

# Fur & Feathers



***KinderCorner 2nd Edition Plus Theme Guide:  
Unit 14***

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# Why *Fur & Feathers*?

Most children have a natural curiosity about and an attraction to animals. They feel pleasure as they observe, play with, and comfort pets and often feel rewarded when caring for them. Learning to be kind to and respectful of animals and their environments can provide a foundation on which children can build their ideals of kindness to and compassion for other people.

In *Fur & Feathers*, students will begin discussing and learning about pets—the animals closest to them—before exploring the less familiar wild or zoo animals and their habitats. Students will discuss and practice ways to care for pets and compare these animals with the fascinating animals that live on farms, in zoos, and in the wild. Storybooks such as *If Anything Ever Goes Wrong at the Zoo* and *Annie and the Wild Animals* help to familiarize students with a wide range of animals. Expository texts, such as *Pets* and *Baby Animals*, present information about how humans and animals care for one another and themselves.

As students become familiar with a variety of animals, they will be introduced to characteristics of mammals and birds and learn to classify animals as such. This theme builds on information learned during previous KinderCorner units. It includes what students learned about the human body in *Head to Toe*, what they learned about classifying animals by characteristics in *Buggy About Spring*, and what they learned about farm animals in *City Gardens & Country Farms*.

Kindergartners' inherent curiosity and their natural attraction to animals make this topic especially appropriate for young children.

# Fur & Feathers *daily focus*

- Some animals make good pets.
- Pets need special care.
- Pets and people have special feelings for each other.
- Some animals do not make good pets and need to live in the wild.
- Animals from all over the world can live in zoos.
- Mammals give birth to and nurse their young.
- Mammals have backbones and hair, and they breathe air.
- Birds and mammals have different characteristics.
- For each animal species, there is a habitat that best suits its needs.
- There are many animal species in the world.

## 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.
- explore creative ways of moving to music.

## Emotional/Personal Domain

Students will:

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

## Cognitive Domain

Students will:

- classify objects by physical characteristics.
- classify by an increasing number of characteristics.
- understand vocabulary related to position in space.
- 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.
- understand and use prepositions appropriately.
- make predictions about stories to be read.
- recall experiences and retell stories sequentially, with detail and with accuracy.
- make inferences and draw conclusions from stories.
- read simple, phonetically controlled text accurately.
- comprehend reading.
- answer higher order questions about the text read.
- see books as sources of information.
- identify initial, final phonemes in words.
- blend and segment phonemes in a word.
- add phonemes to words.
- write readable words with approximated spelling.
- demonstrate an interest in writing to communicate.

**Mathematical Domain**

Students will:

- identify equal parts of a whole.
- determine fair shares.
- identify halves, thirds, fourths.
- identify time of day.
- compare lengths of time.
- identify parts of a clock.
- tell time to the hour.
- solve problems.

**Social Studies Domain**

Students will:

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

**Science Domain**

Students will:

- ask science-related questions.
- identify selected animals by known characteristics.
- expand knowledge of the basic environmental and nutritional needs of animals.
- conduct organized experiments.
- collect, describe, and record information.

**Interpersonal Domain**

Students will:

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

**Physical Domain**

Students will:

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

# Vocabulary

Background Words			
Animals	Animal Features	General	Readles
alligator dog eagle elephant guinea pig iguana lion monkey pigeon squirrel tiger turtle zebra	characteristics	hunter	bear
	feathers	usual	bone(s)
	whiskers	Getting Along Together	cents
	Earth Features	banner	heard
	boulders	hurdle	home
	desert	include	idea
	stump	interrupt	sandwich(es)
			sign
			tree

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	
birds	mammals
care	pet
dangerous	species
fur	veterinarian
groom	wild
growl	zoo
habitat	zookeeper
hatch	

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

STaR Words
binoculars
creep
exercise
flooding
forest
grumpy
invite
rustle
tame

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

Math Words
analog clock
clock
digital clock
divide
equal
face
fair shares
fourths
halves
hour hand
minute hand
morning
night
noon
o'clock
thirds
time
whole

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	By Accident Play a remembering Brain Game.	Skill lesson: Introduce Hurdles: Interrupting
 Theme Exploration	Discuss student pets. Read <i>Pets</i> .	Read <i>Hello, My Name Is Henry</i> . Discuss how to take care of pets.
 Rhyme Time	"Best Pet Yet" Phoneme Addition	"Best Pet Yet" Blend sounds to make words.
 STaR	<i>The Salamander Room</i> Focus: Compare text to self.	<i>The Salamander Room</i> Retell: Summarization
 Dramatic Play Lab	Housekeeping Build an imaginary home.	Animal Hospital Build an animal hospital.
 Blocks Lab	Pet Habitats Build pet habitats.	Pet Habitats
 Art Lab	Pet Portraits Paint a portrait of a pet.	Pet Portraits
 Classroom Library Lab	Free Reading Explore books independently or with a friend.	Henry's Adventures Write stories about Henry, the dog from <i>Hello, My Name Is Henry</i> .
 Literacy Lab	Play School: Middle Man Pick two consonants and a vowel to make real and nonsense words.	Play School: Middle Man
 Math Lab	Free Exploration Explore various math manipulatives to tell addition and subtraction stories.	Whiskers and Feathers Create fair shares using different animals, whiskers, and feathers.
 Computer/Media Lab	Free Exploration Explore educational software or listen to music with computers, CD players, or other digital devices.	Record a Story About Henry Record a story about Henry, the dog.
 Sand/Water Lab	Free Exploration Explore the properties of sand and/or water by experimenting with a variety of tools.	Pet Bath Bathe toy pets.
 Science Lab	Places for Animals Classify pictures of animals into the categories "farm," "pet," "zoo," and "wild."	Places for Animals
 Writing Lab	Free-Choice Writing Creative writing on topic of choice.	How to Take Care of a Pet Write about how to take care of pets.
 15-Minute Math	Introduce Number Combinations poster.	Introduce Equal Parts? poster.
 Snack • Outside • Gross-Motor Play	Serve tuna and crackers. Play Animal Charades.	Serve equal pieces of a sandwich. Play Hide and Seek focusing on prepositions.
 KinderRoots	Shared Story: <i>Lost!</i> Focus sound: /l/	Shared Story: <i>Lost!</i> Focus sound: /l/
 Math Mysteries	Identify equal parts of a whole.	Identify fair shares of a set.
 Let's Daydream	"Cats"	"Just Three"
 Write Away	Write about your pet.	Write about how people can take care of their pets.
 Let's Think About It	Create idea web to record the characteristics of good pets.	Dramatize how to take care of pets. Share art and writing about pets.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: Hurdles: Not Waiting	Describe an experience about waiting for something. Play a remembering Brain Game.	Class Council
Discuss how pets and people care for each other. Write a Pet Card to pets.	Discuss animals that would not make good pets.	Discuss zoo animals, zoos, and zookeepers.
"Best Pet Yet" Segment sounds in words.	"Best Pet Yet" Segment sounds in words.	"Best Pet Yet" Blend sounds to make words.
<i>If Anything Ever Goes Wrong at the Zoo</i> Focus: Relate story plots to reality.	<i>If Anything Ever Goes Wrong at the Zoo</i> Retell: Compare characters in stories.	Free Choice
Animal Hospital	Animal Hospital	Animal Hospital
Pet Habitats	Wild Animal Homes Build home for wild animals.	Wild Animal Homes
Love Your Pets Paint or draw a picture of themselves and their pets caring for one another.	Love Your Pets	Love Your Pets
Henry's Adventures	Henry's Adventures	Henry's Adventures
Play School: Middle Man	Play School: Quick Erase Play Quick Erase.	Play School: Quick Erase
Whiskers and Feathers	Whiskers and Feathers	Whiskers and Feathers
Record a Story About Henry	Record a Story About Henry	Record a Story About Henry
Pet Bath	Watering Hole Create a watering hole for wild animals.	Watering Hole
Places for Animals	Places for Animals	Places for Animals
How to Take Care of a Pet	Wild! Write about a day in the life of a wild animal.	Wild!
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve apples; practice waiting strategies. Play Follow the Animal Leader.	Pretend to work in a zoo.	Serve animal crackers. Play Zookeeper, May I?
Shared Story: <i>Lost!</i> Focus sound: /l/	Shared Story: <i>Lost!</i> Focus sound: /l/	Shared Story: <i>Lost!</i> Focus sound: /l/
Identify halves of a whole.	Identify halves of a whole.	Identify thirds and fourths of a whole.
"Cats"	"The Hunter"	"Tiger"
Write about how your pet makes you feel.	Write about an animal that would not make a good pet.	Add an additional sentence to a previous sentence written during the week.
Play Follow the Leader. Share Pet Cards.	Solve animal riddles. Share animal artwork and writing.	Review what students have learned about pets and zoo animals. Play Telephone with new vocabulary.

# Peek at the Week 2

Lesson Component	Day 6	Day 7
Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
Gathering Circle	Brain Game	Skill lesson: Hurdles: not including everyone
Theme Exploration	Discuss and list mammal characteristics.	Watch mammal video. Discuss and list mammal characteristics.
Rhyme Time	"Mammals" Identify initial and ending sounds.	"Mammals" Blend sounds to make words.
STaR	<i>Annie and the Wild Animals</i> Focus: Ask questions about unknown words.	<i>Annie and the Wild Animals</i> Retell: Dramatization
Dramatic Play Lab	Zoo Pretend to be zoo staff.	Zoo
Blocks Lab	Build a Zoo	Build a Zoo
Art Lab	Wildlife Group Art Project Paint a scene of wild animals in their habitats.	Wildlife Group Art Project
Classroom Library Lab	<i>Annie and the Wild Animals</i> Retell the story <i>Annie and the Wild Animals</i> .	<i>Annie and the Wild Animals</i>
Literacy Lab	Play School Use materials commonly found in classrooms to play school.	Play School: Sequencing Put pages from familiar Shared Stories in the correct sequence.
Math Lab	Tick Tock, Make a Clock Create clocks.	Tick Tock, Make a Clock
Computer/Media Lab	Free Exploration Software, music, IWB activities.	World Wild Web Explore websites about wild animals.
Sand/Water Lab	Free Exploration Explore the properties of sand and/or water by experimenting with a variety of tools.	Find the Animals Find and count animals buried in the sand.
Science Lab	Scientist's Station Use materials and tools freely to investigate.	Mammals or Not Classify pictures of animals into the categories "mammal" and "not mammal."
Writing Lab	Free-Choice Writing Creative writing on topic of choice.	Free-Choice Writing
15-Minute Math	Introduce Our Favorite Animals Graph.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Serve animal-shaped cookies. Play Wildcats and Kittens.	Serve a variety of fruits and vegetables. Play The Zookeeper at the Zoo.
KinderRoots	Shared Story: <i>Hot Muffins!</i> Focus sound: /h/	Shared Story: <i>Hot Muffins!</i> Focus sound: /h/
Math Mysteries	Identify times of day.	Compare lengths of time.
Let's Daydream	"april is a dog's dream"	"The Old Dog's Song"
Write Away	Write about one characteristic of a mammal.	Write about a mammal that you like.
Let's Think About It	Predict if animals are mammals.	Confirm predictions about whether animals are mammals.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: Hurdles: not including everyone	Name the hurdles that interfere with learning. Brain Game	Class Council
Discuss bird characteristics. Complete Venn diagram comparing birds and mammals.	Explain why some habitats are not right for some animals.	Identify if animals are pets, or live at the zoo or in the wild.
"Mammals" Segment sounds in words.	"My Silly Little Zoo 1" Identify initial sounds.	"My Silly Little Zoo 2" Identify initial sounds.
<i>Ruby's Birds</i> Focus: Compare settings in different stories.	<i>Ruby's Birds</i> Retell: Illustration	Free Choice
Zoo	Zoo	Zoo
Build Birds and Birdhouses	Build Birds and Birdhouses	Build Birds and Birdhouses
Painting with Feathers Paint with feathers.	Painting with Feathers	Painting with Feathers
Find the Mammals, Find the Birds Identify mammals and birds in books.	Find the Mammals, Find the Birds	Find the Mammals, Find the Birds
Play School: Sequencing	Play School: Sequencing	Play School: Sequencing
Tick Tock, Make a Clock	Tick Tock, Make a Clock	Tick Tock, Make a Clock
World Wild Web	World Wild Web	World Wild Web
Find the Animals	Find the Animals	Find the Animals
Birds, Mammals, or Neither Classify pictures of animals in the categories "mammal," "bird," or "other."	Birds, Mammals, or Neither	Birds, Mammals, or Neither
Free-Choice Writing	Pick a Habitat Write a description of an animal's habitat.	Pick a Habitat
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve granola. Dramatize birds feeding their babies.	Serve animal-shaped bread with spread. Compare times for activities.	Serve a variety of foods eaten by both pets and people. Move like the pets in the SFAF Big Book <i>Pets</i> .
Shared Story: <i>Hot Muffins!</i> Focus sound: /h/	Shared Story: <i>Hot Muffins!</i> Focus sound: /h/	Shared Story: <i>Hot Muffins!</i> Focus sound: /h/
Identify parts of a clock and tell time to the hour.	Tell time to the hour.	Explore problem-solving.
"Pigeons"	"Eletelephony"	"Eletelephony"
Write about what a bird sees flying high in the sky.	Write about a habitat of an animal you have learned about.	Write an additional sentence onto a previous sentence written during the week.
Review birds/mammals Venn diagram. Create class story about a bird.	Explain why some habitats are right for some animals.	Review what students have learned about mammals, birds, and habitats. Play Agree or Disagree with new vocabulary.

# You Will Need

## Supplied by SFAF:

<b>Books</b>	<b>STaR</b>
B	<p><i>The Salamander Room</i> by Anne Mazer</p> <p><i>If Anything Ever Goes Wrong at the Zoo</i> by Mary Jean Hendrick</p> <p><i>Annie and the Wild Animals</i> by Jan Brett</p> <p><i>Ruby's Birds</i> by Mya Thompson</p> <p><i>Degas and the Little Dancer</i> by Laurence Anholt (from unit 7)</p>
	<b>KinderRoots Shared Stories</b>
	<p><i>Lost!</i> by Laura Burton Rice (SFAF), teacher and student copies</p> <p><i>Hot Muffins!</i> by Laura Burton Rice (SFAF), teacher and student copies</p>
	<b>Theme Exploration</b>
	<p><i>Pets</i> by Sally Francis Anderson (SFAF Big Book)</p> <p><i>Hello, My Name Is Henry</i> by Sally Francis Anderson (SFAF Big Book)</p> <p><i>Baby Animals</i> by Marfé Ferguson Delano</p> <p><i>Working on the Farm</i> by Lori Ann Mortensen (from unit 13)</p>
M	<b>Other</b>
	<p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky</p> <p><i>Telling Time with Big Mama Cat</i> by Dan Harper</p>
<b>Media</b>	
C	<p>KinderCorner 2nd Edition Plus Media and Software flash drive</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 14</p> <p><i>Language Play &amp; Listening Fun for Everyone!</i> CD</p>
	<b>Cards/Card Sets</b>
C	<p><b>KinderCorner Phonics Picture Cards</b></p> <p>Key cards: "m," "h," "b," "f," "l," "th," "r," "p," "t," "s," "n," "v," "a," "e," and "o"*</p>
	<b>KinderCorner Activity Cards</b>
	<p>Mammal Characteristics Picture Cards</p>
	<b>KinderCorner Rhyme Cards</b>
	<p>"Best Pet Yet"</p> <p>"Mammals"</p>
O	<b>Other</b>
	<p>Green Word cards: "basket," "filled," "log," "picnic," "Bill's," "last," "lost," "stopped," "Bob's," "led," "lot," "unpacked," "fell," "leg," "pal," "yelled," "ham," "hot," "muffins," "yum," "Hank's," "hugged," "rocks," "had," "hat," "hut," "sell," "hid," "lots," and "tossed"*</p> <p>Red Word cards: "ate," "this," "are," "her," "we," "was," "give," "his," "were," "hard," "I'll," and "your"*</p>

<b>Posters</b>		
	Peace Path poster	
<b>Math Kit Items</b>		
	Number Combinations poster Equal Parts?/Half and Half poster Fraction cutouts Transparent spinner	Our Favorite Animals Graph Pet Cards Fraction Cutouts
<b>Other SFAF Items</b>		
	Cool Kid certificates (4) KinderCorner Weekly Record Form for unit 14, 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> Read & Respond bookmarks Home Link animal hand stamps	

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

**Teacher Acquired:**

Food		
	<p><b>For Snack</b></p> <p>Tuna</p> <p>Crackers</p> <p>Milk</p> <p>Peanut butter</p> <p>Square bread</p> <p>Apples</p>	<p>Animal crackers</p> <p>Bear- or other animal-shaped cookies</p> <p>Fruits and vegetables</p> <p>Granola or other mix with sunflower seeds</p> <p>Bread</p> <p>Spreads (e.g., apple butter, honey, jelly)</p>
Office/Craft Supplies		
	<p>Craft sticks</p> <p>Craft (or bulletin board) paper</p> <p>Brass fasteners</p>	<p>Feathers</p> <p>Sticky notes</p>
General		
	<p><b>For Active Instruction</b></p> <p>Books about animals and pets</p> <p>Books about mammals</p> <p>Books about birds</p> <p>Egg carton (empty)</p> <p>Gelatin box (empty)</p> <p>Cracker box (empty)</p> <p>Candy bar wrapper</p> <p>Pattern blocks</p> <p>Pictures of pets (e.g., dog, parrot, fish)</p> <p>Pictures of wild animals (e.g., bear, elephant, tiger)</p> <p>Pictures of mammals (e.g., cat, cow, hamster, rabbit)</p> <p>Pictures of birds in nests</p> <p>Stopwatch</p> <p><b>For Snack</b></p> <p>Cookie cutters (animal shapes)</p> <p>Plastic knives or spreaders</p>	<p><b>For Learning Labs</b></p> <p>Small plastic animals (e.g., dogs, cats, zebras, wolves)</p> <p>Magnetic letters</p> <p>Stethoscope</p> <p>White jackets or men's dress shirts</p> <p>Medical kit (toy)</p> <p>Stuffed animals</p> <p>Shampoo</p> <p>Mild liquid dish soap</p> <p>Washcloths</p> <p>Small towels</p> <p>SFAF Shared Stories 5–16</p> <p>Grooming brushes</p> <p>Safari hats</p> <p>Gardening gloves</p> <p>Plush zoo animals</p> <p>Toy medical kit</p>
Optional Items		
	<p>Parking cones</p> <p>Rope</p> <p>Instructional clock (analog)</p>	

**To Be Prepared:**

Day 1	
<b>GC</b>	<ul style="list-style-type: none"> <li>Place four craft sticks of various colors (e.g., two red, two blue) or other items for creating patterns in a small plastic bag, one bag per student (make all bags identical).</li> </ul>
<b>TE</b>	<ul style="list-style-type: none"> <li>Prepare sentence strips by writing “(blank for student’s name) has a (blank for pet)” on one side and “(blank for student’s name) wants a (blank for pet)” on the other side, one sentence strip per student.</li> <li>Make a theme vocabulary word card for “pet.”*</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Number pages of <i>The Salamander Room</i>; the first page of story text is page 2.</li> </ul>
<b>LL</b>	<ul style="list-style-type: none"> <li>Duplicate Animal Places Sorting Labels onto construction paper or card stock. Cut apart, color, and laminate.</li> </ul>
<b>15-MM</b>	<ul style="list-style-type: none"> <li>Remove the Going Shopping activity materials and the Our Favorite Hats Graph from the 15-Minute Math bulletin board. Attach the Number Combination poster to the board. Place the counters and a marker near the board.</li> </ul>
<b>Outside</b>	<ul style="list-style-type: none"> <li>Write the names of several animals on individual index cards. Choose animals that are commonly found as pets and that students are familiar with.</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>Create a Yes/No T-chart. Fold a piece of bulletin board paper in half. Label one column YES and the other column NO. Tape the chart where students can see it.</li> <li>Duplicate Equal, Not Equal sheets (appendix).</li> <li>Duplicate and cut out Fair Shares Cards (appendix), one set per partnership.</li> </ul>
<b>LTAI</b>	<ul style="list-style-type: none"> <li>Duplicate theme-introduction letter for unit 14 (appendix), one per student.</li> </ul>
Day 2	
<b>GC</b>	<ul style="list-style-type: none"> <li>Duplicate Hurdles poster (appendix), and attach the two sections to form the full poster. Copy and cut out the hurdles for Days 2, 3, and 7.*</li> </ul>
<b>TE</b>	<ul style="list-style-type: none"> <li>Make theme vocabulary word cards for “veterinarian” and “groom.”*</li> </ul>
<b>LL</b>	<ul style="list-style-type: none"> <li>Duplicate Cat, Dog, and Bird Pictures (appendix), one set per student.</li> <li>Duplicate Whiskers and Feathers (appendix), one set per student</li> </ul>
<b>15-MM</b>	<ul style="list-style-type: none"> <li>Attach the Equal Parts?/Half and Half poster to the 15-Minute Math bulletin board. Cover the Half and Half side of the poster with a plain sheet of paper. Use sticky notes to cover each of the shapes under the Equal Parts? Portion. Cut out the Fraction Cutouts, and place them in a plastic bag. Place the bag aside until day 6.</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>Place ten pennies in one small bag.</li> <li>Fold a piece of rectangular paper into two equal pieces. Use a marker to go over the halfway line.</li> <li>Fill small plastic bags with an even number of buttons, one bag per partnership. You may choose to fill each bag with the same number of buttons (four, six, eight, or ten), vary each bag from partnership to partnership, depending on your students’ level of comfort with creating equal sets.</li> <li>Duplicate the Fair Shares for 3 and Fair Shares for 4 sheets (appendix), one of either per partnership.</li> <li>Fill small plastic bags with twenty-four manipulatives each, one bag per partnership.</li> </ul>

