ are hidden.

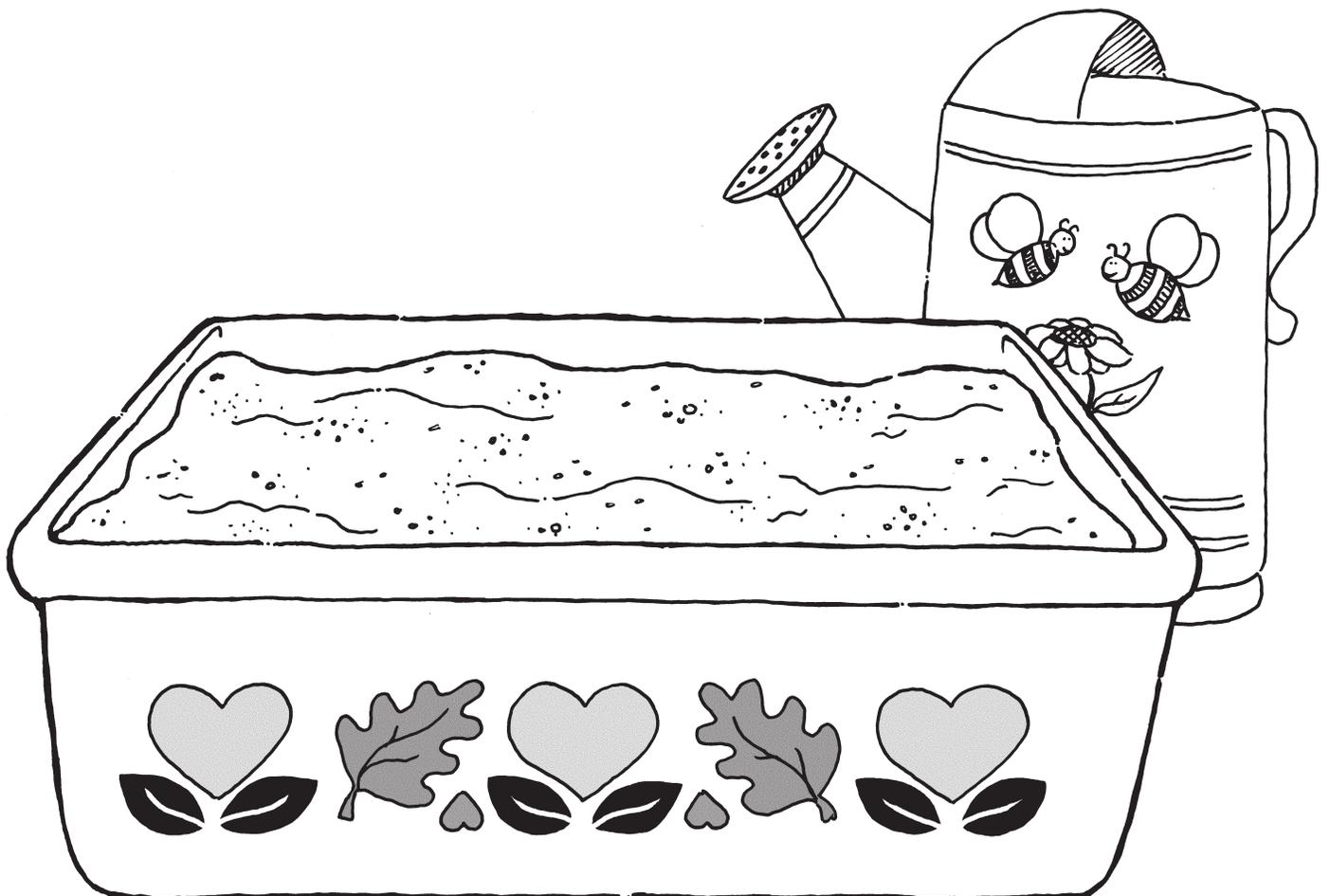
I have 10 buttons.

I see \_\_\_\_\_ buttons.

\_\_\_\_\_ are hidden.

# Window Box Garden

Duplicate one per partnership.



# Soccer Ball

Duplicate one ball per partnership.



## Dear Family,

Spring is a season of change, and in the unit *City Gardens & Country Farms*, your child will delight in learning about and experiencing some of those changes. In previous units, your child discovered seeds and plants and how they grow. *City Gardens & Country Farms* will build on that knowledge. For example, in the first week, your child will learn how seeds become the vegetables that we eat and the flowers that brighten our world. While listening to and reading *I Am a Seed*, your child will look closely at plants and learn the names of plant parts. He or she will experience different kinds of gardens through engaging stories, such as *The Curious Garden*, *Carlos and the Squash Plant*, and *The Ugly Vegetables*. These books will demonstrate for your child that productive gardens can be found in cities, in the country, and on farms.

In the second week, your child will learn about farms and the foods that farmers provide from plants and animals. *Working on the Farm* is just one of the books that will help your child appreciate how hard farmers and gardeners work and how important these people are to the well-being of the community.

Activities in the labs reinforce this unit's concepts as your child creates a garden in the blocks lab, sets up a garden center and cares for crops on a farm in the dramatic play lab, and designs a seed mosaic in the art lab. In the science lab, your child will plant seeds and observe and record their growth, incorporating both science and writing skills.

How can you help?

Continue to share a book with your child each day. Sign and return the Read & Respond bookmark. Engage in conversation with your child, and watch the Home Link show online to reinforce the focus for the day and beginning reading and math skills.

## Estimada familia:

La primavera es una época de cambio, y en la unidad *City Gardens & Country Farms (Jardines de ciudad & granjas del campo)*, su niño hará las delicias en saber de algunos de esos cambios. En las unidades anteriores, su niño exploró las semillas y las plantas y cómo crecen. *City Gardens & Country Farms (Jardines de ciudad & granjas del campo)* ampliarán ese conocimiento. Por ejemplo, en la primera semana, su niño aprenderá cómo las semillas se convierten en las verduras que comemos y las flores que hacen que nuestro mundo maravilloso. Mientras se escucha y lee *I Am a Seed (Soy una semilla)*, su niño mirará de cerca las plantas y aprenderá los nombres de las partes de la planta. Él va a experimentar diferentes tipos de jardines a través de historias de acoplamiento, como *The Curious Garden (El jardín curioso)*, *Carlos and the Squash Plant (Carlos y la planta de calabaza)*, y *The Ugly Vegetables (Las verduras feas)*. Estos libros demostrarán que los jardines productivos se pueden encontrar en las ciudades, en el campo, y en las granjas.

En la segunda semana, su niño aprenderá acerca de las granjas y los alimentos que los agricultores proporcionan a partir de plantas y animales. *Working on the Farm (Trabajando en la granja)* es sólo uno de los libros que ayudarán a su niño apreciar cómo los agricultores y jardineros trabajan duro y lo importante que son para la comunidad.

Las actividades en los laboratorios reforzarán los conceptos de esta unidad como su niño crea un jardín en el laboratorio de bloques, crea un centro de jardinería y se preocupa por los cultivos en una granja en el laboratorio de juego dramático, y diseña un mosaico de semillas en el laboratorio de arte. En el laboratorio de ciencias, su niño va a plantar semillas y observar y registrar su crecimiento, utilizando tanto las habilidades de ciencia y escritura.

¿Cómo puedes ayudar?

Continúe a compartir un libro con su niño cada día. Firme y devuelva el marcador de Leer y responder. Participe en una conversación con su niño, y vea el programa de Home Link online para reforzar el enfoque para el día y las habilidades de lectura y matemáticas.