Day 3	
TE	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “care.”*</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of <i>If Anything Ever Goes Wrong at the Zoo</i>; the first page of story text is page 1.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Cut each of the following into two equal pieces, and place in a grocery bag: egg carton, gelatin box, cracker box, and candy bar wrapper.</li> <li>• Duplicate and cut apart Finding Halves sheets (appendix). Place each set of pieces in a plastic bag, one set per partnership.</li> </ul>
Day 4	
TE	<ul style="list-style-type: none"> <li>• Make theme vocabulary word cards for “dangerous” and “growl.”*</li> <li>• Print or cut out pictures of a variety of animals that represent a mixture of wild animals and pets (e.g., bear, elephant, tiger, dog, parrot, fish), one picture per partnership.</li> </ul>
RT	<ul style="list-style-type: none"> <li>• Using masking or electrical tape, create a series of hopscotch or ladder boards on the floor of your classroom. Label each block with numbers, beginning at one.</li> </ul>
KR	<ul style="list-style-type: none"> <li>• Duplicate and cut letter tiles (appendix).</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Duplicate and cut out the Pattern Block Puzzle Pieces (appendix), one set.</li> <li>• Duplicate Pattern Block Puzzles (appendix), one per partnership.</li> <li>• Place three of each type of pattern block in a plastic bag, one bag per partnership.</li> </ul>
Day 5	
TE	<ul style="list-style-type: none"> <li>• Draw a web on piece of chart paper. Write the word “Zoo” in the middle of the web. Draw three branches from the middle of the web. Label the branches: “food,” “clean,” and “exercise.”*</li> <li>• Make theme vocabulary word cards for “zoo” and “zookeeper.”*</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Duplicate More Pattern Block Puzzles (appendix), one per partnership.</li> <li>• Place five of each type of pattern block in a plastic bag, one bag per partnership.</li> </ul>
Day 6	
TE	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “mammals.”*</li> <li>• Title a piece of chart paper “Mammal Characteristics.”*</li> </ul>
RT	<ul style="list-style-type: none"> <li>• Duplicate and cut First or Final Spinner (appendix). Tape to transparent spinner.</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of <i>Annie and the Wild Animals</i>; the first page of story text is page 1.</li> </ul>
LL	<ul style="list-style-type: none"> <li>• Duplicate Clock and Hands sheets (appendix), one per student.</li> <li>• Create a sample instructional clock using the Clock and Hands sheets (appendix; optional).</li> </ul>
15-MM	<ul style="list-style-type: none"> <li>• Attach the Our Favorite Animals Graph to the 15-Minute Math bulletin board. Cut apart the Pet Cards, and place each type of animal in a separate plastic bag. Place the bags of Pet Cards near the board.</li> <li>• Change the Equal Parts?/Half and Half activity by uncovering the Half and Half side of the poster and covering the Equal Parts? Side. Attach a plastic bag of Fraction Cutouts to the board.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Duplicate the What Time of Day? sheets (appendix), and tape them to a large sheet of chart paper. Hang in the front of the room where students can see them.</li> <li>• Duplicate Time of Day Cards (appendix). Cut cards and place in a plastic bag, one set per partnership.</li> </ul>
LTAI	<ul style="list-style-type: none"> <li>• Title a piece of chart paper “Is It a Mammal?”</li> </ul>

Day 7	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “fur.”*</li> </ul>
<b>LL</b>	<ul style="list-style-type: none"> <li>• Duplicate the pages of several Shared Stories. Omit page numbers from duplicates, and do not bind as books.</li> <li>• Bookmark a number of child-friendly websites about wild animals on computers available in the computer/media lab.</li> <li>• Label the backs of pictures placed in the science lab. Label the back of each card “mammal” or “bird” as it applies. Leave all others (e.g., reptiles, arachnids) blank.</li> <li>• Write “mammal” on one sentence strip. Write “not mammal” on a second sentence strip.</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the Compare Time Cards sets A and B (appendix), one set per partnership.</li> </ul>
Day 8	
<b>GC</b>	<ul style="list-style-type: none"> <li>• Duplicate and cut Including Everyone Activity Cards (appendix), one card per group of four students.</li> </ul>
<b>TE</b>	<ul style="list-style-type: none"> <li>• Create a Birds and Mammals Venn diagram by drawing two large overlapping circles on a piece of chart paper. Write “Birds” above the left circle and “Mammals” above the right circle.</li> <li>• Make theme vocabulary cards for “birds” and “hatch.”*</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Number the pages of <i>Ruby’s Birds</i>; the first page of story text is page 2.</li> </ul>
<b>LL</b>	<ul style="list-style-type: none"> <li>• Write “bird” on one sentence strip. Write “mammal” on a second sentence strip. Write “other” on a third sentence strip.</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate Clock Spin (appendix), one per partnership. Cut out spinners and arrows. Attach one arrow spinner to the middle of each Clock Spin spinner with a brass fastener. For more effective spinners, use cardstock or other heavy paper for arrow spinners.</li> <li>• Duplicate Time to the Hour sheets (appendix), one per partnership.</li> </ul>
Day 9	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Duplicate, color, and cut Habitat/Animal Cards (appendix).</li> <li>• Make theme vocabulary word cards for “habitat” and “wild.”*</li> </ul>
<b>MM</b>	<ul style="list-style-type: none"> <li>• Duplicate Clocks cards (appendix) on card stock. Cut apart and place each set into a plastic bag, one bag per partnership.</li> </ul>
Day 10	
<b>TE</b>	<ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “species.”*</li> </ul>
<b>LTAI</b>	<ul style="list-style-type: none"> <li>• Gather happy-or-sad face sticks or create new (unit 2 appendix)</li> </ul>

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



# Day 1 | Ready, Set...

## Focus

Some animals make good pets.

Materials	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• KinderCorner Weekly Record Form for unit 14, week 1</li> <li>• Sign-in sheets (lines only)</li> <li>• Classroom Library Lab: Theme-related books about animals and pets</li> <li>• Literacy Lab: Letter tiles (previous units)</li> <li>• Math Lab: Window Box Gardens and bicolored counters (from unit 13, day 9)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Brain Game materials for game of 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>• SFAF Big Book: <i>Pets</i></li> <li>• Prepared sentence strips, one per student with “(blank for student’s name) has a (blank for pet)” on one side and “(blank for student’s name) wants a (blank for pet)” on the other side</li> <li>• Theme vocabulary word card for “pet” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Key cards: “m,” “h,” “b,” “f,” “l,” “th,” “r,” “p,” “t,” “s,” “n,” and “v”</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Salamander Room</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• Number Combinations poster</li> <li>• Bicolored counters (ten)</li> <li>• Overhead marker</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Tuna</li> <li>• Crackers</li> <li>• Milk</li> <li>• Index cards with the names of animals printed on them</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story: <i>Lost!</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “n,” “s,” “a,” “b,” “f,” “e,” and “l” or IWB access</li> <li>• Green Word cards: “basket,” “filled,” “log,” “picnic,” “Bill’s,” “last,” “lost,” “stopped,” “Bob’s,” “led,” “lot,” “unpacked,” “fell,” “leg,” “pal,” and “yelled” or IWB access</li> <li>• Red Word cards: “ate,” “this,” “are,” “her,” “we,” and “was” or IWB access</li> </ul>

Materials	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Number Combination Cards for 10 (from unit 13)</li> <li>• Yes/No T-chart</li> <li>• Tape</li> <li>• Equal, Not Equal sheets (appendix), one set</li> <li>• Fair Shares Cards (appendix), one set per partnership</li> <li>• Construction paper (one for teacher, one per partnership)</li> <li>• Pencils or crayons</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• "Cats," <i>The 20th Century Children's Poetry Treasury</i>, page 51</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>• Sentence strips from Theme Exploration</li> <li>• Chart paper</li> <li>• Read &amp; Respond bookmarks</li> <li>• Theme-introduction letter for unit 14 (appendix), one per student</li> <li>• Home Link animal hand stamp: parrot</li> </ul>

### Learning Labs—Materials

<b>Dramatic Play Lab   Housekeeping</b>
<ul style="list-style-type: none"> <li>• Furniture such as kitchen appliances, table and chairs (If you do not have these items, invite students to make them with large boxes.); simple props such as dishes, toy food, a real telephone, dress-up clothes, baby dolls, and doll beds</li> <li>• Mirror</li> </ul>
<b>Blocks Lab   Pet Habitats</b>
<ul style="list-style-type: none"> <li>• Small plastic animals (e.g., dog, cat)</li> <li>• Craft sticks</li> <li>• Yarn</li> <li>• Construction paper</li> <li>• Glue/tape</li> <li>• Crayons or markers</li> </ul>
<b>Art Lab   Pet Portraits</b>
<ul style="list-style-type: none"> <li>• Easels</li> <li>• Tempera paint</li> <li>• Paper</li> <li>• Pencils</li> <li>• Paintbrushes</li> </ul>

**Classroom Library Lab | Free Reading**

- Books from the school, teacher, or public library
- Books provided with your KinderCorner materials
- Books about animals and pets

**Literacy Lab | Play School: Middle Man**

- A full set of magnetic letters or letter cards divided into vowels and consonants

**Math Lab | Free Exploration**

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

**Computer/Media Lab | Free Exploration**

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

**Sand/Water Lab | Free Exploration**

- Items to encourage exploration, such as a balance scale, items to weigh, leaves, shells, rocks, scraps of material, magnets, magnetic and non-magnetic items with which to experiment, magnifying glasses

**Science Lab | Places for Animals**

- Several cut-out pictures of animals
- Read and Recycle Bag (Make sure it includes magazines such as *National Geographic* and *Your Big Backyard*, with pictures of animals.)
- Scissors
- Animal Places Sorting Labels (appendix)

**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 animals and pets.

## Literacy Lab

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

## Math Lab

- Place the Window Garden Box and bicolored counters from unit 13, day 9 Math Mysteries in the lab, and encourage students to tell addition and subtraction stories.

### Computer/Media Lab

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

### Writing Lab

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

### Other

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



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

## Gathering Circle

**TIMING GOAL:** 15 minutes

### Routine

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

### Partner Challenge

- Introduce the Partner Challenge.

**Today’s Partner Challenge is to tell your partner about why you might end up in a conflict even if something happens by accident.**

- Provide a moment for students to think about the challenge and ask questions. Remind them that they will have time to talk with their partner about it during snack.
- Tell students that they will earn pocket points when they use active-listening skills when they talk with their partners. Feel free to change the Getting Along Together skill to one with which your class needs more practice.



You may want to modify the game *Going to the Market* to reflect the theme for this unit by playing *Going to the Pet Store* or *Going to the Zoo*. In this case, you will start the game by saying something such as "I am going to the pet store, when I get there I will see..."



## Brain Game

- Introduce this week's Brain Game.

**This week, we will play a Brain Game that help us remember.** Give the Remember signal. Invite the Cool Kid to select from among the remembering games: *Copy Me!*, *Five Questions*, *What Is Missing?*, or *Going to the Market*. Feel free to limit the choices if students have a difficult time making a choice.

- Play the game.

T-P-S: **How does this game help us remember?** Review the remembering strategies: repeating quietly to yourself, asking questions about items to be remembered, and making a mental image. T-P-S: **What did you do to help you remember while you played the game?**

- Continue to play this Brain Game throughout the day and the rest of the week.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



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

**This week, we will learn about pets and other animals. Our Daily Message is going to tell us more about what we will learn about today.**

### Daily Message

---

Some animals make good pets.

---

- 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 word in our Daily Message has sneaky “e” in it? “Make.” That’s right. “Make” has sneaky “e” at the end of the word. So, what sound does the “a” make in the word “make”? /a\_e/.**
  - Have students stretch and read the word “pets.”



## Theme Learning



- Explain the content of the Daily Message.

**Our Daily Message tells us that some animals make good pets. Pets are animals that we love and take special care of. Raise your hand if you have a pet at home. T-P-S: Tell your partner what kind of pet you have at home. If you don't have a pet, tell your partner what kind of pet you would like to have.**

- Encourage students to share their responses in complete sentences. Model this as necessary.
- As each student shares his or her response, select the side of the sentence strip that says “has a” or “wants a,” and write the student’s name and pet to complete the sentence. Invite the student to read the sentence and place the sentence in the pocket chart. For example, “Sierra has a dog.” Invite the whole class to read the sentence, while pointing to the words in the sentence as you and students read them.
- Display the sentences so students can refer to them during writing lab and Write Away activities throughout the week.

**Teacher’s Note:** Be sure to add a period at the end of the sentence. Save sentence strips for use during Let’s Think About It.

- Introduce the Big Book *Pets*.



**I’d like to share a new book with you. This book is called *Pets*. This book will help us to learn more about animals that are pets.** Point to the cover of the book. WGR: **What kind of pet does the girl have? A *dog*.** Quickly comment on those students who have dogs or want dogs (referring back to the pocket chart).

- Read the book. As you read, prompt students to identify the pets shown in the book. Comment on those students who have or want each type of pet. Provide additional information about unfamiliar pets shown in the book, for example, guinea pigs, iguanas, and turtles.

**Today, and for the next several days, we’ll spend more time thinking and talking about animals that people keep as pets.**



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

**A pet is an animal that we love and take special care of. I can make a sentence with the word “pet”:**

**My cat is a very good pet.**



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 “Best Pet Yet.”

**Today we will begin to learn a new rhyme about pets. This rhyme will help us know more about all different kinds of pets.**



My Turn  
Your Turn

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

#### **Best Pet Yet**

**Some animals have fluffy feathers.**

**Some animals have fur or hair.**

**Some animals breathe under water.**

**Some animals breathe in the air.**

**Some animals soar in the sky.**

**Some animals swim and dive.**

**Some animals crack out of eggs.**

**Some animals are born alive.**

**So many kinds of animals!**

**I wonder which I would get:**

**A mammal, a bird, or a reptile.**

**Which is the best pet yet?**

### 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 will say a word, and then you will make a new word by adding a sound to the beginning of the word. So if the word is “ice,” and I said to add the /m/ sound (Hold up the “m” key card.) to the beginning of the word, you would say “mice.” WGR: If I say “and” and ask you to add the /h/ sound (Hold up the “h” key card.) to the beginning of the word, what word would you make? “Hand.”**



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

**Ready? The word is “air.”** Hold up the key card for “h.” T-P-S: **Add /h/ to “air.”** “*Hair.*” **Great. Let’s try another sound.** Hold up the key card for “b.” T-P-S: **Add /b/ to “air.”** “*Bear.*”

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

Word	Add	New Word
ox	/f/, /b/	<i>fox, box</i>
ink	/l/, /th/	<i>link, think</i>
ace	/r/, /p/	<i>race, pace</i>

- Congratulate students for their effort, and tell them that now they will play Add a Last Sound. Remind students that they will add a sound to the end of the word instead of the beginning of the word this time. Model as needed.

Word	Add	New Word
gray	/p/, /t/	<i>grape, great</i>
tray	/s/, /n/	<i>trace, train</i>
say	/f/, /v/	<i>safe, save</i>



- Award pocket points if several students are successfully able to add initial and final sounds to the given words.



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



**STaR**  
Interactive Story Reading

**TIMING GOAL:** 20 minutes

**STaR Words:**

forest  
creep

**The Salamander Room**

*Written by Anne Mazer*

*Illustrated by Steve Johnson and Lou Fancher*

Brian discovers a salamander in the woods and wants to take it home to keep as a pet. His mother’s gentle questions prompt Brian to imagine recreating his room to be the perfect environment for the salamander—and a few other woodland creatures.

## 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.



**Our story today is *The Salamander Room*. The author is Anne Mazer, and this book has two illustrators—Steve Johnson and Lou Fancher. T-P-S: What does the author of a book do? *The author writes the story.* T-P-S: What does an illustrator do? *An illustrator draws or paints the pictures in a book.***

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

**Let’s look at the title again. It’s *The Salamander Room*. Remember that the title of a book usually tells us something about what happens in the story. This title tells us that the book is probably about a salamander. Point to the salamander on the cover. This is a salamander. T-P-S: What other animal does it look like? *A lizard.* Do you think salamanders usually live in rooms? *No.* Turn to page 1. I see a boy in this picture. T-P-S: What else do you see? *The boy lifting a leaf off a salamander.* Turn to page 3. Let’s look at another page. There is a boy lying in bed. T-P-S: Where do you think the boy is? *His room.* What else do you notice about this picture? *There are leaves and a salamander in the drawer beside the boy’s bed.* T-P-S: How do you think the salamander got there? *The boy caught the salamander and made a nest for it in his drawer.* T-P-S: What do you think might happen next in the story?**

- Introduce the story vocabulary words.

**An important word in this story is “forest.” A forest is land with a lot of trees. Many animals live in a forest.**

**Another word we will see in the book is “creep.” The word “creep” means to crawl, or to move slowly. A turtle might creep across a road.**

- Introduce the good-reader skill for today.

**Good readers think about how they are the same as or different from the characters in the story. As I read the story today, think about the things that the characters do. Would you do the same thing or something different?**



Compare text to self.

### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Pages 1 and 2:** The story says that the salamander crawled through the leaves on the forest floor. Remember, “forest” is one of our vocabulary words. Show students the picture on page 1. T-P-S: Here is a picture of the forest. Describe the forest in this picture to your partner.
  - **Page 6:** When Brian’s mom asks him where the salamander will play, he says that he will bring tree stumps and boulders into his room. T-P-S: Would you bring tree stumps and boulders into your room for a salamander? Why or why not?





- Also, Brian says that the salamander will be able to creep over the boulders. Remember that “creep” means to crawl, or to move slowly. Picture in your mind what the salamander would look like creeping over a boulder.
- Page 14: T-P-S: Why does Brian say he will bring trees and build a pond in his room?
- Page 18: Brian says, “And vines will creep up the walls of my room.” T-P-S: Who remembers what “creep” means? RWE: Yes, in this instance, the author uses the word “creep” to tell about how the vines move. The vines grow slowly up the walls of Brian’s room. We have learned from this story that both animals and plants can creep.

After Reading



T-P-S: **Would you want to change your room for a salamander the way Brian does in the story? Why or why not?**

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

**By the end of the story, Brian’s room looks like a forest.** Show students the picture on pages 19 and 20. **Look at this picture. T-P-S: Describe to your partner how Brian’s room looks like a forest.**

- 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 “creep.”

**Remember that “creep” means to crawl or move slowly, and that in the story the salamander and vines creep.** T-P-S: **Talk with your partner, and make up a sentence that uses the word “creep.”**

- Call on several partnerships, and write their sentences on the board. Say each word as you write it.



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 develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

#### When You Tour:

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

#### Facilitate Learning:

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

#### Example:

- **Where did you put the cat food? I think the cats are hungry.**

## Blocks Lab | Pet Habitats

Description:

- Students will build pet habitats.

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 blocks and other building materials, and the small animals that have been placed in the lab. Ask where pets live. **Where might dogs and cats live? What about other pets?** *Doghouse, kennel, bird house, fish tank, outside.*
- Explain to students that they can use the blocks to build a doghouse or kennel for a dog and then put a dog inside. They could choose to build a home for any animal they would like.
- Encourage students to create signs with the materials in the writing lab to label the types of animals and their homes.

Facilitate Learning:

- Join students in making pet habitats.
- Ask students questions about creating homes for pets.

**Examples:**

- **I'm going to create a habitat for my bird. What should I build?**
- **What materials are you going to use to build a habitat for your \_\_\_\_\_? Why did you choose those materials?**

## Art Lab | Pet Portraits

Description:

- Students will paint a portrait of a pet.

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 easels, paintbrushes, and paints.
- Explain to students that they may paint a portrait of their favorite pet or of a pet that they would like to have in their home.

Facilitate Learning:

- Join students in painting a pet portrait or story illustration.
- As students work, encourage them to talk about their artwork and artistic choices.

**Examples:**

- **Why did you choose that scene from the story to illustrate?**
- **What is your pet’s name? What is special about this pet?**

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

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

## **Literacy Lab | Play School: Middle Man**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will pick two consonants and a vowel to make real and nonsense words.

Purpose:

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

When You Tour:

- Tell students that today in their imaginary classroom they can play a word game called Middle Man.
- The student who is playing the role of the teacher will pick two consonants.
- A “student” will pick a vowel (the Middle Man) and place it between the two consonants. That student will stretch and read the word.
- The group will decide if it is a real word or a nonsense word.
- Encourage students to take turns playing the teacher.

Facilitate Learning:

- Join students as they play Middle Man.
- Provide a model for correctly stretching and reading the words.

### **Math Lab | Free Exploration**

Description:

- Students will explore various math manipulatives to tell addition and subtraction stories.

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 tell addition and subtraction stories.

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

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

## Sand/Water Lab | Free Exploration

### Description:

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

### Purpose:

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

### When You Tour:

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

### Facilitate Learning:

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

### Examples:

- **What animals do you think like to live in sand?**
- **Do you think water is important to animals? Why?**

## Science Lab | Places for Animals

### Description:

- Students will classify pictures of animals into the categories “farm,” “pet,” “zoo,” and “wild.”

### Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the attributes of animals.

### When You Tour:

- Show students the sorting labels, cutout animal pictures, and hold up one of the magazines.
- Tell students that they will cut out and classify the animal pictures by placing each under the word “farm,” “pet,” “zoo,” or “wild.”
- Choose a picture, and ask students to explain why it could be placed under a particular category.
- In most cases, there is not a correct answer. Remind students that the important part of this activity is being able to explain the reasons for their choices. Multiple pictures of an animal, therefore, could be placed under more than one category.

Facilitate Learning:

- Join students in cutting out and classifying the animal pictures.
- Talk with students about the categories they choose for the animals.

**Example:**

- **I'm going to put this cat in the "farm" category. Do you think it could go in another category?**

**Teacher's Note:** After several students work in this lab, there may be very few, if any, pictures left in the magazines. At that point, simply let students sort the pictures. Save the cutout pictures for use in next week's science lab.

## Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

**Examples:**

- **Can you use Stretch and Spell to write the word "pets"?**
- **Drawing a picture for "parrot" is a good strategy. Are there any other strategies we could use to write this word?**



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



# 15-Minute Math

TIMING GOAL: 15 minutes

## Calendar



- Invite students to say the months of the year with you. Then say, **Let's practice counting. Help me count the months of the year.** Touch and count, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.** **How many months are in a year?** *Twelve.* **Do you remember what month it is now?** *Answers may vary.*
- Point to the days of the week on the calendar. WGR: **If you know how many days are in a week, say it out loud!** *Seven.* **Let's practice counting again.** Touch and count, **1, 2, 3, 4, 5, 6, 7.** **There are seven days in a week.**
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.** **What day is today?** *Replies.* **Today is** (day of the week).
- After placing the calendar cutout on the calendar, say, **Let's name the pattern.** Point to the calendar cutouts as you say, **Dog, cat, cat, rabbit, dog, cat, cat, rabbit, dog, cat, cat, rabbit....** 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 cutouts from a different month. Adjust as necessary.

## Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the "Today" card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month). Place the "Yesterday" card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week). **If yesterday was** (day of the week) **and today is** (day of the week), **then tomorrow must be** (day of the week). Place the "Tomorrow" card in the pocket behind the appropriate date card. Do not turn the card to reveal the date. Think Aloud: **I wonder what the date will be tomorrow?**

## Days of School Tape

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

This activity will allow students to use manipulatives to generate different number combinations for a total. Number combinations establish a basis for understanding addition and reinforce that numbers can be represented in many different ways.



## 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.

## Number Combinations

- Ask students if they notice anything new on the 15-Minute Math board. *Number Combinations poster.* Explain that they are going to use bicolored counters to generate number combinations for different totals. Point to the poster, and say, **Let’s make a number combination for 2.** Select a student to come up and toss two bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

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 tuna, and tell students that tuna is a food that both people and some animals, such as pet cats, eat. Ask them if there is something else that they are having for snack that cats like too. *Replies; milk.*
- Invite students to talk about the Partner Challenge.

**Today’s Partner Challenge is to tell your partner about why you might end up in a conflict even if something happens by accident.**

- Allow students time to talk about the challenge. Monitor their conversations, offering help as needed and awarding pocket points when you observe students using active-listening skills (or skill you want them to practice).

## Outside/Gross-Motor Play

- Play a game of Animal Charades. Have cards with the names of animals available. Let one student choose a card, and have that student or a group of students act out the way the animal moves. The rest of the students have to guess which animal is being depicted. When they have correctly named the animal, all students can move like that animal. Change groups, and repeat for as long as students show an interest.



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 *Lost!* Introduce the title, author, and illustrator of the story.

**Do you remember in our last KinderRoots Shared Story, we read about Meg and her toy duck, Peg? Today we will read again about Meg, and we will meet her friend Bill. Meg and Bill will have a picnic in the woods.**

**Let's learn some words that will help us to understand the story better.**

- Show the Word Play video segment.

### Video Words:

picnic  
lost  
stop  
lid  
ate  
snack  
unpack  
bell  
pal



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 picnic?**

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

**T-P-S: What do you think will happen to Meg and Bill in this story?**

- 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!**



**Green Words:**

basket  
filled  
log  
picnic  
Bill's  
last  
lost  
stopped  
Bob's  
led  
lot  
unpacked  
fell  
leg  
pal  
yelled



 **Students may need extra practice stretching and reading the /s/ blend words: "last," "stopped," and "basket." Be sure to pronounce each sound separately.**

**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 /n/, /s/, /a/, /b/, /f/, and /e/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /l/. **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 /l/.

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.

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.

bed → beg → big → pig → dig

## 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.**

## Red Words:

ate this  
are her  
we was

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

## Readles

## Readles:

bear heard  
home tree

**Sometimes in our story, we will see little pictures instead of words.** Show the readle “bear” on page 7 of the Shared Story. **When we see this picture, we will say, “bear.”** 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 students to share number combinations for 10.
- Award pocket points if students are able to identify several number combinations for 10.
- Show students the Number Combinations for 10 Cards. Ask them to identify the combinations on each card.

## Active Instruction



- Introduce the Yes/No chart that you will use to help students understand equal parts.

**Look at the chart on the board. What do these two words say? “Yes” and “no.” I have folded the chart into two columns. One side of the chart says “yes,” and the other side says “no.” I am going to put some pictures in each column. I want you to see if you can figure out why I am putting some of the pictures in the “yes” column and some in the “no” column. When you think you know why, raise your hand, but make sure you keep your idea to yourself until everyone has his or her hand raised.**

- Hold up the picture of the pie divided into equal pieces, and tape it to the “yes” side of the chart. Next, hold up the picture of the pie divided unevenly, and tape it to the “no” side of the chart. Ask students to think about what the pictures show. Give students time to look and think about what the pictures show. Remind students to keep their ideas to themselves for now.
- Hold up the picture of the apple divided into equal parts, and tape it to the “yes” side of the chart. Then hold up the picture of the apple divided into uneven pieces, and tape it to the “no” side of the chart. Ask students to think about how the pictures on each side of the chart are the same. Give students time to look and think about what the pictures show. Remind students to keep their ideas to themselves for now.
- Continue in the same manner with the pictures of the pizza and banana.
- When the chart is complete, tell students to look at the pictures carefully.

rwe

tps

**T-P-S: What do you notice about the pictures in the “yes” column compared to those in the “no” column? RWE: All the pictures in the “yes” column have been divided into pieces that are the same size. They have equal pieces. The pictures in the “no” column have not been divided into pieces that are the same size. They do not have equal pieces.**

- Pose the following scenario to students.

**T-P-S: If you and your friend were going to share a pizza, which way would be the fair way to divide it?** *The pizza should be divided so there are two pieces that are the same size.*

- Explain that if we divide things into pieces that are the same size, they are equal parts.

**When we create pieces that are the same size, we are creating fair shares. That means that each piece is exactly the same size. So, if we were to share it with someone, we would all get the same size piece—which would be fair.**

## Partner Practice

- Tell students that they will make a chart similar to the one you used in Active Instruction to investigate equal parts.

**Today you and your partner will make your own Yes/No chart. You will have pictures just like the ones I put on my chart. You and your partner will select a picture card and decide if the picture has been divided into equal parts or unequal parts. If the parts are equal, you will paste that picture in the “yes” column. If the parts are unequal, you will paste it in the “no” column.**

- Model how to fold the construction paper into two columns and write “yes” and “no” at the top of each column.
- Distribute the Fair Shares Cards, a sheet of construction paper, a crayon, and a glue stick to each partnership.
- Give partners time to examine each picture and select the correct column in which to glue each picture. As students work, circulate and ask questions, such as, “Why did you place this picture in the ‘yes’ column?” “Why did you place this picture in the ‘no’ column?” and “Where should this picture go?”

If students have a hard time identifying fair shares, allow them to cut apart the pieces and place them on top of one another. If the pieces match, they are fair shares, if one is bigger or smaller than the others, they are not fair shares.



## Recap

- Select several partnerships to share and explain their Yes/No charts.
- Award pocket points if partnerships placed the cards in the correct columns and can explain their thinking.
- Review the concept of equal parts, or fair shares.
 

**T-P-S: What does it mean if something is divided into fair shares?** *There are equal parts that are all the same size.*
- Play the “Showing Equal Parts of a Whole: Orange” video to reinforce the concept of equal parts.

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

- “Cats,” *The 20th Century Children’s Poetry Treasury*, page 51

### Introduce the Poem

**Today we’ve discussed different types of pets, and I have learned that some of you have pet cats. I’d like to share a poem called “Cats” by Eleanor Farjeon. The poem describes some of the strange places cats like to sleep. If you have a pet cat, you probably know a lot of places cats like to sleep.**



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 pets. You are going to write about your pet. If you don’t have a pet, you will write about a pet you would like to have.**



**T-P-S: Tell something about your pet.**

- Share an example that applies to you.

**I think that I will write a sentence that says, “My dog plays fetch.”**

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

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

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

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

**Example:**

**I am ready to write my sentence. My sentence is, “My dog plays fetch.”**

- **The first word is “My.” This word is on the word wall. We know how to spell this word.** Write “my.”
  - **“Dog” is the next word. We can also use Stretch and Spell to write “dog.”** Prompt students to use Stretch and Spell. Write “dog.”
  - **“Plays.” What sounds do you hear in the word “plays”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The last word is “fetch.” We can use Stretch and Spell again to write “fetch.”** Prompt students to use Stretch and Spell. Write any letters 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.

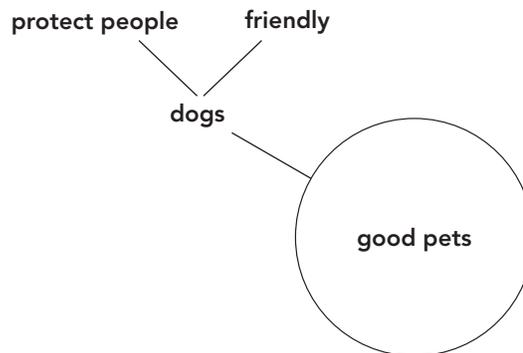
**Today we have been learning about the animals that people keep as pets in their homes. Some animals, such as dogs, cats, and fish, make very good pets. Other animals, such as lions and tigers, would probably not make such good pets. Let's think about some of the pets we know and talk about why they are such good pets for people to have.**

- Draw a circle on the chart paper. Write “good pets” in the center of the circle. Explain to students that the class is going to create a web to record their ideas on which animals make good pets and why.
- Distribute the sentence strips from Theme Exploration. As you distribute the strips, read each sentence aloud.
- Use the sharing sticks to select a student. Have that student read his or her sentence strip from Theme Exploration, offering assistance as needed. Write the type of animal named by the student outside the circle, and draw a line from the animal's name to the circle.



T-P-S: **Why would a \_\_\_\_\_ make a good pet?**

- Record students' ideas around the name of the animal in words or short phrases. Draw lines from students' ideas to the name of the animal.



- Continue selecting students to read their sentence and inviting the class to add to the web as long as student interest or time allows.

**Teacher's Note:** Save web for later use.

## Vocabulary Review



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

**Our new word today is “pet.” A pet is an animal that we love and take care of. T-P-S: When did we see, hear, or use the word “pet” 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:  
pet

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Pet dog.</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, My dog is a pet.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I want a pet.</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 kind of pet you want?</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 why you might end up in a conflict even if something happens by accident.**



- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to tell why they think conflicts can occur even when something is an accident. Award pocket points when you observe students using active-listening skills or other skills you have identified.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

## Pocket Points for the Day

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

## Home Link/Departure



- Invite students to tell their partners one thing they did at school or learned today.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter and a Home Link DVD for unit 14 to each student. Tell students they will find today's show when they click on the parrot.
- Read & Respond: **Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the parrot stamp to place an animal image on each student's hand to serve as a reminder to watch today's Home Link show.

# Day 2 | Ready, Set...

## Focus

Pets need special care.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>Math Lab: construction paper, crayons, and Fair Shares Cards (from day 1)</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>Hurdles poster and hurdles (appendix) or IWB access</li> <li>Tape</li> </ul>
Theme Exploration	<ul style="list-style-type: none"> <li>SFAF Big Book: <i>Hello, My Name Is Henry</i></li> <li>Idea web from day 1</li> <li>Theme vocabulary word cards for “veterinarian” and “groom” or IWB access</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Trade book: <i>The Salamander Room</i></li> </ul>
15-Minute Math	<ul style="list-style-type: none"> <li>Equal Parts?/Half and Half poster</li> <li>Fraction Cutouts</li> <li>Overhead marker</li> <li>Self-stick notes</li> <li>Construction paper (one piece)</li> <li>Plastic bag</li> </ul>
Snack/Outside/Gross-Motor Play	<ul style="list-style-type: none"> <li>Peanut butter on square bread made into sandwiches</li> </ul> <p><b>Teacher’s Note:</b> Check for allergies!</p>
KinderRoots	<ul style="list-style-type: none"> <li>Shared Story: <i>Lost!</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “n,” “a,” “b,” “f,” “e,” and “l” or IWB access</li> <li>Green Word cards: “basket,” “filled,” “log,” “picnic,” “Bill’s,” “last,” “lost,” “stopped,” “Bob’s,” “led,” “lot,” “unpacked,” “fell,” “leg,” “pal,” and “yelled” or IWB access</li> <li>Red Word cards: “ate,” “this,” “are,” “her,” “we,” and “was” or IWB access</li> </ul>

Additional Materials Needed Today	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Yes/No chart from day 1, for teacher</li> <li>• Bag of ten pennies, for teacher</li> <li>• Rectangle folded into two equal pieces</li> <li>• Bags containing an even number of buttons (4–10), one bag per partnership</li> <li>• Fair Shares for 3 (appendix), one per half of the partnerships in the class</li> <li>• Fair Shares for 4 (appendix), one per half of the partnerships in the class</li> <li>• Bags of twenty-four manipulatives, one bag per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “Just Three,” <i>The 20th Century Children's Poetry Treasury</i>, page 79</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>• Student work from art lab</li> <li>• Student work from writing lab</li> <li>• Home Link animal hand stamp: monkey</li> </ul>

### Learning Labs—Additional Materials

<b>Dramatic Play Lab   Animal Hospital</b>
<ul style="list-style-type: none"> <li>• Stethoscope</li> <li>• White jackets and shirts</li> <li>• Medical kit items</li> <li>• Stuffed animals</li> <li>• Table</li> </ul>
<b>Classroom Library Lab   Henry's Adventures</b>
<ul style="list-style-type: none"> <li>• SFAF Big Book: <i>Hello, My Name Is Henry</i></li> <li>• Henry's Adventures Activity Picture Cards</li> <li>• Large drawing paper</li> <li>• Crayons or markers</li> </ul>
<b>Math Lab   Whiskers and Feathers</b>
<ul style="list-style-type: none"> <li>• Cat, Dog, and Bird Pictures (appendix)</li> <li>• Whiskers and Feathers (appendix)</li> <li>• Scissors</li> <li>• Glue</li> </ul>

**Computer/Media Lab | Record a Story About Henry**

- SFAF Big Book: *Hello, My Name Is Henry* (to be shared with classroom library lab)
- Recording device

**Sand/Water Lab | Pet Bath**

- Small plastic animals
- Shampoo or mild liquid dish soap
- Washcloths and small towels



## 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 construction paper, crayons, and Fair Shares Cards in the 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 of the word like Joey does when he does Joey Talk. Do this process with the words “bell” and “jet.” Students must identify both words correctly to demonstrate mastery of the skill.

### Beginning Reading

- This week, find out if your students can sound out the words “lost” and “yelled.” You will also watch to see whether they can read the sentence, “Meg and Bill had a picnic.”
- 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

- Fold one sheet of paper into two equal parts. Ask the student to identify how many equal parts he or she sees. Fold another sheet of paper into three equal parts. Ask the student to identify how many equal parts he or she sees. Fold another sheet of paper into four equal parts. Ask the student to identify how many equal parts he or she sees. Lay all three sheets of paper on the table. Ask the student to point to the sheet that shows halves.

- On day 5, students will be introduced to the terms thirds and fourths. You may repeat the activity above with thirds and fourths at this time, or assess this through questioning during partner practice.



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 one thing you learned about pets from last night's show?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

### Active Instruction



- Introduce hurdles to a peaceful classroom community. Introduce interrupting as a hurdle.
- Display the Hurdles poster where all can see it. Hold up the hurdle.

**This is called a hurdle.** T-P-S: **What do you think a hurdle is?** RWE: **A hurdle is something that gets in the way. We usually see hurdles on a track when people run in a race. When a runner gets to the hurdle, he or she has to jump over it to stay in the race.** WGR: **If I put this hurdle in the way of Betty the bear walking down this path, can she keep going?** No. RWE: **No. The hurdle gets in her way and keeps her from getting where she wants to go. She has to go over the hurdle to get to the end of the path.**

**We can have hurdles in our classroom that can keep us from following a peaceful path to learning and working well together. This week, we're**

**going to learn about some hurdles that we need to get over so we can be a classroom of friends who help and care about one another.**

- Give the Active-Listening Signal. Wait for students to demonstrate that they are ready to listen.

**You showed you are ready to listen to what I have to tell you. But I want you to do the opposite of active listening. While I talk about what we will do today, I want you to talk to your partner, ask questions, or say something you're thinking about without waiting for a turn.**

- Describe an activity or Learning Lab that will happen today, such as reading *The Salamander Room* during STaR, working in the vet's office in the dramatic play lab, etc., while students are speaking. Stop before you've had an opportunity to finish telling them about an activity for today.
- Give the Active-Listening Signal to get students' attention.

**T-P-S: What did you hear about what we will do today?** Hopefully responses will indicate they couldn't hear you and/or you couldn't complete what you were attempting to say because they were interrupting. **Now I want you to use your active-listening skills while I tell you what we will do.** Review the steps for active-listening posture, if necessary. (Look at the speaker, stay still with hands in lap. Be quiet.)

**WGR: Was it easier for you to hear what I was telling you about what we will do today the first time, when you talked while I was talking, or the second time, when you used active listening? The second time.** T-P-S: **Why?**

**T-P-S: What do you think would happen in our classroom if we all keep interrupting or not waiting for a turn to talk? RWE: It would be very hard for us to do anything.**

**I'm going to put the interrupting hurdle on the path to remind us to wait to talk.** Place the interrupting hurdle on the path in front of Betty. (See sample poster from appendix for placement.)

## Partner Practice

- Have students work in groups to learn how to interrupt a conversation. Quickly place students in groups by combining partnerships. Select one member of each group to be the "speaker" in the group and one student to be the "interrupter." Start this activity by having students demonstrate active-listening posture.

**Speakers in each group, please tell your group where you'd like to work tomorrow and what you will do there.** Allow the speakers to begin. **Interrupters, tell the speaker that you want to work with them in the lab while they are talking.** Pause while the groups do this.

- Use the Active-Listening Signal to get students' attention.

**T-P-S: What did the interrupters do when they interrupted the conversation?**

- Use the sharing sticks to select students to respond. Listen to the responses, and ask questions, such as "Was that a polite way for them to tell what they want to say?" "What else could the interrupter have done?" etc. If no one mentions saying





“Excuse me” or waiting for the speaker to finish what he or she was saying, ask, T-P-S: **What can you say when you want to say something and someone else is talking?** RWE: **You can say “Excuse me” and then wait until the person looks at you to let you know he or she heard you.**

T-P-S: **What should you do if you want to ask a question about something another person is telling you or you want to tell something to the other person? Yes, you should wait until the other person finishes.**

**When someone interrupts, he or she places a hurdle on our path to working together. When we remember to wait to speak, it helps us get over a hurdle that may keep us from working well together. When you work in the labs today, remember to wait for a turn to speak.**

### Partner Challenge

- Introduce the Partner Challenge.

**Today for our Partner Challenge, you will practice using “Excuse me” when you want to talk to someone who is speaking. At snack time today, you will have time to practice so each of you can interrupt someone in a polite way and show how you will wait until the speaker looks at you to let you know he or she is ready to listen.**

- Tell students that they will earn pocket points when they use the words “excuse me” and when they wait for the speaker to indicate that he or she is ready to listen.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **Yesterday we talked about animals that make good pets. Share with your partner an animal that you think would make a good pet. Explain why you think the animal would make a good pet.**

**Let’s see what today’s Daily Message has to say about pets.**

### Daily Message

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Pets need special care.

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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:
  - Underline the words “Pets.” T-P-S: **What do you notice at the end of “Pets”? An “s.” What does the “s” at the end of “pets” tell you about the word? *The sentence is talking about more than one pet.***



## Theme Learning

- Explain the content of the Daily Message.

**We know that a pet is an animal that we love and take care of. Our Daily Message today tells us that pets need *special* care. Let's talk about what kind of special care pets need.**



- If you have a pet, you have to give it food. T-P-S: **Why do you have to give it food?** Possible responses include: *So it stays healthy; so it doesn't go hungry.*



**You have to do other things for your pets too, not just give them food. T-P-S: What else do people need to do for their pets? RWE: It is important to take our pets to the veterinarian when they get sick. A veterinarian is a doctor for animals. We also need to groom our pets, especially if they have fur. When we groom pets, we help keep their fur clean and keep them looking nice.**

- Introduce the Big Book *Hello, My Name Is Henry*.



**I would like to share a book with you that will help us learn more about pets and the care that they need. This book is called *Hello, My Name Is Henry*. It was written by Sally Francis Anderson. Point to the cover of the book. WGR: What kind of pet is Henry? *A dog.***

**As I read, I would like for you to pay special attention to the things Henry's owners do to take care of him.**

- **Page 2:** T-P-S: **What do Henry's owners do to take care of him?** *Give him fresh water and food.*
  - **Page 3:** T-P-S: **How is taking Henry for walks taking care of him?** *Henry needs lots of exercise.*
  - **Page 4:** T-P-S: **Where do Henry's owners take him to help keep him healthy?** *The veterinarian.*
  - **Page 6:** **We just talked about how it is important to keep pets clean and looking nice. WGR: What is the word we use to describe what Mica is doing to Henry?** *"Groom."*
  - **Page 10:** **How does Henry help take care of his family?** *He protects them.*
- If time allows, display the idea web the class created yesterday. Lead students in discussing how to take care of some of the animals listed on the web. Make sure to choose some pets that require different care than Henry the dog, such as fish or lizards.



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

**Our two new words for today are "veterinarian" and "groom."**

**A veterinarian is a doctor for animals. I can make a sentence with the word "veterinarian":**

**Tasha takes her cat to the veterinarian for healthy checkups.**

We **groom** animals to help keep them clean and looking nice. I can make a sentence with the word “**groom**.”

Mitch uses a special brush to **groom** his dog, Smoky.



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 “Best Pet Yet.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1).

### Develop Phonemic Awareness—Auditory Sound Blending

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

/b-e-s-t/	best	/p-e-t/	pet	/y-e-t/	yet
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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 Salamander Room.



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

**WGR: The illustrators are Steve Johnson and Lou Fancher. 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 “forest.” What does “forest” mean? Land with a lot of trees.**

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



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “creep.” *The word “creep” means to crawl or move slowly.*

## Story Retell

- Explain that students will summarize the story *The Salamander Room*. **Yesterday we read *The Salamander Room*. Today we are going to work in groups to summarize the story. Remember, when we summarize a story, we tell the important things that happened in our own words.**

**We will look at some illustrations in the story and then tell what happens on those pages. I will show you pages, and you will talk with the other students in your group about what happens on those pages. We will use your words to write a sentence. When we finish writing our sentences, we will read our summary of what happens in *The Salamander Room*.**

- Quickly place students in groups of four or five by combining partnerships. Present several pages in the beginning of the story, and have students talk in their groups about that part of the story. Ask guiding questions, if needed, to help students remember what happens.
- Pages 2 and 3: Show these pages, and ask students to think about what happens in this part of the story. **Talk with the members of your group about what happens in this part of the story. Then make a sentence about it.** If students need help getting started, you can ask a question, such as “Where is Brian? What did he find in the forest?”



- Use the sharing sticks to select a group to share their sentence. Help students, as needed, to limit their thoughts to one sentence.
- Write the sentence on the board.
- Repeat the process of showing several pages, inviting groups to talk about what’s happening and making a sentence about that part of the story, selecting a group to share their sentence, and writing the sentence on the board.

Suggested pages:

- Pages 3 and 4
- Pages 9 and 10
- Pages 13 and 14
- Pages 19 and 20
- When you get to the end of the book, read each sentence to summarize the story.

- Congratulate students for their hard work in helping to write a summary of the story.

**You worked hard in your groups to tell about this story. When we read all these sentences together, we know what the story is about.**

- Transfer the summary to chart paper, and post in the classroom library lab. (optional)



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 | Animal Hospital

### Description:

- The dramatic play area will be an animal hospital.

### Purpose:

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

### When You Tour:

- Point out the props that have been added to the lab.
- Explain that the dramatic play area will be an animal hospital.
- Ask students what kinds of roles they can play in an animal hospital. *Vet, assistant, animal owner, receptionist.*

Facilitate Learning:

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

**Examples:**

- **Where should we set up the examining table?**
- (As a pet owner) **Can you take a look at my dog? I think he has a broken leg.**

### **Blocks Lab | Pet Habitats**

Description:

- Students will build pet habitats.

When You Tour:

- Remind students that they can build pet habitats.

### **Art Lab | Pet Portraits**

Description:

- Students will paint a portrait of a pet.

When You Tour:

- Remind students that they may paint a portrait of their favorite pet or of a pet that they would like to have in their home.

### **Classroom Library Lab | Henry's Adventures**

Description:

- Students will use props and art materials to make up a story about Henry, the dog from *Hello, My Name Is Henry*.

Purpose:

- This lab reinforces thematic concepts and encourages imaginative storytelling.

When You Tour:

- Hold up a photo cutout of Henry, and ask where Henry was and what adventures he had while he was away from his family.
- Tell students that they can make up a new story showing the adventures Henry experienced while he was separated from his family.
- Students can use the large paper and crayons to illustrate a series of settings, events, and other characters Henry meets along the way.

- The freestanding figure of Henry can be moved through the setting as the story is being created and retold.
- Suggest that students bring small toys, such as vehicles and other small people figures, from other labs to support their storytelling.

Facilitate Learning:

- Join students as they make up a story about Henry.
- If students are having difficulty getting started, you may want to suggest a quick Picture Walk through *Hello, My Name Is Henry*.

**Teacher’s Note:** Students in this lab may need to share *Hello, My Name Is Henry* with students in the computer/media lab. Students in both labs may choose to work together as they engage in activities about the book.

### Literacy Lab | Play School: Middle Man

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will pick two consonants and a vowel to make real and nonsense words.

When You Tour:

- Remind students that today in their imaginary classroom they can play a word game called Middle Man.

### Math Lab | Whiskers and Feathers

Description:

- Students will create fair shares using different animals, whiskers, and feathers.

Purpose:

- This lab provides students with an opportunity to explore creating fair shares in groups of two, three, and four.

When You Tour:

- Tell students that they will be placing whiskers on cats and dogs and feathers on birds in the math lab today.
- Show students the cat, dog, and bird pictures and the whiskers and feathers. Explain that they need to cut out the whiskers or feathers and then glue them onto the cat, dog, or birds. They must create equal sets, or fair shares.
- Model using four of the whiskers on the cat picture to create fair shares on either side of the cat’s face. If necessary, model placing a few feathers on the birds.

Facilitate Learning:

- Ask questions that will help students to understand fair shares and encourage them to interact.

**Examples:**

- **What do you notice about your partner's (cat)?**
- **Did you create fair shares? How do you know?**

## **Computer/Media Lab | Record a Story About Henry**

Description:

- Students will record a story about Henry, the dog.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to explore technology, reinforce literacy concepts, and practice storytelling.

When You Tour:

- Tell students that they can record a story about Henry, the dog.
- Review with students how to use the recording equipment in the lab.
- Explain that students can retell and record the story *Hello, My Name Is Henry*, or they may choose to record a new story about Henry.
- Suggest that students take a Picture Walk through *Hello, My Name Is Henry* before recording.
- Suggest that students practice telling their story before recording it.

Facilitate Learning:

- Join students as they record stories about Henry.
- Encourage students to practice their story out loud by telling it to you before recording it.

## **Sand/Water Lab | Pet Bath**

Description:

- Students will bathe toy pets.

Purpose:

- This lab reinforces thematic concepts and encourages nurturing behavior.

When You Tour:

- Point out the small plastic animals, shampoo, and washcloths. Remind students that pets need lots of care and attention.

- Explain to students that part of taking care of a pet means having to give the pet a bath to keep it clean.
- Tell students that they are going to use the shampoo and washcloth to give the animals a bath. Then they will dry them off using a towel.

Facilitate Learning:

- Join students in giving the animals a bath.
- Ask questions and make comments that prompt students to think about how they should give the pet a bath.

**Examples:**

- **How do you think I should bathe my pet cat? Should I just dip the cat in the water and pour shampoo all over it? How should I treat the cat while I give it a bath?**
- **Do we need to dry the animal off once we're finished giving it a bath? Why?**
- Encourage students to think of ways to make the pet feel comfortable while getting a bath.

### **Science Lab | Places for Animals**

Description:

- Students will classify pictures of animals into the categories “farm,” “pet,” “zoo,” and “wild.”

When You Tour:

- Remind students that they can cut out and classify the animal pictures by placing each under the word “farm,” “pet,” “zoo,” or “wild.”

### **Writing Lab | How to Take Care of a Pet**

Description:

- Students will write about how to take care of pets.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to write for informational purposes.

When You Tour:

- Tell students that they can pick a pet and write about what to do to take care of it. Explain that they may write about a real pet or about a pretend pet.
- Point out that taking care of pets such as dogs or hamsters would be very different than taking care of fish.

Facilitate Learning:

- Join students as they write about taking care of a pet.
- Ask questions and make comments that prompt students to think about important issues for pet care.

**Examples:**

- **Is it important for pets to have water?**
- **What should you do if your pet gets sick?**



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

## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

### Calendar

- After placing the calendar cutout on the calendar, say, **Let’s name the pattern again, but today let’s use letters of the alphabet. When I point to a picture of a dog, you will say “A.” When I point to a picture of a cat, you will say “B,” and when I point to a picture of a rabbit, you will say “C.”** Point to the calendar cutouts as you and students say, **A, B, B, C, 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 cutouts from a different month. Adjust as necessary.

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let’s make a number combination for 3.** Select a student to come up and toss three bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. **WGR: What combination did we toss today?**

## Equal Parts?/Half and Half

- Ask students if they notice anything new on the 15-Minute Math board. Read the title of the poster. Tell students that they will decide if different shapes have been divided into equal parts. Choose a student to remove a self-stick note from the poster. Have the rest of the class determine whether the shape is divided into equal parts. Have students explain how they decided that the shape was divided into equal parts.

**Teacher’s Note:** This activity will help students understand that wholes divided into equal parts make fractions. For example, if a whole is divided into two unequal parts, those parts are not halves. The first week of this activity focuses students on determining whether the shapes are divided into equal parts. The second week focuses students on matching halves. Your students will find the missing half shape to see the whole. This will reinforce the concept that two halves make a whole.



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



**TIMING GOAL:** 30 minutes

## Snack

- Place one of the prepared sandwiches on a plate. Ask students how they would cut it to make two equal pieces. Then ask how they would cut one of those pieces to make two equal pieces. Cut several more sandwiches using this method. If no one mentions cutting one of the sandwiches on the diagonal, suggest it and demonstrate how that cut makes two equal triangles. Serve the sandwich pieces, and talk with students about how the whole sandwiches were made into smaller ones of equal size.
- Invite students to talk about the Partner Challenge.

**Today for our Partner Challenge, you will practice using “Excuse me” when you want to talk to someone who is speaking.**

- Quickly assign one member of each partnership as Peanut Butter and the other as Jelly to determine which partner will practice first. Invite the Peanut Butters to be the partner saying “excuse me” first while the Jellies indicate that they are ready to listen. When partnerships have demonstrated how to say “excuse me” and wait to be heard, switch roles.
- Award pocket points when students use the words “excuse me” and when they wait for the speaker to indicate he or she is ready to listen.



### Outside/Gross-Motor Play

- Have students play Hide-and-Seek. One student can be Henry, and the others can be his family looking for him. Encourage the student who is Henry to hide in, over, under, behind, etc. various things in the play area. When the others find Henry, ask them to describe where they found him. For example, they might say, “We found Henry under the slide.”
- Take this opportunity to observe which students demonstrate an understanding of vocabulary related to positions in space (prepositions).



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:

basket  
filled  
log  
picnic  
Bill’s  
last  
lost  
stopped  
Bob’s  
led  
lot  
unpacked  
fell  
leg  
pal  
yelled



### Word Presentation

Read sounds.

- Use the key cards to guide practice with /n/, /a/, /b/, /f/, /e/, and /l/.
- Show the Animated Alphabet video segment for /l/.

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:  
fast → last → lost → lot → log

**Red Words:**

ate this  
are her  
we was

**Readles:**

bear heard  
home tree

**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.

**Guided Group Reading****Review**

- Review background concepts for the story by playing the Word Play video segment.

**Predictions**

- 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.

**How did Meg and Bill take their food on the picnic?** *They took the food in a basket.*

**While in the woods, the two children heard a step. What did they think made the sound?** *The kids thought a bear made the sound.*

**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 some things the kids packed for their picnic.**

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 Yes/No chart from day 1 Math Mysteries. Ask students to explain why some pictures are in the “yes” column and others are in the “no” column. Select several students to explain.



- Award pocket points if students are able to explain that the pictures under the “yes” column have equal parts, or fair shares, and those in the “no” column do not.

- Hold up a small rectangle that has been folded into two equal parts. Show the Yes/No chart from day 1.



**WGR: Where would we put this rectangle on our chart? On the “yes” side because it has equal parts.**

### Active Instruction

- Introduce the concept of fair shares with sets of objects.

**Now that you are able to recognize equal parts of a whole, such as a whole apple or a whole pie, let’s see if you can make equal parts, or fair shares, for a set of objects.**

- Call two students up to the front of the room. Explain that you are going to give each student a set of pennies. Give one student three pennies. Give the other student seven pennies. Have the class count each student’s pennies aloud with you.
- Tell students that they will decide if you were fair to both students. Discuss what “fair” means (students were treated equally, or the same way).



**T-P-S: Was I fair to these two students when I handed out the pennies? No. You were not fair. One student has more pennies than the other student.**

- Send the first two students back to their seats. Call two more students to the front of the room. Give each student five pennies. Have the class count each student’s pennies aloud with you.

**T-P-S: Was I fair when I handed out the pennies this time? How do you know? Yes, you were fair. Each student has the same number of pennies.**

- Give each partnership a plastic bag of buttons.

**I want you to pretend that these buttons are your favorite snack. You and your partner need to share the snack fairly between the two of you so you each have the same number of pieces.**

- Allow time for students to divide the buttons into fair, or equal, shares. As students work, circulate and assist any partnerships that are having difficulty.
- When most partnerships have divided their buttons into fair shares, reflect on the process.



**T-P-S: Did you divide your snack into fair shares? How can you tell?**

**RWE: You divided your snacks into fair shares because you made sure that you and your partner had the same number of snacks. No one partner got any more than the other, and no one partner got fewer than the other partner.**

- Pose the following scenario to students.

**T-P-S: If you and your friend were going to share a pizza, which way would be the fair way to divide it?** *The pizza should be divided so there are two pieces that are the same size.*

- Explain that if we divide things into pieces that are the same size, they are equal parts.

**When we create pieces that are the same size, we are creating fair shares. That means that each piece is exactly the same size. So, if we were to share it with someone, we would all get the same size piece—which would be fair.**

### Partner Practice

- Tell students that they will make fair shares again.

**I am going to give you and your partner a workmat and a bag of manipulatives.**

- Hold up the Fair Shares for 3 and Fair Shares for 4 workmats.



**T-P-S: What do you notice about the workmats?** *One has three circles, and the other has four circles.*

- Explain the activity.

**One of the workmats has three circles, and the other has four circles. The number of circles tells you how many fair shares you need to make. Each circle on your workmat should have the same number of manipulatives when you are finished finding fair shares.**

- Distribute the workmats and bags of manipulatives. Give half of the class the workmat with three circles and the other half the workmat with four circles.
- Allow students time to create their fair shares. As students work, circulate and ask questions, such as, “How many fair shares are you making? How do you know?” and “How can you check to see if you have fair shares?”



### Recap

- Select several partnerships to share and explain how they divided their manipulatives into fair shares.
- Award pocket points if partnerships created fair shares and can explain their thinking.





- Review the concept of equal parts, or fair shares.

**T-P-S: If I have a box of raisins and I give (name of student) five raisins and (name of another student) five raisins and I get nine raisins, have I fairly divided my box of raisins? How do you know? No, you did not create fair shares. All three people did not get the same number of raisins. If it was fair, everyone would have the same number of raisins.**



- Play the “Showing Equal Parts of a Whole: Pizza Pie” video.



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

## Let’s Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Just Three,” *The 20th Century Children’s Poetry Treasury*, page 79

### Introduce the Poem

**When you own a pet, you need to take care of it by feeding, cleaning, and petting your animal so it will stay happy and healthy. In the poem “Just Three,” the poet William Wise talks about how quiet it is when he is alone with his cat and dog—just the three of them.**

- Read the poem at least two times.



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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



**Today we've been talking about how to take care of pets. You are going to write about how you, or someone else, can take care of a pet.**

**T-P-S: How can you take care of a pet?**

- Share an example that applies to you.

**I think that I will write a sentence that says, "I give my hamster water and food."**

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

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

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

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

**Example:**

**I am ready to write my sentence. My sentence is, "I give my hamster water and food."**

- **The first word is "I."** "I" is on the word wall, so I can copy it. When we write the word "I," it is always a capital or uppercase letter, like it is written on the word wall. Write "I."
- **"Give" is the next word. What sounds do you hear in "give"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"My."** This word is also on the word wall. Write "my."
- **The next word is "hamster."** I hear some sounds I know in "hamster." I hear /h/, /a/, /m/, /s/, /t/, and /r/. Write each letter as you say the sound.
- **"Water."** What sounds do you hear in "water"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"And."** We can use Stretch and Spell to write "and." WGR: First, stretch "and." /aaa/ /nnn/ /d/. What sounds do you hear in "and"? /a/ /n/ /d/ Write "and."
- **"Food" is the last word. What sounds do you hear in "food"?** 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 if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

## Sharing



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



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



## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**Today we learned about the special care that pets need. We talked about how we need to do more than just give food and water to our pets.**

**Having a pet is a big job. People have to do a lot to take care of their pets.**



**T-P-S: Turn to your partner, and name some of the things that you have to do to take care of your pet, or what you would do if you had a pet. Think about the motions you use or would use to take care of a pet. For example, pretend that you are brushing a cat. Show your partner what you would do.**



- Use the sharing sticks to select students and their partners to share some of their ideas by demonstrating actions involved in taking care of a pet. As they demonstrate, their classmates can guess the action. For example, a student may demonstrate walking a dog without saying any words, and everyone can guess the action.
- Invite students to share their work from the Learning Labs.

**In the writing and art labs today, some of you may have had a chance to write about how to take care of a pet, or draw a picture of your favorite pet. If you did visit those labs today, please share your pictures and stories with us now. If you did not visit those labs today, you will have a chance to do so during the next couple of days. We would love to see and hear about your work. Of course, we have to remember to say what we noticed about each author’s work and to say something we like about it. There is something good about everyone’s work.**

- Allow time for students to share and respond.

### Vocabulary Review



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

**Our new words today are “veterinarian” and “groom.”**



**A veterinarian is a doctor for animals. T-P-S: When did we see, hear, or use the word “veterinarian” today?**

**When we groom animals, we keep them clean and looking nice. T-P-S: When did we see, hear, or use the word “groom” 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:**  
veterinarian  
groom

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Veterinarian sick pets.</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 <b>veterinarian helps sick pets.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>My veterinarian is nice.</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 think your veterinarian is nice?</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 for our Partner Challenge, you will practice using "Excuse me" when you want to talk to someone who is speaking.**



- Provide a moment for students to review this exercise.
- Use the sharing sticks to select students and their partners to demonstrate this skill. Award pocket points when students use the words "excuse me" and when they wait for the speaker to indicate that he or she is ready to listen.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

### Pocket Points for the Day

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

### Home Link/Departure



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

# Day 3 | Ready, Set...

## Focus

Pets and people have special feelings for each other.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Math Lab: Fair Shares for 3 and 4 and bags of manipulatives (from day 2)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Degas and the Little Dancer</i> (from unit 7)</li> <li>• Hurdles poster and hurdles or IWB access</li> <li>• Tape</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• SFAF Big Book: <i>Hello, My Name Is Henry</i></li> <li>• Paper, plain or construction</li> <li>• Pencils</li> <li>• Crayons or markers</li> <li>• Theme vocabulary word card for “care” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>If Anything Ever Goes Wrong at the Zoo</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>• Apple slices</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story: <i>Lost!</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “n,” “a,” “b,” “f,” “e,” and “l” or IWB access</li> <li>• Green Word cards: “basket,” “filled,” “log,” “picnic,” “Bill’s,” “last,” “lost,” “stopped,” “Bob’s,” “led,” “lot,” “unpacked,” “fell,” “leg,” “pal,” and “yelled” or IWB access</li> <li>• Red Word cards: “ate,” “this,” “are,” “her,” “we,” and “was” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Yes/No Chart (from day 1)</li> <li>• Large grocery bag</li> <li>• One of each of the following cut into halves: egg carton, gelatin box, cracker box, candy bar wrapper</li> <li>• Finding Halves pieces (appendix), one set per partnership</li> <li>• Sheet of paper</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Cats,” <i>The 20th Century Children’s Poetry Treasury</i>, page 51</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>• SFAF Big Book: <i>Hello, My Name Is Henry</i></li> <li>• SFAF Big Book: <i>Pets</i></li> <li>• Students' Pet Cards from Theme Exploration</li> <li>• Home Link animal hand stamp: koala</li> </ul>

### Learning Labs—Additional Materials

Art Lab   Love Your Pets
<ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Painting materials</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 Fair Shares for 3 and 4 sheets and several bags of manipulatives in the lab.

## Computer/Media Lab

- Same as day 2

## Writing Lab

- Same as day 2

## Other

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



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

# Gathering Circle

TIMING GOAL: 20 minutes

Routine
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> <li>6. Select this week's second Cool Kid.</li> </ol>

## Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
 T-P-S: **What is one thing you need to do to take care of a dog?**
- 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 hurdles and interrupting. Introduce not waiting as a hurdle.  
**Yesterday we learned about a hurdle that can get in the way of our being a classroom of people who work well together.** Point to the finish line on the Hurdles poster. **Our goal in our class is to stay on the path to work together.**
- Display the book *Degas and the Little Dancer*. Point to the statue of the Little Dancer on the cover of the book.  
 T-P-S: **What did Marie have to do for Mr. Degas so he could make this statue?** RWE: **She had to pose or hold very still for a long time while he made the statue.**
- Introduce the game Hold That Pose.  
**Today we're going to play a game called Hold That Pose. I will show you a position, and you will get in that position and hold very still, just like a statue. Let's try it now.** Strike a pose in which you balance on one foot. Invite students to assume the same pose. **Pose your body like mine. Now hold that pose. You will stay in this pose while I count to five, and then you may stand however you are comfortable.** Count to five slowly enough that students have a difficult time maintaining their pose.

**T-P-S: Was it easy or hard to hold the pose? Why? What did you do to help yourself stay in the pose even though you wanted to put your foot down? Responses may include self-talk to hold the pose, such as repeating “wait, wait...”; closing one’s eyes; concentrating on the pose, etc. Waiting can be hard, but sometimes we must wait for things.**

- Hold up the not waiting hurdle.

**If this hurdle is on the path in front of Betty, it keeps her from getting to where she wants to go. I’m going to put the not waiting hurdle on the path to help us remember that not waiting can be a hurdle that gets in the way of having in which we can work together.**

- Attach the not waiting hurdle to the poster.

## Partner Practice

- Invite students to think about things they wait for in school and how they can practice waiting strategies.



**Waiting for something, especially something you want to say, can be hard. T-P-S: What are some other things we have to wait for in school besides waiting for a turn to talk? What do you think would happen in school if we didn’t wait in line in the cafeteria for our food (in line for a drink, for a turn, or one of students’ other suggestions)? RWE: If we don’t wait in the line, people might push and shove to get their food and this would cause a conflict and make a mess. Waiting can help us work better together so we all get the things we need.**



- Quickly place students in groups of four by combining partnerships. Assign each group a potential conflict situation that involves waiting. Assign each group a way to help them wait. Use students’ suggestions or those above. Allow enough time for students to practice their strategy. Use the sharing sticks to select students to tell what they waited for and how they waited.

Suggested situations:

- waiting for a turn to use the water fountain
  - waiting for a turn to speak
  - waiting in line in the cafeteria
  - waiting to leave the building at dismissal
  - waiting to go to a Learning Lab
- If time allows, reassign strategies so students have the opportunity to practice more than one way to wait. You may also practice the strategies in authentic situations throughout the day in which students must wait for something.

## Partner Challenge

- Introduce the Partner Challenge.

**Today’s Partner Challenge is to tell your partner something you can do to help you when you have to wait.**

- Provide a moment for students to think about the challenge. Remind students that they will talk with their partner about the challenge at snack time.
- Tell students that they will earn pocket points when they demonstrate waiting for their turn to talk during the Partner Challenge.

## Theme Exploration

TIMING GOAL: 15 minutes



### Partnership Question of the Day

T-P-S: **What are some ways that people care for pets?**

**Today our Daily Message will tell us more about how people and pets feel about each other.**

### Daily Message

---

Pets and people care about each other.

---



- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **There are two words in our Daily Message that start with the same letter.** T-P-S: **Who can find them? “Pets,” “people.” That’s right. “Pets” and “people” both begin with a “p.” What sound does “p” make? /p/. T-P-S: What are some other words that begin with the /p/ sound? Replies.**
  - Underline the word “care,” and point out that this is a word students saw in yesterday’s Daily Message.

### Theme Learning

- Explain the content of the Daily Message.
 

**We have been talking about all the things we do to help our pets. Today we are going to talk about how pets make us feel and how people and animals can care for each other.**
- Take a quick Picture Walk through *Hello, My Name Is Henry*. Make comments and ask questions that prompt students to think about how Henry and his family feel about each other.
 

**Let’s take another look at *Hello, My Name Is Henry*. This time, look carefully as I show each page, and think about how the family in the book may feel about Henry and how Henry feels about them.**



- **Page 2: How do Henry’s owners show that they care about him?** *They give him food and water. How do you think Henry feels when his owners feed him and give him water? Replies.*
- **Pages 6 and 7: T-P-S: How do Mica and Maeve show that they love Henry?** *They groom him and hug him.*
- **Pages 8 and 9: Read pages 8 and 9. T-P-S: How does Henry show that he loves his family?** *He protects them.*

- Have students discuss how they and their pets show their feelings.

**T-P-S: How do you show your pet that you love him or her? How does your pet show you love?**

- Tell students that they will write a card to their pets. If some students do not have pets, suggest they write their card to a friend’s or family member’s pet, or to an imaginary pet of their own.

**We are going to write Pet Cards to our pets to show how much we love them.**

- On the board, write:

Dear \_\_\_\_\_,

I love you because...

**All of our cards will start out like this: “Dear.” Point to the line. You will write the pet’s name here. “I love you because...” Point below this line. You will write why you love your pet here. Or you can draw a picture to show why you love the pet. You can write or draw a picture about something the pet does that makes you feel good, such as licking your face or sleeping in your bed at night. You can decorate your card with hearts or other pictures that show how much you love the pet.**

- Pass out paper, pencils, and crayons or markers, and tell students that they can begin.
- Collect the Pet Cards for use in Let’s Think About It.
- Play the digital dictionary video for “care.”
- 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 “care.”**

**“Care” has more than one meaning. In our Daily Message, “care” means “have feelings for.” I can make a sentence with the word “care”:**

**I show my dog that I care about him by rubbing his tummy.**



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 “Best Pet Yet.”
- Read the words (see day 1).

### 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>best</b>	/b-e-s-t/	<b>pet</b>	/p-e-t/	<b>yet</b>	/y-e-t/
-------------	-----------	------------	---------	------------	---------



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



TRANSITION

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

## STaR Interactive Story Reading

TIMING GOAL: 20 minutes

### **If Anything Ever Goes Wrong at the Zoo**

*Written by Mary Jean Hendrick*

*Illustrated by Jane Dyer*

Leslie loves the animals at the zoo. She asks the keeper of each type of animal if she might have one to take home. She is, of course, told that each animal has special needs that only the zoo can accommodate. Leslie then offers her home “if anything ever goes wrong at the zoo.” And one very rainy Saturday, something does go very wrong at the zoo.

### 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.



**Our story today is *If Anything Ever Goes Wrong at the Zoo*. It was written by Mary Jean Hendrick. WGR: What do we call people who write books? *Authors*. The pictures in this book were painted by**

**Jane Dyer. WGR: What do we call people who make the pictures in a book? *Illustrators.***

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



Hold up the cover of the book. **Let's take a look at the cover of our book.** Point to the ostriches. **I see ostriches on the cover.** T-P-S: **What other animals do you see?** *Elephants, monkeys, zebras.* **What else do you see on the cover?** *A girl with binoculars.* **Remember that the title of the story is *If Anything Ever Goes Wrong at the Zoo.*** T-P-S: **Talk with your partners about what might go wrong at the zoo. What do you think the girl might do in the story?**

- Introduce the story vocabulary words.

**We will read a few new words in our story today. One word we will see is “exercise.” “Exercise” means to move around a lot.**

**We will also see the word “flooding.” If something is flooding, it is filling with water.**

**Another word we will read is “invite.” Another word for “invite” is “ask.” If you invite someone to come to your house, it is the same as saying you ask him or her to come to your house.**

- Introduce the good-reader skill for today.

**Good readers think about whether stories could actually happen in real life. As I read the story today, think about whether it could be a true story.**



Relate story plots to reality.

#### 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 5: On this page, the monkey keeper says that Leslie can't have a monkey because monkeys need a lot of room to exercise. “Exercise” is one of our vocabulary words. Remember, “exercise” means to move around a lot.** T-P-S: **Do you think a girl could ask to have a monkey in real life? Why or why not?** T-P-S: **In real life, do you think the monkey keeper would let her have a monkey? Why or why not?**
  - **Page 11: T-P-S: What do you think the animal keepers at the zoo will do if the water gets too deep?**
  - **Page 15: The zebra keeper tells Leslie and her mom that the zoo is flooding. “Flooding” is one of our vocabulary words.** T-P-S: **Who remembers what it means?** *Filling with water.*
  - **Page 21: T-P-S: Do you think Leslie and her mom could keep a lion in the closet or an alligator in the tub in real life? Why or why not?**
  - **Page 29: Leslie's mom says, “Did you invite all those animals to our house?” “Invite” is one of our vocabulary words.** T-P-S: **What is another word for “invite”?** *Ask.*

After Reading



T-P-S: **Do you think the animals would be happier living at Leslie’s house or the zoo?**

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

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

**The zookeepers bring the animals to Leslie’s house because the zoo is flooding? Let’s make a sentence using our vocabulary word “flooding.” 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 “exercise” and “invite.”
- Call on several partnerships, and write their sentences on the board. Say each word as you write it.



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 | Animal Hospital

Description:

- The dramatic play area will be an animal hospital.

When You Tour:

- Remind students that the dramatic play area will be an animal hospital.

## Blocks Lab | Pet Habitats

Description:

- Students will build pet habitats.

When You Tour:

- Remind students that they can build pet habitats.

## Art Lab | Love Your Pets

Description:

- Students will paint or draw a picture of themselves and their pets caring for one another.

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 drawing and paint materials.
- Tell students that they can create pictures that show themselves and their pets caring for one another and/or how they feel about their pets. Explain that students who don't have pets can pretend that they do.

Facilitate Learning:

- Join students in painting pictures of pets and people caring for one another.
- As students work, encourage them to talk about their pets and artwork.

**Examples:**

- **I'm going to draw a picture of my dog licking me when I'm sad. How does your pet care for you?**
- **How do you make your pet feel good?**

## Classroom Library Lab | Henry's Adventures

Description:

- Students will use props and art materials to make up a story about Henry, the dog.

When You Tour:

- Remind students that they can make up a new story showing the adventures Henry experienced while he was separated from his family.
- Point out the books about animals that have been added to the lab. Tell students that they can also explore books about animals.

### **Literacy Lab | Play School: Middle Man**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will pick two consonants and a vowel to make real and nonsense words.

When You Tour:

- Remind students that today in their imaginary classroom they can play a word game called Middle Man.

### **Math Lab | Whiskers and Feathers**

Description:

- Students will create fair shares using different animals, whiskers, and feathers.

When You Tour:

- Remind students that they need to cut out the whiskers or feathers and then glue them onto the cat, dog, or birds. They must create equal sets, or fair shares.

### **Computer/Media Lab | Record a Story About Henry**

Description:

- Students will record a story about Henry, the dog.

When You Tour:

- Remind students that they can record a story about Henry, the dog.

### **Sand/Water Lab | Pet Bath**

Description:

- Students will bathe toy pets.

When You Tour:

- Remind students that they can give the animals a bath.

### **Science Lab | Places for Animals**

Description:

- Students will classify pictures of animals into the categories “farm,” “pet,” “zoo,” and “wild.”

When You Tour:

- Remind students that they can cut out and classify the animal pictures by placing each under the word “farm,” “pet,” “zoo,” or “wild.”

## Writing Lab | How to Take Care of a Pet

Description:

- Students will write about how to take care of pets.

When You Tour:

- Remind students that they can pick a pet and write about what to do to take care of it. Encourage students to write about how it makes them feel when they take care of a pet.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let's make a number combination for 4.** Select a student to come up and toss four bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

### Equal Parts?/Half and Half

- Choose a student to remove a self-stick note from the poster. Have the rest of the class determine whether the shape is divided into equal parts. Have students explain how they decided that the shape was divided into equal parts.



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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

Use a timer or other means to ensure you wait at least a minute. Any waiting may seem like a long time for young children. You may want to tell students that when the timer goes off, they may begin to eat.

- When all students are seated at the snack table with their snack in front of them, say, **Your snack is in front of you, but I want you to wait before you start to eat.** Sit with students without engaging them in conversation so they can experience the length of the wait time. Allow them to sit for about a minute, but not much longer. When the wait time is over, say, **Please enjoy your snack** (or provide some other invitation to begin).

- As students eat, invite them to talk about the Partner Challenge.

**Today's Partner Challenge is to tell your partner something you can do to help you when you have to wait. You may want to tell your partner what you did while you waited to eat your snack.**

- As you monitor their conversations, you may ask questions, such as, "How did it feel to have to wait for snack?" or "What did you do to help yourself wait?"
- Award pocket points when students demonstrate waiting for their turn to talk with their partner.



### Outside/Gross-Motor Play

- Play Follow the Leader. Have students form one line, and invite the first student to walk like an elephant. As the student walks like an elephant, encourage the rest of the students to follow the leader. When you say, "stop," the first student should move to the end of the line and the next student will become the new leader. Give another instruction, such as, "Hop like a rabbit." The new leader will hop like a rabbit, and the other students will follow the leader. Continue, if possible, until all students have had a chance to be the leader. Variations include: "Slither like a snake," "Crawl like a turtle," "Fly like a bird."



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

**Green Words:**

basket  
filled  
log  
picnic  
Bill's  
last  
lost  
stopped  
Bob's  
led  
lot  
unpacked  
fell  
leg  
pal  
yelled

**Red Words:**

ate this  
are her  
we was

**Readles:**

bear heard  
home tree

**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/, /a/, /b/, /f/, /e/, and /l/.
- Show the Animated Alphabet video segment for /l/.

## 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:  
leg → log → lot → let → met

## 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: **What happened to Meg and Bill?** *They got lost.*

T-P-S: **Who found Meg and Bill?** *Big Bob.*

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

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

### Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at page 5. Read the sentences with your partner. Tell your partner in a complete sentence why Bill and Meg look upset.**

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

- Review fair shares.



T-P-S: **If I have a bag of candies and I give** (name of student) **three candies and** (name of another student) **three candies and I get three candies, have I fairly divided my bag of candies? How do you know?**



- Award pocket points if students are able to explain how they know the above scenario represents fair shares.



RWE: **Yes, I did divide my bag of candy fairly. Each person got the same number of candies.**

- Show the Yes/No chart from day 1. Direct students' attention to the pizza with six equal pieces.

**This pizza pie has been cut into six equal parts.**

- Point to the banana that has been cut into equal parts.



WGR: **How many equal parts has the banana been cut into? *Four.*** Point to the apple. **How many equal parts has the apple been cut into? *Two.***

### Active Instruction

- Introduce the concept of halves by using half and whole grocery items.

**I have a bag with some things from the grocery store. Let's see what I have.**

- Pull one half of the egg carton out of the bag, and show students. Then pull out half of the gelatin box.



**Something's not right with these two items. T-P-S: Do these look like the egg cartons and gelatin boxes you have at home? What's wrong with them? *Part of each of them is missing. They have been cut in half.* Let's see if everything in my bag has been cut into pieces.**

- Pull out half of the cracker box.



WGR: **Is this a whole cracker box? *No.* I wonder what's going on.**

- Pull out half the candy bar wrapper.



T-P-S: **All the things in my grocery bag have been cut in half. What does "half" mean? RWE: Half means cut into two pieces. When something is cut in half, it is divided down the middle into two equal parts.**

- Point to the items you removed from the grocery bag. Explain half and whole.

**All of these things are parts of wholes. Pick up the cracker box. This was once a whole box of crackers. Now it is part of a whole box.**

- Take the other half of the cracker box out of the bag.

WGR: **Here is the other part of the whole. How many pieces has this box been cut into? *Two.* WGR: Are the two pieces the same size? *Yes.***

- Lay one half of the box over the other half to show that the two halves are the same size.

WGR: **What do we call two parts of one thing that are the same size and same shape? *Equal parts.***

- Hold up one half of the box.

**This is one half of the cracker box. Hold the two halves next to each other to recreate the whole cracker box. Two halves make a whole.**

- Select a student to come up to the front of the room. Ask the student to find the other half of the gelatin box in the bag.  
 T-P-S: **What does** (student's name) **have?** *Half of the gelatin box.* **How do you know it is half?** *The whole box has been cut into two equal parts.*
- Ask the student to show the class that the two parts are equal by laying them on top of each other.  
**These are equal parts. There are two equal parts. We call the equal parts halves.**
- Ask the student to hold up one half of the gelatin box.  
**This is one half of the whole box.** Have the student put the two halves together to make the whole box. **Two halves make a whole.**
- Continue in the same manner with the remaining items in the grocery bag. Emphasize that halves are two equal parts of a whole.

### Partner Practice

- Tell students that they will make halves.  
**You and your partner are going to make halves, or two equal parts of a whole.**
- Hold up the Finding Halves pieces. Explain the activity.  
**You and your partner are going to fold each grocery item in half so there are two equal pieces, just like our items from the grocery bag.**
- Review how to find out if halves match.  
 T-P-S: **How can we be sure that two halves are equal?** *Place one half on top of the other to see if they are the same size.* **When we fold our paper, we need to make sure that the pieces are the same size.** Model this with a sheet of paper.
- Distribute a bag with the Finding Halves pieces to each partnership.
- Circulate as students work, and ask questions, such as, “How do you know this is half?” “What do we call the two halves together?” and “What is one piece of this whole called?”



### Recap

- Select several partnerships to share and explain how they folded their Finding Halves pieces into halves.
- Award pocket points if partnerships correctly folded the pieces into halves and can explain their thinking.
- Review the concept of half and whole.  
 T-P-S: **What does it mean if a whole has been divided in half?** *It has two equal pieces.*





- Play the “Showing Equal Parts of a Whole: Shapes” video.

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

## Let’s Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Cats,” *The 20th Century Children’s Poetry Treasury*, page 51

### Introduce the Poem

**If you have pets at home, you know how special they can be and how they can make you feel. Eleanor Farjeon wrote this poem about cats that we have heard before. When I listen to the poem, I can picture cats all over the place. See if you can picture this, too, as you listen to the words.**



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 pets. You are going to write about how your pets make you feel. If you don’t have a pet, write about how you feel when you are with a favorite person. T-P-S: How do your pets make you feel?**

- Share an example that applies to you.

**I will write a sentence that says, “My dog makes me feel safe.”**

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

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

- Use previously introduced writing strategies to model writing your sentence.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

**Example:**

**I am ready to write my sentence. My sentence is, “My dog makes me feel safe.”**

- **“My” is the first word. It is on the word wall.** Write “My.”
  - **“Dog” is the next word. I think I’ll draw a picture for “dog.”** Draw a picture of a dog.
  - **“Makes” is the next word. What sounds do you hear in “makes?”** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **“Me.” “Me” is on the word wall, so I can copy it.** Write “me.”
  - **The next word is “feel.” What sounds do you hear in “feel”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The last word is “safe.” I hear some sounds I know in “safe.” I hear /s/ and /f/. I also hear “a” in between /s/ and /f/. This might be a sneaky “e” word. Let’s see.** Write the word “safe,” and point out the sneaky “e” at the end of the word. End the sentence with a period.
- 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. On the weekly record form, record the stage of writing that you observe for each of these students.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**Today we have been thinking a lot about the ways pets and people care for each other. We looked at our book, *Hello, My Name Is Henry*, again and talked about how Henry and his family showed their feelings.**



**T-P-S: How did Henry’s family show they care about him? *Replies*. How did Henry show he cares about his family? *Replies*.**

- Take a quick Picture Walk through *Pets*. Make sure to show each page.
- Quickly form groups of four or five students by combining partnerships. Tell students that they will play a game called Guess That Pet. Explain that you are going to give clues about the animals in *Pets*. Students will discuss the clues with their group and guess which pet you are talking about.
- Each animal in *Pets* is described with two characteristics. Provide the pet clues by describing these characteristics one at a time in this format: (Ex. guinea pig) **This pet has small claws.** Give groups time to discuss. Use the sharing sticks to pick a student to guess the pet. If the student guesses correctly, show the page from *Pets*. If the student does not guess correctly, provide the next clue. **This pet squeals.** Again, use the sharing sticks to pick a student to guess the pet. If the student guesses correctly, show the page from *Pets*.
- Repeat until students have guessed all the animals from *Pets*.
- Distribute students’ Pet Cards from Theme Exploration. Invite students to share and read their cards aloud to students in their groups. If time allows, you may wish to invite several students to share their cards with the whole class.



### Vocabulary Review



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

**Our new word for today is “care.” “Care” means “have feeling for.”**

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

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Care rabbit.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <b>We can say, I care for my rabbit.</b>
The student responds in a complete, but not very elaborate, sentence. <b>I care for my pet.</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 one of the ways that you care for your pet?</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 something you can do to help you when you have to wait.**



- Provide a moment for students to review the challenge.
- Use the sharing sticks to select students to name their waiting strategy. Award pocket points when students demonstrate waiting for their turn to talk when you review the Partner Challenge.
- 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

Some animals do not make good pets and need to live in the wild.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Trade books: <i>The Salamander Room</i> and <i>If Anything Ever Goes Wrong at the Zoo</i>; Shared Story: <i>Lost!</i></li> <li>Math Lab: Finding Halves pieces (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>Pictures of animals (mixture of wild and pets, e.g., bear, elephant, tiger, dog, parrot, fish)</li> <li>Theme vocabulary word cards for "dangerous" and "growl" or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>Prepared hopscotch or ladder boards</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>If Anything Ever Goes Wrong at the Zoo</i></li> <li>Trade book: <i>The Salamander Room</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 snack</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>Shared Story: <i>Lost!</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: "n," "a," "b," "f," "e," and "l" or IWB access</li> <li>Green Word cards: "basket," "filled," "log," "picnic," "Bill's," "last," "lost," "stopped," "Bob's," "led," "lot," "unpacked," "fell," "leg," "pal," and "yelled" or IWB access</li> <li>Red Word cards: "ate," "this," "are," "her," "we," and "was" or IWB access</li> <li>Letter tiles for "l" (appendix)</li> <li>All letter tiles from previous units</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Egg carton halves (from day 3)</li> <li>Pattern Block Puzzle Pieces (appendix), one set</li> <li>Pattern Block Puzzles (appendix), one per partnership</li> <li>Bags of pattern blocks</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>"The Hunter," <i>The 20th Century Children's Poetry Treasury</i>, page 50</li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>

### Additional Materials Needed Today

#### Let's Think About It

- Student work from art lab
- Student work from writing lab
- Home Link animal hand stamp: leopard

## Learning Labs—Additional Materials

### Blocks Lab | Wild Animal Homes

- Small plastic wild animals (zebras, wolves, deer, etc.)
- Construction paper (variety of colors)
- Glue/Tape
- Cardboard
- Scissors

### Literacy Lab | Play School: Quick Erase

- Student editions of the following Shared Stories: *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*; *Tubb, the Cub*; *Peg's Ducks*; and *The Fin in the Water*

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

### Sand/Water Lab | Watering Hole

- Small plastic wild animals
- Shallow bowl or dish

## 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 Salamander Room* and *If Anything Ever Goes Wrong at the Zoo* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Lost!* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 3

## Math Lab

- Place some of the Finding Halves pieces from day 3 Math Mysteries in the lab.

## 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. Write the word "yell" 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.



### Partner Challenge

- Introduce today's Partner Challenge.

**Our Partner Challenge today is to tell your partner about a time you had to wait for something.**

- Provide a moment for students to think about the challenge and ask any questions they may have. Remind them that they will talk with their partners during snack about the challenge.
- Tell students that they will earn pocket points when they practice waiting for their partners to finish speaking before they tell what they want to say.

### Brain Game

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



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

Demonstrate the Remember signal (massage temple).

- 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: **How does remembering help us when we have to wait for something?**

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **How do our pets show they care about us?**

**We have been talking a lot about pets for the last few days! I wonder if our Daily Message will tell us something about pets today.**

### Daily Message

---

Some animals do not make good pets.

---

- 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:
  - **Sometimes, words end with a sneaky “e.”** WGR: **What does sneaky “e” do to the vowel that comes before it?** *It makes it say its own name.* **What word in your Daily Message ends with a sneaky “e”?** *“Make.”* **Correct! “Make” ends with a sneaky “e.” What sound does the “a” in “make” make?** */a\_e/.*
  - Have students stretch and read the words “do” and “not.”
  - Cover up the words “do not.” **Let’s read the message again without the words I’m covering.** Read together. WGR: **Can you name some animals that make good pets?** *Answers will vary.* Uncover the words “do not.” **These words “do not” really change the meaning of the sentence. Let’s read the message again and think about what it means.** Read together.



### Theme Learning

- Explain the content of the Daily Message.



**All week long, we have been learning about animals that make good pets. We know that animals such as dogs, cats, hamsters, gerbils, and fish make good pets. Today’s Daily Message tells us that some animals do not make good pets.** T-P-S: **Can you name an animal that would probably**

**not make a very good pet? Why wouldn't this animal be a good pet to have?** *Answers will vary.*

**I want everyone to listen so you can say the name of the animal you think of when I make the sound of that animal's voice.** Imitating the movements of the animals may provide additional help for students. **Everyone get your ears ready for listening.** Make the growling sound of a bear.

T-P-S: **What animal do you think of when I growl like that?** Acknowledge reasonable responses.

- Explain that the growling sound was the sound that a bear may make. Note that a growl is a noise some animals make when they are mad. A growl is a warning for people and other animals to stay away. Invite students to imitate the sound and the movements of the bear. Repeat for an elephant and a chimpanzee.

T-P-S: **Can these animals be good pets? Why do you think that?**

**Teacher's Note:** There may be various opinions about which animals make good pets and which don't. For example, some families may welcome snakes as pets into their homes, while others prefer potbellied pigs. Pet preference varies widely according to culture, lifestyle, and animal-handling skills. Be sure to emphasize that students should back up their statements with reasons. Encourage them to speak in terms of what is realistic in their own homes.

- Distribute pictures of animals to partner pairs. Be sure that each student knows the name of the animal on his or her picture.

**I would like you to think about the animals in your pictures. What would this animal be like as a pet? What would you feed the animal? How would you help it move and get exercise? Where would the animal live, and how would you groom it? As you share with your partner, think about whether this animal would make a good pet, or if it might be too dangerous to keep as a pet. "Dangerous" means unsafe.**

- After students have had sufficient time for their discussion, direct each partnership to join another pair to share their animals and discuss whether they think they would make good pets.
- Play the digital dictionary videos for "dangerous" and "growl."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.



**Our two new words for today are "dangerous" and "growl."**

**The word "dangerous" means not safe. I can make a sentence with the word "dangerous":**

**Most people think poisonous snakes are too dangerous to keep as pets.**

**A growl is a noise some animals make when they are mad. I can make a sentence with the word "growl":**

**If you hear a dog growl, you should stay away from it.**



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 “Best Pet Yet.”
- Read the words.

### Develop Phonemic Awareness—Auditory Sound Segmentation

- Direct students’ attention to the hopscotch boards on the classroom floor. Tell students that they will play a kind of hopscotch that helps them count the sounds in words.

**Today we are going to play hopscotch during Rhyme Time. When it is your turn, I will tell you a word. You will use Break-It-Down, and each time you say a sound, you will hop to a new space on the hopscotch board.**

- Demonstrate hopping while sounding out the word “dog.” /D/ (Hop to the first space on the board.) /o/ (Hop to the second space on the board) /g/. Hop to the third space on the board.
- Model looking down at your final space to see the number. **I hopped three spaces as I sounded out “dog.” “Dog” has three sounds.**
- Divide students into equal groups, and invite them to line up in front of the hopscotch boards.
- Tell students that all the line leaders will play at the same time. Say the word “bird.” Invite each of the line leaders to hop on their hopscotch board and sound out “bird” aloud. When all students have succeeded, ask students how many sounds are in the word “bird.” *Three.*
- As the line leaders hop along the board, invite the rest of the class to sound out the word silently and use their fingers to count the number of sounds in the word.

**Teacher’s Note:** Not all students may be able to successfully hop along the board. Allow students to move in the manner in which they are the most comfortable.

- Direct students who have just hopped to move to the end of their lines.
- Invite the new line leaders to complete the hopscotch activity and sound out a new word. A list of suggested words is below. Continue playing until all students have had an opportunity to play on the hopscotch board.

- Cat** (three sounds)
- Snake** (four sounds)
- Peacock** (five sounds)
- Puppy** (four sounds)
- Cheetah** (four sounds)
- Baboon** (five sounds)
- Frog** (four sounds)
- Camel** (four sounds)
- Duck** (three sounds)



- Award pocket points if several students are successfully able to segment words and hop along the board.



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



TIMING GOAL: 20 minutes

## Interactive Story Retell

### Review

- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?** If Anything Ever Goes Wrong at the Zoo.



**WGR: The author is Mary Jean Hendrick. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Jane Dyer. 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 “exercise.” What does “exercise” mean?** *To move around a lot.*



**T-P-S: Can you think of a sentence that uses the word “exercise”?** **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 “flooding.” *The word “flooding” means filling with water.*
- Repeat this process with the word “invite.” *The word “invite” means ask.*

## Story Retell

- Introduce the retell activity.

**Yesterday we read *If Anything Ever Goes Wrong at the Zoo*. Before that, we read *The Salamander Room*. Both of these stories are about kids who want to bring wild animals home to live with them. Let’s think about how these stories and the two main characters are alike and different.**

- Take a Picture Walk through *If Anything Ever Goes Wrong at the Zoo* and *The Salamander Room* to quickly review the story lines in these books.



**T-P-S: In both stories, the main characters want to bring wild animals home to live with them. What kind of animal does Brian want to bring home? Brian wants to bring home a salamander. What animals does Leslie want to bring home? Leslie want to bring home many zoo animals, including zebras, monkeys, and elephants.**

**T-P-S: Brian and Leslie think their houses can be good homes for wild animals. What does Brian want to do to make the salamander happy in his home? Brian wants to turn his bedroom into a forest. What does Leslie tell the animal keepers about her house and why it would be a good home for the zoo animals? Leslie says that she has a fenced yard for the zebras, a large swing set for the monkeys, and a large garage for the elephants.**

**T-P-S: At the beginning of *The Salamander Room*, Brian brings the salamander home. How is the beginning of *If Anything Ever Goes Wrong at the Zoo* different? Leslie doesn’t bring any animals home at the beginning of *If Anything Ever Goes Wrong at the Zoo*.**

**T-P-S: Which animals from either story do you think would be happiest living in a home? Explain your answer.**

- Conclude the activity by asking students which story would be more likely to happen in real life. **T-P-S: Which story do you think would be more likely to happen in real life? Explain your answer.**



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



TIMING GOAL: 40 minutes

### Routine

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

### Dramatic Play Lab | Animal Hospital

Description:

- The dramatic play area will be an animal hospital.

When You Tour:

- Remind students that the dramatic play area will be an animal hospital.

### Blocks Lab | Wild Animal Homes

Description:

- Students will build home for wild animals.

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 and the plastic animals you have gathered for this lab, and explain to students that these are wild animals, not pets.
- Ask students how wild animals are different from pets. *They don't have owners; they live in nature.*

- Tell students that they may build homes for each of the animals and that the homes may be very different because different animals need different kinds of homes.
- Encourage students to pretend or substitute other objects for animals if you don't have a plastic version in your room.

Facilitate Learning:

- Join students in making wild animal homes.
- Ask students questions about creating homes for wild animals.

**Example:**

- **What kind of home should I build for an eagle? What materials should I use?**

### **Art Lab | Love Your Pets**

Description:

- Students will paint or draw a picture of themselves and their pets caring for one another.

When You Tour:

- Remind students that they can create pictures that show themselves and their pets caring for one another and/or how they feel about their pets. Explain that students who don't have pets can pretend that they do.

### **Classroom Library Lab | Henry's Adventures**

Description:

- Students will use props and art materials to make up a story about Henry, the dog.

When You Tour:

- Remind students that they can make up a new story showing the adventures Henry experienced while he was separated from his family.
- Point out the books about animals that have been added to the lab. Tell students that they can also explore books about animals.

### **Literacy Lab | Play School: Quick Erase**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will play Quick Erase.

Purpose:

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

When You Tour:

- Tell students that today in their imaginary classroom they can play Quick Erase.
- The student who is playing the role of the teacher will write the Quick Erase words on the board.
- The rest of the students will read the words.
- Suggest that students look in their Shared Stories for Green Words to use.
- Encourage students to take turns playing the teacher.

Facilitate Learning:

- Join students as they play Quick Erase.
- If necessary, explain, or model, how to play.

### **Math Lab | Whiskers and Feathers**

Description:

- Students will create fair shares using different animals, whiskers, and feathers.

When You Tour:

- Remind students that they need to cut out the whiskers or feathers and then glue them onto the cat, dog, or birds. They must create equal sets, or fair shares.

### **Computer/Media Lab | Record a Story About Henry**

Description:

- Students will record a story about Henry, the dog.

When You Tour:

- Remind students that they can record a story about Henry, the dog.

### **Sand/Water Lab | Watering Hole**

Description:

- Students will create a watering hole for wild animals.

Purpose:

- This lab reinforces thematic concepts and helps students to understand animal behavior.

When You Tour:

- Point out the small plastic animals and shallow dish that have been added to the lab.
- Explain to students that people provide water for pets, but wild animals often get their water from a watering hole or some other natural source of water.
- Tell students that they can use the props provided to create a watering hole for wild animals.
- Encourage students to use the plastic animals to act out how animals might behave at a watering hole.

Facilitate Learning:

- Join students in creating a watering hole.
- Ask questions and make comments that prompt students to think about animal behavior.

**Examples:**

- **I wonder if all the animals would use the watering hole at the same time.**
- **What do you think animals would do if a watering hole went dry?**

### **Science Lab | Places for Animals**

Description:

- Students will classify pictures of animals into the categories “farm,” “pet,” “zoo,” and “wild.”

When You Tour:

- Remind students that they can cut out and classify the animal pictures by placing each under the word “farm,” “pet,” “zoo,” or “wild.”

### **Writing Lab | Wild!**

Description:

- Students will write about a day in the life of a wild animal.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to express themselves in writing.

When You Tour:

- Tell students that they can pretend to be a wild animal and write about what they do during one day.
- Tell students that they can illustrate their writing.

Facilitate Learning:

- Join students as they write about a day in the life of a wild animal.
- Ask questions and make comments that prompt students to think about what a wild animal might do during the day.

**Examples:**

- **What do you think a \_\_\_\_\_ does first when it wakes up?**
- **What does the area where a \_\_\_\_\_ lives look like?**



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



## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let's make a number combination for 5.** Select a student to come up and toss five bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

## Equal Parts?/Half and Half

- Choose a student to remove a self-stick note from the poster. Have the rest of the class determine whether the shape is divided into equal parts. Have students explain how they decided that the shape was divided into equal parts.



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 snack, and engage students in theme-related conversation.
- Invite students to talk with their partners about today's challenge.

**Our Partner Challenge today is to tell your partner about a time you had to wait for something.**

- Allow time for students to talk with their partners about the challenge. As you monitor their conversations, you may ask questions, such as, "What did you wait for?" "How long did you have to wait?" and "Was it hard to wait?"
- Award pocket points when students practice waiting for their partners to finish speaking before they tell what they want to say.



### Outside/Gross-Motor Play

- Have students pretend that they work in a zoo. Designate various parts of your play area as enclosures for different animals. Encourage students to do the necessary chores required to care for the animals. You may ask questions, such as, "What do you think you have to do for the animals when they wake up?" "Where will they get water to drink?" and "How will you clean the cages?"



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

**Green Words:**

basket  
filled  
log  
picnic  
Bill's  
last  
lost  
stopped  
Bob's  
led  
lot  
unpacked  
fell  
leg  
pal  
yelled



**Red Words:**

ate this  
are her  
we was

**Readles:**

bear heard  
home tree



**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/, /a/, /b/, /f/, /e/, and /l/.
- Show the Animated Alphabet video segment for /l/.

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:  
led → leg → beg → big → pig

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

**Partner Word and Sentence Reading**

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

**Partner Reading**

- Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened

on the page before partners move to the next page. Then they will read the page together at the same time.

- As they read the entire story, or designated pages, students should focus on remembering to include all steps of partner reading.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

#### Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at pages 8 and 9. Use the words "led" and "safe" to tell your partner how Meg and Bill got home.**

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 answer.
  - Ask all students to fill in the blank and circle either "yes" or "no" in their books.
  - Award pocket points for correct responses.

#### Stretch and Count/Stretch and Spell

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

log

leg

pal

### 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 egg carton from day 3. Select several students to share what they know about the egg carton.
- Award pocket points if students are able to explain that the egg carton has been divided in half and that the two halves together make a whole.
- Review half and whole.



**T-P-S: How can you tell if a whole has been cut in half? RWE: You can tell if a whole has been cut in half if there are two equal pieces. You can make sure that the pieces are equal by placing them one on top of each other to see if they are the same size.**

### Active Instruction

- Review the concept of halves and wholes. Show the Pattern Block Puzzle Pieces.
 

**I have some shapes here. I want to fold them into halves, just like you did in Partner Practice yesterday with the shapes.**
- Hold up Pattern Block Puzzle Piece A.



**T-P-S: How can I fold this whole into two halves?** *Fold the shape so there are two equal pieces.*

- Model folding the Pattern Block Puzzle Piece A so it creates two equal halves and creates one hexagon. Open it back up, and draw a line where you made the fold. Hold it up so students can see.

**T-P-S: Did I fold this in two halves? How do you know?** *Yes. There are two equal parts. When something is divided into two equal parts, we call them halves.*

- Repeat in the same fashion with Pattern Block Puzzle Pieces B and C. Prompt students to think about how you can fold them to make two equal halves.

### Partner Practice

- Tell students that they will make halves using pattern blocks. Hold up a copy of the Pattern Block Puzzles.

**Some of these shapes are the same ones I folded into halves. You are going to use pattern blocks to fill these shapes with two pattern blocks so it makes two equal halves.**

- Distribute the Pattern Block Puzzles sheets and bags of pattern blocks to each partnership. Have partners point to the puzzle labeled with the letter A.



Encourage students to name the pattern blocks by shape and by color.

**WGR: Look at your pattern block pieces. Which color pattern block do you think you could use to fill this shape? *Yellow.***

- Guide students as they fill the shape with pattern blocks.

**WGR: It takes two yellow blocks to fill the whole shape. Are the two yellow blocks the same shape and size? *Yes. They are exactly the same shape and size, so they are equal parts.***

- Hold up a yellow hexagon.

**One yellow block is half the shape. Two half shapes, or halves, make a whole.**

- If needed, guide students through another example on the Pattern Block Puzzles sheet.
- Provide time for students to create halves using the pattern blocks. Circulate as students work, and ask questions, such as, “How do you know this is half?” “What do we call the two halves together?” and “What is one piece of this whole called?”

## Recap



- Select several partnerships so share and explain how they folded and created halves using the pattern blocks to fill the various shapes.



- Award pocket points if partnerships correctly filled each shape to create halves.



- Review the concept of half and whole.

**T-P-S: What is half? How many halves does it take to make a whole? *A half is one equal part of a whole. It takes two halves to make a whole.***



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 Hunter,” *The 20th Century Children’s Poetry Treasury*, page 50

## Introduce the Poem

Many animals live in the wild and hunt for their own food instead of being fed by their owners. The poem “The Hunter” by Ruth Tiller describes a black cat as it wanders through the neighborhood under a “wispy moon.” As you listen to the poem, pretend that you are the cat as it listens to howling dogs and other wild things in the dark night.



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 learned about animals that don’t make good pets. Think about an animal that would not make a good pet. Write about that animal.**

**What animal would not make a very good pet? Why?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “A giraffe is too big to be a good pet.”**



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

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

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

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

#### Example:

**I am ready to write my sentence. My sentence is, “A giraffe is too big to be a good pet.”**

- **The first word is “A.” “A” is on the word wall, so I can copy it.**  
Write “A.”
- **“Giraffe” is the next word. I’m going to draw a picture of a giraffe.**  
Draw a simple picture of a giraffe.
- **“Is.” I remember how to write “is.”** Write “is.”



- **“Too” is the next word. I remember how to write “too.”** Write “too.”
  - **“A giraffe is too big to be a good pet.” The next word is “big.” We can use Stretch and Spell to write “big.”** WGR: First, stretch “big.” /b/ /iii/ /g/. What sounds do you hear in “big”? /b/ /i/ /g/. Write “big.”
  - **“To.” I remember how to write this “to” also.** Write “to.”
  - **The next word is “be.” This is another word I remember how to spell.** Write “be.”
  - **“A.” I have already written this word once in my sentence. This time, though, the word “a” is in the middle of the sentence, so I will write it with a lowercase letter instead of an uppercase letter like last time.** Write “a.”
  - **The next word is “good.” I hear some sounds I know in “good.” I hear /g/ and /d/.** Write each letter as you say the sound.
  - **The last word is “pet.” Let’s use Stretch and Spell to write “pet.”** Prompt students to use Stretch and Spell. Write “pet.”
- 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 talking about animals. Some animals make very good pets, and others need to live in the wild.** T-P-S: **What are some characteristics, or qualities, of a good pet?** *Answers will vary.* T-P-S: **What are some characteristics, or qualities, of an animal that would not be a good pet?**

- Introduce the following riddle activity.

**Let's solve some riddles about animals. I am going to say a riddle about an animal, and then you and your partner will work together to solve the riddle.**

- Present the first riddle.

**Here's the first riddle: I can be big or small and many different colors. I like to run and jump and I can even roll over and play dead. I start with a /d/ sound, and I rhyme with "hog."** T-P-S: **What am I?** *Dog.* **If a dog makes a good pet, give us a thumbs up. If a dog does not make a good pet, give us a thumbs down. Thumbs up, thumbs down. Why? Why not?**

- Continuing offering riddles to students.

**Here's the second riddle: I am usually small, and I like to purr. I have long claws and whiskers. I start with a /c/ sound, and I rhyme with "bat."** T-P-S: **What am I?** *Cat.* **Does a cat make a good pet? Thumbs up, thumbs down. Why? Why not?**

**Here's the third riddle: I am usually small. I like to hang upside down in caves. I have wings, and many people say that I look like a mouse. I start with a /b/ sound, and I rhyme with "rat."** T-P-S: **What am I?** *Bat.* **Does a bat make a good pet? Thumbs up, thumbs down. Why? Why not?**

**And here's the last riddle: I am small. I have a long, fluffy tail, and I like to eat lots of nuts. I start with a /s/ sound, and I rhyme with "pearl."** T-P-S: **What am I?** *Squirrel.* **Does a squirrel make a good pet? Thumbs up, thumbs down. Why? Why not?**

- Allow those students who have not had an opportunity to share, or those who have just visited the writing lab today and written about being a wild animal, to share their stories and pictures.

### Vocabulary Review



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

**Our two new words today are "dangerous" and "growl."**



**“Dangerous” means “not safe.” T-P-S: When did we see, hear, or use the word “dangerous” today?**

**A growl is a noise some animals make when they are mad. T-P-S: When did we see, hear, or use the word “growl” 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:**

dangerous  
growl

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Dangerous animals.</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>Some animals are dangerous.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>A lion is dangerous.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell me more about why a lion might be dangerous?</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 about a time you had to wait for something.**

- Provide a moment for students to review their responses to the challenge.



- Use the sharing sticks to select students to tell about their experiences. Award pocket points when students practice waiting for others to finish speaking before they tell what they want 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 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

Animals from all over the world can live in zoos.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Math Lab: Pattern Block Puzzles and bags of pattern blocks (from day 4)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Hurdles poster and hurdles (appendix) or IWB access</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Web drawn on chart paper or IWB access</li> <li>• Theme vocabulary word cards for “zoo” and “zookeeper” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Hopscotch or ladder boards (from day 4)</li> <li>• Pictures of animals (from day 4 Theme Exploration)</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>• Animal crackers</li> <li>• Milk</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story: <i>Lost!</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “n,” “a,” “b,” “f,” “e,” and “l” or IWB access</li> <li>• Green Word cards: “basket,” “filled,” “log,” “picnic,” “Bill’s,” “last,” “lost,” “stopped,” “Bob’s,” “led,” “lot,” “unpacked,” “fell,” “leg,” “pal,” and “yelled” or IWB access</li> <li>• Red Word cards: “ate,” “this,” “are,” “her,” “we,” and “was” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Pattern Block Puzzles, one set (from day 4)</li> <li>• Bag of pattern blocks (from day 4)</li> <li>• Three sheets of paper</li> <li>• Marker</li> <li>• More Pattern Block Puzzles (appendix), one per partnership</li> <li>• Bags of pattern blocks</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Tiger,” <i>The 20th Century Children’s Poetry Treasury</i>, page 80</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**

- Cool Kid certificates

**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 Pattern Block Puzzles and bags of pattern blocks in the lab.

## 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
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> </ol>

## Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
 T-P-S: **How do you divide a circle into two equal parts? Show your partner.**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of successful answers.

## Class Council



- Review interrupting and not waiting hurdles.  
 T-P-S: **What is a hurdle?** *Something that gets in the way.* **We've learned about two hurdles that can keep us from working well together.** T-P-S: **What are those hurdles?** *Interrupting and not waiting.*
- Remove the interrupting and not waiting hurdles from the Hurdles poster.  
**When we wait for others to finish speaking and wait for a turn to do something, we prevent conflicts and we have a class in which we can reach the finish line without any hurdles.**
- Place the hurdles back on the poster.  
**I will put the hurdles back on the poster to remind us that interrupting and not waiting can get in our way.**
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If things are going well in your class and you have no problems to resolve as a class, you may use the Partner Practice from day 2 or day 3 to reinforce the skills with which your students need practice.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

tps

T-P-S: **Why don't some animals make good pets?**

Yesterday we learned why some animals don't make good pets. Today our Daily Message will tell us about where some of these animals live.

### Daily Message

---

some wild Animals live in zooS

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Use incorrect capitalization in your sentence by writing “some” with a lowercase “s,” “animals” with an uppercase “A,” and “zoos” with an uppercase “S.” Do not punctuate the sentence. 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 is wrong with our Daily Message today?** *“Some” should start with an uppercase “S.” The “a” in “animals” and the “s” in “zoos” should be lowercase. There should be a period at the end of the sentence. Make the corrections as students note them.*
  - Have students stretch and read the word “in.”

tps

### Theme Learning

- Explain the content of the Daily Message.

tps

**We have been talking about animals. We talked about animals that can live in the house with you as pets and about animals that live outside, as some do on farms or in the wild. Sometimes wild animals live in zoos, so the rest of us can see and learn about them. Today we're going to talk about zoos and the animals that live in them.** T-P-S: **Who has ever visited a zoo or knows something about zoos?** *Answers will vary. A zoo is a place where animals, especially wild animals, are kept. People visit zoos to see animals.* T-P-S: **What kinds of animals might you find at a zoo?** *Lions, tigers, monkeys, hippos, etc.*

**Teacher's Note:** If you have a group of students who have never experienced going to a zoo, you may have to help them along. You can use pictures of zoo animals from classroom books and magazines or print pictures of zoo animals and zoos from the Internet. Post these pictures on the board.

- Show students the Zoo web, and lead them in a discussion about what life in a zoo might be like for a wild animal. Add students' ideas about each subject to the web.

**T-P-S: If an animal is in a zoo, how does it get its food and water? How does it stay clean? How does it exercise?**

**You have some great ideas about life in a zoo!**

- Introduce the role of the zookeeper.

**At zoos, there are special people who take care of the animals. These people are called zookeepers. Zookeepers are responsible for being sure that the animals have everything they need to grow and be healthy.**

- Review each of the topics on the web, and prompt students to identify how zookeepers assist in the feeding, cleaning, and exercising of zoo animals. Add any new ideas to the web.



- Play the digital dictionary videos for “zoo” and “zookeeper.”
- 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 “zoo” and “zookeeper.”**

**A zoo is a place where wild animals are kept for people to see. I can make a sentence with the word “zoo”:**

**Our class saw lions and tigers at the zoo.**

**A zookeeper is a person who takes care of the animals in a zoo. I can make a sentence with the word “zookeeper”:**

**The zookeeper fed fish to the penguins.**



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 “Best Pet Yet.”
- Read the words.

## Develop Phonemic Awareness—Auditory Sound Blending

- Tell students that they will play a guessing game today. Demonstrate how to play the game.

**Today we are going to play a guessing game. We will guess what kinds of pets each of us has. When it is your turn, you will pull a picture from the box. Your picture is a secret. Do not let any of your classmates see what your picture is.** Demonstrate taking a picture from the box and looking at it without showing the image to the class. **You will tell the class what your pet is by breaking it down.** Demonstrate by saying, **My pet is a /s-n-a-ke/.** The rest of the class has to say it fast! Motion for students to say it fast. **Yes, my pet is a snake!** Show students the image of your pet.



- Invite students to participate in the activity. Invite students one by one to take turns selecting an image and segmenting the name of the animal by saying, “My pet is a (...).” All other students should participate by blending the name of the animal.



- If time allows, continue playing the segmenting hopscotch game from yesterday.
- Award pocket points if several students are successfully able to blend the names of the animals.



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 | Animal Hospital

Description:

- The dramatic play area will be an animal hospital.

When You Tour:

- Remind students that the dramatic play area will be an animal hospital.

### Blocks Lab | Wild Animal Homes

Description:

- Students will build home for wild animals.

When You Tour:

- Remind students that they may build homes for wild animals.

### **Art Lab | Love Your Pets**

Description:

- Students will paint or draw a picture of themselves and their pets caring for one another.

When You Tour:

- Remind students that they can create pictures that show themselves and their pets caring for one another and/or how they feel about their pets. Explain that students who don't have pets can pretend that they do.

### **Classroom Library Lab | Henry's Adventures**

Description:

- Students will use props and art materials to make up a story about Henry, the dog.

When You Tour:

- Remind students that they can make up a new story showing the adventures Henry experienced while he was separated from his family.
- Point out the books about animals that have been added to the lab. Tell students that they can also explore books about animals.

### **Literacy Lab | Play School: Quick Erase**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will play Quick Erase.

When You Tour:

- Remind students that today in their imaginary classroom they can play Quick Erase.

### **Math Lab | Whiskers and Feathers**

Description:

- Students will create fair shares using different animals, whiskers, and feathers.

When You Tour:

- Remind students that they need to cut out the whiskers or feathers and then glue them onto the cat, dog, or birds. They must create equal sets, or fair shares.

### **Computer/Media Lab | Record a Story About Henry**

Description:

- Students will record a story about Henry, the dog.

When You Tour:

- Remind students that they can record a story about Henry, the dog.

### **Sand/Water Lab | Watering Hole**

Description:

- Students will create a watering hole for wild animals.

When You Tour:

- Remind students that they can create a watering hole for wild animals.

### **Science Lab | Places for Animals**

Description:

- Students will classify pictures of animals into the categories “farm,” “pet,” “zoo,” and “wild.”

When You Tour:

- Remind students that they can cut out and classify the animal pictures by placing each under the word “farm,” “pet,” “zoo,” or “wild.”

### **Writing Lab | Wild!**

Description:

- Students will write about a day in the life of a wild animal.

When You Tour:

- Remind students that they can pretend to be a wild animal and write about what they do during the day.



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let's make a number combination for 6.** Select a student to come up and toss six bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

### Equal Parts?/Half and Half

- Choose a student to remove a self-stick note from the poster. Have the rest of the class determine whether the shape is divided into equal parts. Have students explain how they decided that the shape was divided into equal parts.



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 animal crackers and milk. Talk with students about the animals from *If Anything Ever Goes Wrong at the Zoo*. Ask questions, such as, “Would you like to have the animals at the zoo come to live with you?” “Which animal(s) would you like to have at your house?” “What special equipment would you need for these animals?” and “What do you think the adults at your house would say if the zookeepers came to your house and asked you to take care of the zoo animals?”

### Outside/Gross-Motor Play

- Play a game of Zookeeper, May I? Have students move like the animals in the story *If Anything Ever Goes Wrong at the Zoo*. Demonstrate how the zookeeper would call out “You may take three kangaroo hops.” Students ask, “Zookeeper, may I?” and you answer, “Yes, you may.” Repeat with several different kinds of zoo animals. Students could gallop like a zebra, climb like a monkey, swim like an alligator, run like an ostrich, fly like a parrot, etc. Choose a student to be the zookeeper. The other students play until they reach the zookeeper. He or she then chooses another student to be the next zookeeper.



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.

### Word Presentation

Read sounds.

- Use the key cards to guide practice with /n/, /a/, /b/, /f/, /e/, and /l/.
- Show the Animated Alphabet video segment for /l/.

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:  
fell → fill → full → bull → bill

**Green Words:**

basket

filled

log

picnic

Bill's

last

lost

stopped

Bob's

led

lot

unpacked

fell

leg

pal

yelled



**Red Words:**

ate this  
are her  
we was

**Readles:**

bear heard  
home tree

**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 9. Tell your partner in a complete sentence what Meg and Bill think of their pal, Big Bob.**

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:

led

lot

lid

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

Sentence Dictation

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

**The kids got lost.**

**All Together Now**

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



**Celebration**

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



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

 **Math Mysteries**

**TIMING GOAL:** 25 minutes

**Show What You Know**



- Show the Pattern Block Puzzle F from day 4. Select a student to come up and find the pattern blocks to fill the shape and create two halves.
- Repeat with several other Pattern Block Puzzles.



- Award pocket points if students are able to find the pattern block pieces that create two halves.
- Review half and whole.



**WGR: How many halves does it take to make a whole? Two.**

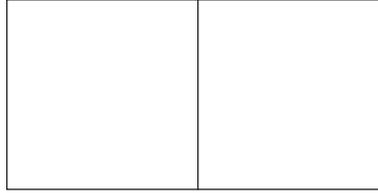
**Active Instruction**

- Review the concept of equal parts.



**T-P-S: What does equal parts mean? Equal parts means that the parts or pieces are the same size or amount.**

- Hold up one sheet of paper. Fold the sheet of paper into two equal parts. Remind students that we call two equal parts halves.

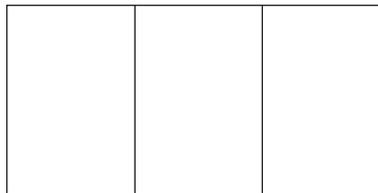


- Tape the paper divided into halves on the board, and write “halves” underneath it.
- Hold up another sheet of paper.

**T-P-S: Do you think we can divide this piece of paper into more than two equal parts? Answers will vary. We can fold this paper into more than two equal parts.**

- Model folding the sheet of paper into three equal parts. Unfold the paper, and use a marker to show the lines.

**T-P-S: Did I fold this in three equal parts? How do you know? Yes. There are three equal parts. All the parts are the same size. Three equal parts that make up one whole are called thirds.**

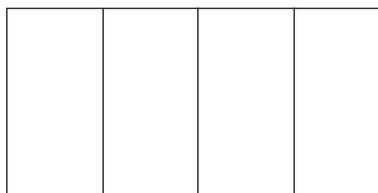


- Tape the paper divided into thirds on the board, and write “thirds” beneath it.
- Hold up the third sheet of paper.

**I folded the last piece of paper into thirds, or three equal pieces. Now I’m going to fold this paper into four equal pieces.**

- Model folding it into four equal parts. Unfold the paper, and use a marker to show the lines.

**T-P-S: Did I fold this in four equal parts? How do you know? Yes. There are four equal parts. All the parts are the same size. Four equal parts that make up one whole are called fourths.**



- Tape the paper divided into fourths on the board, and write “fourths” beneath it.

## Partner Practice

- Tell students that they will make thirds and fourths using pattern blocks. Hold up a copy of the More Pattern Block Puzzles.

**You are going to use pattern blocks to fill these shapes with three or four pattern blocks so it makes thirds or fourths of the whole.**

- Distribute the More Pattern Block Puzzles sheets and bags of pattern blocks to each partnership. Have partners point to the puzzle labeled with the letter A.



**WGR: Look at your pattern block pieces. Which color pattern block do you think you could use to fill this shape? *Orange.***

- Guide students as they fill the shape with pattern blocks.

**WGR: It takes three orange blocks to fill the whole shape. Are the three orange blocks the same shape and size? *Yes. They are exactly the same shape and size, so they are equal parts.***

- Hold up an orange square.

**Each orange block is one third of the shape. Three thirds make one whole.**

- Have partners point to the puzzle labeled with the letter B.

**WGR: Look at your pattern block pieces. Which color pattern block do you think you could use to fill this shape? *Green.***

- Guide students as they fill the shape with pattern blocks.

**WGR: It takes four green blocks to fill the whole shape. Are the four green blocks the same shape and size? *Yes. They are exactly the same shape and size, so they are equal parts.***

- Hold up a green triangle.

**Each green block is one fourth of the shape. Four fourths make one whole.**

- If needed, guide students through another example on the More Pattern Block Puzzles sheet.

- Provide time for students to create halves using the pattern blocks. Circulate as students work, and ask questions, such as, “How do you know this is a third?” “How do you know this is a fourth?” “What do we call three equal parts?” “What do we call four equal parts?” “Can you show me one third?” and “Can you show me one fourth?”

## Recap



- Select several partnerships so share and explain how they created thirds and fourths using the pattern blocks to fill the various shapes.



- Award pocket points if partnerships correctly filled each shape to create thirds or fourths.



- Review the concept of thirds and fourths.

**T-P-S: What are thirds? How many thirds does it take to make a whole? A third is one equal part of a whole. It takes three thirds to make a whole.**



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

- “Tiger,” *The 20th Century Children’s Poetry Treasury*, page 80

## Introduce the Poem

**Today I’d like to read a poem called “Tiger” by Valerie Worth. Ms. Worth has a wonderful way of describing a tiger. Listen to the words she chooses as I read the poem. I will read the poem several times so you can picture the tiger in your mind.**



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.

**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 zoos and zookeepers. We know that zoos are places where animals are kept for people to see. T-P-S: What do zookeepers do? *Take care of zoo animals.***

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



**This week, we have learned a lot about animals. We have learned about the animals we keep in our homes as pets, and we have learned about wild animals that live in zoos. We talked about how some animals make good pets and some don't. T-P-S: What are some reasons an animal might not make a good pet? RWE: Yes, some animals are too dangerous, too big, or too difficult for us to take care of inside our homes. We also learned that it is important for us to take good care of our pets. One way we take care of our pets is to groom them so they are clean and look nice. T-P-S: What are some other things we do to take care of our pets? *We feed them; we pet them; we show them love; we take them to the veterinarian, etc.***

- Invite students to play a few rounds of Telephone with this week's theme-related vocabulary words.
- Quickly place students in groups of five or six members, and have them form a circle with their group. Remind students how to play the game as needed.
- Quietly say, "Zookeepers take care of zoo animals" to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their group. Have students give a thumbs down if the message changed in their group.
- Continue playing several rounds of Telephone, using theme vocabulary words in short sentences.
  - pet
  - veterinarian
  - groom
  - care
  - dangerous
  - growl
  - zoo
  - zookeeper

### Vocabulary Review



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

**One of our new words today is “zoo.” A zoo is a place where wild animals are kept for people to see. T-P-S: When did we see, hear, or use the word “zoo” today?**

**Our other new word today is “zookeeper.” A zookeeper is a person who takes care of the animals in a zoo. T-P-S: When did we see, hear, or use the word “zookeeper” 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:**

zoo  
zookeeper

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Zoo animals.</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 like to see zoo animals.</i>
The student responds in a complete, but not very elaborate, sentence. <b>The zoo is fun.</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 the zoo is fun?</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 Kids 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: Tell someone at home about animals that might live in a zoo and how they are different from pets.**

**Read & Respond: Try to read a book about a pet or zoo animals over the weekend!**



# Day 6 | Ready, Set...

## Focus

Mammals give birth to and nurse their young.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• KinderCorner Weekly Record Form for unit 14, week 2</li> <li>• Classroom Library Lab: theme-related books about mammals</li> <li>• Math Lab: More Pattern Block Puzzles (from day 5)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Mammal Characteristics chart or IWB access</li> <li>• Marker</li> <li>• Mammal Characteristics Picture Cards</li> <li>• Theme vocabulary word card for “mammals” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Pictures of mammals (e.g., cat, cow, hamster, rabbit), one picture per partnership</li> <li>• First or Final Spinner (appendix)</li> <li>• Transparent spinner</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Annie and the Wild Animals</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• Our Favorite Animals Graph</li> <li>• Pet Cards</li> <li>• Fraction Cutouts</li> <li>• Masking tape</li> <li>• Five small plastic bags</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Bear or other animal-shaped cookies</li> <li>• Milk</li> <li>• Parking cones (optional)</li> <li>• Rope (optional)</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story: <i>Hot Muffins!</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “t,” “a,” “f,” “u,” “e,” “l,” and “h” or IWB access</li> <li>• Green Word cards: “ham,” “hot,” “muffins,” “yum,” “Hank’s,” “hugged,” “rocks,” “had,” “hat,” “hut,” “sell,” “hid,” “lots,” and “tossed” or IWB access</li> <li>• Red Word cards: “give,” “his,” “were,” “hard,” “I’ll,” and “your” or IWB access</li> </ul>

Additional Materials Needed Today	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• More Pattern Block Puzzles (from day 5), one set</li> <li>• Bag of pattern blocks (from day 5)</li> <li>• Chart paper</li> <li>• Marker</li> <li>• What Time of Day? sheets (appendix), one set</li> <li>• Bags with Time of Day Cards (appendix), one set per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “april is a dog’s dream,” <i>The 20th Century Children’s Poetry Treasury</i>, page 25</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>• Trade book: <i>Baby Animals</i></li> <li>• Is It a Mammal? chart</li> <li>• Marker</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal hand stamp: lion</li> </ul>

### Learning Labs—Additional Materials

<b>Dramatic Play Lab   Zoo</b>
<ul style="list-style-type: none"> <li>• Props for zookeepers and other staff (e.g., brush, safari hat, gloves, play food, white shirts, coats)</li> <li>• Large boxes</li> <li>• Plush zoo animals</li> <li>• Broom and dust pan</li> <li>• Medical kit</li> </ul>
<b>Blocks Lab   Build a Zoo</b>
<ul style="list-style-type: none"> <li>• Plastic zoo animals</li> </ul>
<b>Art Lab   Wildlife Group Art Project</b>
<ul style="list-style-type: none"> <li>• Large craft paper (bulletin board or butcher)</li> <li>• Markers, crayons, paints, paintbrushes</li> <li>• Pictures of animals in their habitats</li> <li>• Construction paper</li> <li>• Scissors</li> <li>• Glue</li> </ul>
<b>Classroom Library Lab   <i>Annie and the Wild Animals</i></b>
<ul style="list-style-type: none"> <li>• Trade book: <i>Annie and the Wild Animals</i></li> </ul>

**Literacy Lab | Play School**

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

**Math Lab | Tick Tock, Make a Clock**

- Clock and Hands sheets (appendix), one per student
- Scissors
- Brass fasteners
- Instructional analog clock (optional) or prepared clock

**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**

- Items to encourage exploration, such as a balance scale, items to weigh, leaves, shells, rocks, scraps of material, magnets, magnetic and non-magnetic items with which to experiment, magnifying glasses

**Science Lab | Scientist’s Station**

- Items to encourage exploration, such as a balance scale, items to weigh, leaves, shells, rocks, scraps of material, magnets, magnetic and non-magnetic items with which to experiment, magnifying glasses

**Writing Lab | Free-Choice Writing**

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



## Day 6

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <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 talked with someone at home about pets or zoo animals over the weekend.

**Available Activities**

## Classroom Library Lab

- Include new theme-related books about mammals.

## Literacy Lab

- Same as day 5

## Math Lab

- Add the More Pattern Block Puzzles sheets from day 5 to 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 their 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 students 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 “rocks” and “yum.” You will also watch to see whether they can read the sentence, “The kids did not like the muffins.”
- 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 throughout the day to see whether they wait for a turn when sharing items, drinking from a water fountain, etc. without prompting.

## Math

- Using the instructional clock from your math kit, show the student the time 3:00. Ask the student to identify the hour hand. Ask the student to tell you the time. Repeat with other times to the hour, be sure to include 12:00 and 6:00.
- 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 today's challenge.
  - Our Partner Challenge today is to show your partner what you will do if you want to talk to your mother and she is talking to someone else.**
- Provide a moment for students to think about the challenge and ask any questions they may have. Remind them that they will talk with their partners about it later.
- Tell students that they will earn pocket points when they show an answer to the challenge that does not create a hurdle.

## Brain Game

- Invite the Cool Kid to select the Brain Game for the week.

**This week we will play a Brain Game that helps us stop and think.** Give the Stop and Think signal.

- Invite the Cool Kid to select from among the stop and think games; Freeze, Head, Shoulders, Knees, and Toes, Simon Says, or Don't Break the Sugar Bowl. Feel free to limit the choices if students have a difficult time choosing a game.
- Play the game.



**T-P-S: How does this game help us stop and think? What did you do to help you stop and think while you played the game?** *Reviewed the stop and think strategies; told myself to listen carefully before moving, repeated what's said before acting, etc.*

**T-P-S: What can you do to help you stop and think before you do something?**

- Continue to play this Brain Game throughout the day and the rest of the week.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: What are some animals that have fur? What are some animals that don't have fur?** *Replies.*

**This week, we will be talking about a new topic. Some of you may have noticed the new books, puzzles, and other items in our classroom this morning. Our Daily Message will tell us what we will be learning about this week.**

### Daily Message

---

Mammals are special kinds of animals.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:



- **I hear the /mmm/ sound a lot in our Daily Message. WGR: What letter makes the /m/ sound? "M." Look closely at the Daily Message. What words have the letter "m" in them?** Reread the sentence as you point to each word. *"Mammals" and "animal."*



- **T-P-S: What other words can you think of that start with the /m/ sound?** *Replies.*

## Theme Learning

- Explain the content of the Daily Message.

**Let's read the Daily Message again to think about what it means.** Read the message together.



**For the next few days, we are going to talk about a special group, or class, of animals called mammals. Do you remember when we learned about another special class of animals called insects? T-P-S: What do insects have that make them different from other small creatures and spiders? *Three body parts, six legs.* We call these characteristics. Mammals have special characteristics too. Let's watch a video that will help us learn about the characteristics of mammals.**



- Play the mammals background video.
- Direct students' attention to the Mammal Characteristics chart.

**Mammals have certain characteristics that make them different from other animals. We are going to talk about those characteristics and record them on this chart.**

- Point to the chart, and read the title.
- Introduce the idea that mammals are warm blooded by inviting students to touch their hands, faces, and other exposed body parts and to comment on whether they feel warm.

**Mammals have warm skin because they have warm blood that pumps through their bodies. You have to feel the animal to see if the skin is warm.**

- Write "warm skin" on the chart.
- Continue introducing additional facts about mammals.



**There are other mammal characteristics that you can see. Mammals give birth to babies.** Place the card showing the calf nursing in the pocket chart. **That means that mammal babies do not hatch from eggs. The mother mammal has a baby.** Write "give birth to babies" on the chart. WGR: **Were you born from your mother, or did you hatch from an egg?** *Born from my mother.*

**Teacher's Note:** There are a couple of mammals that do lay eggs, such as the spiny anteater and the duck-billed platypus.

**When their babies are born, mammal mothers can feed them right away using milk that comes from their bodies. Feeding a baby this way is called "nursing." The mother's milk helps make the baby strong and healthy.** Write "mother feeds babies milk" on the chart.

- Prompt students to identify whether a cat is a mammal based on several of its characteristics.



**Cats have warm skin, give birth to their babies, which are called kittens, and feed their babies milk.** T-P-S: **Is a cat a mammal?** RWE: **Yes, cats are mammals. They have all the characteristics on our chart.** T-P-S: **Can you think of another pet that is a mammal?** Confirm correct responses, and correct misconceptions.

**We’ve just learned some characteristics of mammals. We’ll learn others as we study mammals later in the week.**



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

**Mammals are animals that feed their babies with milk from the mother. I can make a sentence with the word “mammals”:**

**Baby mammals get milk from their mothers.**



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 “Mammals.”

**Today we will begin to learn a new rhyme about mammals. This rhyme will help us remember characteristics of mammals.**

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



**Mammals**  
**Lions, dogs, and bats**  
**Dolphins, monkeys, cats**  
**They all have fur or hair**  
**And they all breathe air**  
**They are mammals, yes that’s true**  
**They are mammals like me and you!**

## Develop Phonological Awareness—Identify Initial and Ending Sounds

- Tell students that they will play the First or Final game today. Review the game with students.



**Today we will play the First or Final game with some animal words.**

**WGR: What does “first” mean? *The beginning.* WGR: What does “final” mean? *The end.* Display the First or Final Spinner, and point to each word as you say, **The word “first” is written here, and the word “final” is written here. If the spinner lands on “first,” you will tell the first sound of the word. WGR: What is the first sound of “first”? /f/. If the spinner lands on “final,” you will tell the last sound of the word. WGR: What is the last sound in the word “final”? /l/. Great. Let’s play!****

- Distribute one image of a mammal to each pair. As you distribute the images, say the name of the mammal pictured, emphasizing the first and final sounds in the word.
- Have students take turns naming their pictures and spinning the spinner. The class will respond with the first or final sound of the picture named, depending on where the spinner lands. For example, if Laney holds up and names a picture of a hamster and the spinner points to “first,” the other students would respond with the sound /h/. Take turns playing until each student has had a turn.
- Award pocket points if most students are successfully able to identify the initial or final sound of the animal name.



TRANSITION

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



**STaR**  
Interactive Story Reading

**TIMING GOAL:** 20 minutes

**STaR Words:**

tame

grumpy

### **Annie and the Wild Animals**

*Written and illustrated by Jan Brett*

Jan Brett’s simple story and detailed illustrations tell the tale of Annie, whose cat Taffy runs away into the snowy woods. Missing her pet, Annie tries to lure a small, furry, wild animal to tame as a pet. Her corn muffin offerings draw only animals too large, too mean, or too grumpy to be pets. With the arrival of spring, Taffy comes home with a surprise for Annie.

## 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 *Annie and the Wild Animals*. Remember, the title tells us something about what will happen in the story. This was written by Jan Brett. WGR: Who can remember what we call the person who writes a story? *The author*. Jan Brett is also the illustrator for this story. T-P-S: What does the illustrator of a story do? *Draws or paints the pictures*.

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

Point to the cover. T-P-S: What do you see on the cover of this book? *A little girl standing in the snow with wild animals around her*. Remember the title of this story is *Annie and the Wild Animals*. T-P-S: After looking at the cover and thinking about the title, what do you think might happen in this story?

- Introduce the story vocabulary words.

One word we’re going to see a few times in this story is “tame.” When you tame an animal, you teach it to live with people. The opposite of “tame” is wild.

Another word we will see in this story is “grumpy.” When a person or animal is grumpy it means he or she is in a bad mood. Are you sometimes grumpy when you have to get up very early in the morning?

- Introduce the good-reader skill for today.

Good readers think about the new words that they find in stories. They think about what the new words might mean. When we come across words we don’t know in this story, we are going to ask questions and see if we can figure out what they mean.

Ask questions about unknown words.



### During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Page 3:** (After you read “She ate more than usual.”) **Hmmm, I wonder what that word “usual” means. The story says that Annie thought that something was wrong with her cat. Annie’s cat had stopped playing and was sleeping all day. So the cat was acting different. She wasn’t acting normally. I think when the story says, “She ate more than usual,” it means that the cat was eating more than normal.**

- **Page 6:** Annie thinks that an animal might come for a corn cake and that she can tame him. Remember that “tame” is one of our vocabulary words. “Tame” means teach it to live with people.
  - **Page 10:** “A snarling wild cat at the edge of the woods.” I wonder what “snarling” means. Annie thinks the wildcat is too mean to tame. Maybe snarling is something like growling. I know that a lot of times you can tell a dog is angry if it is growling. Continue reading.
- There’s that word “tame” again.** T-P-S: Who can remember what “tame” means? *Teach to live with people.*
- **Page 14:** I see another one of our vocabulary words—“grumpy.” Annie thinks the bear is too grumpy to be a good pet. That means she thinks the bear is in too bad of a mood to be a good pet.
  - **Page 21:** The wild animals were roaring so loudly that Annie’s house shook. T-P-S: How would you feel if you were Annie?
  - **Page 27:** T-P-S: Why do you think Taffy is turning to look back the way she came?

#### After Reading



T-P-S: Why do you think Annie’s cat was acting so strange at the beginning of the story? *She was pregnant and about to have kittens.*

T-P-S: Why did Annie keep putting out corn cakes for the animals? *She was lonely and wanted a new pet for a friend.*

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

**Annie kept hoping she would get another animal that she could tame to be a pet. Remember that “tame” is one of our vocabulary words and means to teach to live with people.** T-P-S: **Work with your partner to make up a sentence that uses the word “tame.”**

- 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 “grumpy.”



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



TIMING GOAL: 40 minutes

### Routine

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

## Dramatic Play Lab | Zoo

### Description:

- The dramatic play area will be a zoo, and students will pretend to be zoo staff.

### 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:

- Tell students that the dramatic play lab will be a zoo this week.
- Discuss with students the different roles they can play in a zoo. (Sample responses or ideas are zookeeper, vet, janitor, visitors, concession stand workers, etc.)
- Suggest that some students might want to play zoo animals.
- Remind students to specify which role they would like to play as they write their lab plans.
- Point out the new materials in the lab. Ask students how they can use the materials to create props for the zoo.

Facilitate Learning:

- Join students in their zoo.
- Students might need ideas on how to use the materials to create props for the zoo.

**Example:**

– **I wonder what we can use to make zoo cages. Maybe we can use the big boxes.**

- Make comments and ask students questions that prompt them to elaborate their dramatic play.

**Examples:**

– (As a vet) **I heard one of the monkeys is sick. What’s wrong with her?**

– (As a visitor) **Where can we see the giraffes?**

## **Blocks Lab | Build a Zoo**

Description:

- Students will build a zoo.

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:

- Tell students that they can build a zoo in the blocks lab this week.
- Ask students what kind of structures they will need to build in a zoo. *Zoo cages, concession stands, ticket booths, etc.*
- Encourage students to create signs with the materials in the writing lab to label the zoo cages and other buildings.

Facilitate Learning:

- Join students in building a zoo.
- Ask questions and make comments that prompt students to think about the layout and construction of the zoo.

**Examples:**

– **If we put the tiger cage here, what should go next to it?**

– **Do any of the animals need to be by the water?**

## Art Lab | Wildlife Group Art Project

Description:

- Students will paint a scene of wild animals in their habitats.

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 and the displayed pictures of animals in their habitats.
- Explain to students that they can use these materials to create a scene depicting wild animals in their habitats.

Facilitate Learning:

- Join students in painting the scene of wild animals in their habitats.
- As students work, encourage them to talk about wild animals, their habitats, and students' artistic choices.

**Examples:**

- **I want to add a zebra. What kind of habitat do zebras live in?**
- **What could I use to make grass for a field?**

## Classroom Library Lab | *Annie and the Wild Animals*

Description:

- Students will retell the story *Annie and the Wild Animals*.

Purpose:

- This lab reinforces thematic concepts and provides students with the opportunity to practice retelling.

When You Tour:

- Hold up the book *Annie and the Wild Animals*.
- Tell students that they can take turns “reading” it to one another using the pictures in the borders to add details to the original story.

Facilitate Learning:

- Join students as they “read” *Annie and the Wild Animals* to each other.
- Encourage students to use the pictures on the borders to extend the story and add details.

## Literacy Lab | Play School

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

**Example:**

- (As a student) **Mr. Roberts, are we going to learn about zoo animals today?**

## Math Lab | Tick Tock, Make a Clock

Description:

- Students will create clocks.

Purpose:

- This lab provides students with an opportunity to build an analog clock.

When You Tour:

- Tell students that they will build an analog clock. Point out any analog or instructional clocks you may have in your classroom. Ask students to share what they notice about the clock. Ask students where they have seen a clock like this before. Place an instructional or created clock in the lab for student reference.
- Show students the Clock and Hands sheets. Explain that they will create their own clocks. Model how to cut out the pieces of the clock, punch a hole in the hands of the clock, and attach the hands with a brass fastener.
- Explain that students will learn more about clocks and telling time in Math Mysteries this week.

Facilitate Learning:

- Ask questions that will help students to think about the parts of a clock.

**Examples:**

- **Where did you place the 12 on the clock?**
- **What do you notice about the numbers on the clock face?**
- **What do you notice about the two hands of the clock?**

## **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 the children in this lab and engage in discussion about the music they are listening to or software they are using.

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

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

**Example:**

- **What mammals live in or near the water?**

## Science Lab | Scientist's Station

Description:

- Students will use materials and tools freely to investigate their world.

Purpose:

- This lab provides students with opportunities to observe, investigate, and record.

When You Tour:

- Point out any new materials that you have added to the lab.

Facilitate Learning:

- Use the questions and prompts to reinforce scientific concepts and facilitate oral language development.

**Example:**

- **What mammals have you observed today?**

## Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

**Examples:**

- **What sounds do you hear in the word “mammal”?**
- **I like how you looked at the Red Word wall to see how to spell “my.”**



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



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let's make a number combination for 7.** Select a student to come up and toss seven bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

### Equal Parts?/Half and Half

- Explain that this week students are going to find matching halves. Choose a student to pull a cutout from the plastic bag of Fraction Cutouts. Prompt the student to find the matching half for the shape. After the student has identified the matching half, use masking tape to affix the matching half to the poster.

### Our Favorite Animals Graph

This activity will allow students to see how a graph is formed and 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.

- Ask students if they notice anything new on the 15-Minute Math board. Explain that they are going to make a new graph. Read the title of the graph. Then point to the picture of the birdcage, and ask students what kind of animal might live in a cage. Continue in the same manner for each of the animals' homes. Tell students that they will each have an opportunity to choose which animal—bird, cat, fish, hamster, or dog—is their favorite and add an animal picture card to the graph.
- Select two or three students to come up and select their favorite animal from one of the plastic bags and add it to the graph in the appropriate column. Model how to place the pictures of the animals' homes in the correct column. Also model lining up the cards on the graph and not leaving gaps so students can compare data easily (see the sample bulletin boards in the teacher's manual).



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 cookies and milk. Talk with students about the animals in the story *Annie and the Wild Animals*. Ask them why they think these animals would or would not make good pets.
- Invite students to talk with their partners about today's challenge.

**Our Partner Challenge today is to show your partner what you will do if you want to talk to your mother and she is talking to someone else.**

- Allow students time to talk about the challenge and share their ideas. As you monitor their conversations, remind students to show their partner what they will do in addition to telling them.
- Award pocket points when students demonstrate an answer to the challenge that does not create a hurdle.



### Outside/Gross-Motor Play

- If you have an open space where it is safe for students to run (a grassy place would be best), play a game of Wildcats and Kittens. Use cones or a rope to mark off a safe zone. Call this Annie's house, and call the grassy area outside of the safe zone the woods. Divide students into two groups—wildcats and kittens. Choose a student to be the leader of the wildcats. The kittens go into the woods to play. The leader of the wildcats calls out "Run, kittens, run!" The kittens quickly run for Annie's house. The wildcats chase the kittens, trying to tag them. Any kitten that is tagged becomes a wildcat. Kittens again go into the woods to play. The leader of the wildcats waits patiently and then gives the signal to run. This continues until all the kittens are wildcats. Play the game again, and have the original wildcats and kittens change roles.



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 *Hot Muffins!* Introduce the title, author, and illustrator of the story.

#### Video Words:

lots  
muffins  
rock  
hid  
hat  
hat  
toss  
love  
hot  
sell

**When we read the new story, we will meet a new boy named Hank. In this story, Hank has made muffins with his mother. In the last story, we read about Meg and Bill’s picnic and their rescue by Big Bob. Today’s story is called *Hot Muffins!* Big Bob will play a role in this story too.**

**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.

**We will see that when this story begins, Hank has made lots of muffins with his mom.**



T-P-S: **What is a muffin?**

T-P-S: **What is your favorite kind of muffin?**

T-P-S: **Have you ever made muffins? How do you make them?**

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

T-P-S: **What do you think Hank will do with his muffins?**



- 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 /t/, /a/, /f/, /u/, /e/, and /l/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /h/. **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 /h/.



### Green Words:

ham  
hot  
muffins  
yum  
Hank's  
hugged  
rocks  
had  
hat  
hut  
sell  
hid  
lots  
tossed



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.

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.

bell → bill → pill → pal → pad

Say-Spell-Say

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

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

Readles

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

- Show the readle "idea" on page 1 of the Shared Story. **When we see this picture, we will say, "idea."** Repeat with the other readles.

### Red Words:

give  
his  
were  
hard  
I'll  
your

### Readles:

bone(s)  
cents  
idea  
sandwich(es)  
sign

## Partner Word and Sentence Reading

### Roo's Request

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

### Celebration



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



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Show the More Pattern Block Puzzle E from day 5 Math Mysteries. Select a student to come up and find the pattern blocks to fill the shape and create four fourths.
- Repeat with several other More Pattern Block Puzzles.



- Award pocket points if students are able to find the pattern block pieces that create two halves.
- Review thirds and fourths.



T-P-S: **How many thirds does it take to make a whole?** *Three.* **How many fourths does it take to make a whole?** *Four.*

### Active Instruction

- Tell students that they are going to work on a new concept—time.
- Display the three What Time of Day? sheets on a large sheet of chart paper. Have students look at the pictures.



**Each picture shows a different time of day.** Point to the morning picture. **Look at the first picture.** T-P-S: **What time of day do you think this picture shows?** *The first picture shows morning. How do you know?* *The child is just waking up. The sun is rising. The alarm clock is going off.*

- Write “morning” above the picture. Have students brainstorm things they do in the morning. Record students’ ideas on the chart paper under the morning picture.
- Point to the noon picture.

**T-P-S: What time of day do you think this picture shows? The second picture shows noon (or afternoon). How do you know? The child is eating lunch. It’s during the day because the sun is in the sky. We eat lunch around noon every day. The sun is high in the sky during that time of day.**

- Write “noon” above the picture. Have students brainstorm things they do around noon. Record students’ ideas on the chart paper under the noon picture.
- Point to the night picture.

**T-P-S: What time of day do you think this picture shows? How do you know? The third picture shows night. The child is sleeping. The moon and stars are in the sky. We go to sleep at night. The moon and stars are in the sky during that time of day.**

- Write “night” above the picture. Have students brainstorm things they do at night. Record students’ ideas on the chart paper under the night picture.

## Partner Practice

- Tell students that they will listen to different activities and decide what time of day they think the activity takes place. Hold up the Time of Day Cards.

**I am going to say an activity that we might do every day. You and your partner are going to decide what time of day we would do that activity. When you decide, you will take turns holding up the correct Time of Day Card. Then you will think of activities for you and your partner.**



- Distribute the Time of Day Cards to each partnership. Assign which partner will hold up the Time of Day Card first. Tell students that they should wait until you signal them to hold up their card.

**The activity I’m thinking about is eating breakfast. When would that activity happen: morning, noon, or night?**

- Give partnerships time to think about it. Then signal partners to hold up the correct time of day card.
- Provide a few more activities, such as taking a bath, doing homework, or having recess, and ask partnerships to identify the correct time of day.
- Allow time for students to create their own activities and challenge their partner.

## Recap



- Select several partnerships to share the activities they came up with. Have other partnerships hold up the correct time of day. Award pocket points if students are able to identify the correct time of day.



- Review the concept of times of day.

**WGR: What time of day would we see stars in the sky? At night.**



- Play the “Morning, Noon, and Night” video.

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

## Let’s Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “april is a dog’s dream,” *The 20th Century Children’s Poetry Treasury*, page 25

### Introduce the Poem

**I have an interesting poem to read to you today called “april is a dog’s dream” by Marilyn Singer. In this poem, the poet describes the things dogs like to do in the spring. Listen and see what pictures the words paint in your mind.**



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 mammals. Mammals are animals that have backbones and hair and that breathe air. You are going to pick a mammal and write about one of its characteristics.**



**T-P-S: Tell one thing you know about a mammal.**

- wShare an example that applies to you.

**I think that I will write a sentence that says, “Cats have fur.”**

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

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

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

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

### Example:

**I am ready to write my sentence. My sentence is, "Cats have fur."**

- **The first word is "Cats." We can use Stretch and Spell to write "cats."** Prompt students to use Stretch and Spell. Write "Cats."
  - **"Have." What sounds do you hear in "have"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The last word is "fur." We can use Stretch and Spell again to write "fur."** Prompt students to use Stretch and Spell. Write "fur."
- 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 are learning about mammals this week. T-P-S: **What are some of the characteristics of mammals? *Mammals have warm skin, give birth to babies, and feed their babies milk.***

**We know that mammals have warm skin and give birth to babies. Mammals do not lay eggs. Mammals also feed their babies milk. We'll learn more characteristics of mammals tomorrow. Today, let's take a look at some pictures of animals and guess whether or not they are mammals. Tomorrow, we can check our predictions. We will keep track of our predictions on this chart.**

- Direct students' attention to the Is It a Mammal? chart.
- Explain the following activity.

**We are going to play a game called Is It a Mammal? I will show you a picture of an animal, and you will have to decide if that animal is a mammal. If you think the animal is a mammal, give thumbs up. If you think the animal is not a mammal, give thumbs down.**

- Show the cover of *Baby Animals*.

**Do you think these elephants are mammals? Show me thumbs up if you think they are mammals. Show me thumbs down if you think they are not mammals.**

- Write "Elephant" on the chart, and make a check next to it if most of the class guesses they are mammals. Write an X if most of the class guesses they are not mammals.
- Continue the activity with some or all the animals in the book. Each time you present an animal, be sure to add that animal's name to the list and make a check mark or an X next to the animal's name, depending on the majority of students' guesses. Be sure to include a mix of mammals and nonmammals as you complete this activity.
- Engage students in singing the rhyme "Mammals" to review characteristics of mammals.

## Vocabulary Review



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

**Our new word today is mammals. Mammals are animals that feed their babies with milk from the mother. T-P-S: When did we see, hear, or use the word “mammals” 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:  
mammals

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Mammal babies.</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>Mammals have babies.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>Mammals give milk.</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 mammals and milk?</b>



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to show your partner what you will do if you want to talk to your mother and she is talking to someone else.**



- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to demonstrate what they will do in this situation. Award pocket points when students demonstrate an answer to the challenge that does not create a hurdle.
- 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

Mammals have backbones and hair, and they breathe air.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Trade book: <i>Annie and the Wild Animals</i>; Shared Story: <i>Hot Muffins!</i></li> <li>Math Lab: Time of Day Cards (from day 6)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Hurdles poster and hurdles or IWB access</li> <li>Peace Path Poster</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Mammal Characteristics chart or IWB access</li> <li>Mammal Characteristics Picture Cards</li> <li>Marker</li> <li>Theme vocabulary word card for “fur” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Annie and the Wild Animals</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>Fruits and vegetables (variety)</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>Shared Story: <i>Hot Muffins!</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “t,” “a,” “u,” “e,” “l,” and “h” or IWB access</li> <li>Green Word cards: “ham,” “hot,” “muffins,” “yum,” “Hank’s,” “hugged,” “rocks,” “had,” “hat,” “hut,” “sell,” “hid,” “lots,” and “tossed” or IWB access</li> <li>Red Word cards: “give,” “his,” “were,” “hard,” “I’ll,” and “your” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Compare Time Cards sets A and B (appendix), one set 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>
<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	<ul style="list-style-type: none"> <li>• Mammal Characteristics chart</li> <li>• Trade book: <i>Baby Animals</i></li> <li>• Is It a Mammal? chart</li> <li>• Marker</li> <li>• Home Link animal hand stamp: walrus</li> </ul>

### Learning Labs—Additional Materials

Literacy Lab   Play School: Sequencing
<ul style="list-style-type: none"> <li>• Copies of the story pages from several familiar Shared Stories with no page numbers</li> </ul>
Computer/Media Lab   World Wild Web
<ul style="list-style-type: none"> <li>• Computer(s) connected to the Internet</li> <li>• Bookmarked websites about wild animals</li> </ul>
Sand/Water Lab   Find the Animals
<ul style="list-style-type: none"> <li>• Small plastic animals</li> <li>• Paper and pencils</li> </ul>
Science Lab   Mammals or Not
<ul style="list-style-type: none"> <li>• Pictures of animals; be sure to include both animals that are mammals and animals that are not mammals</li> <li>• Mammal Characteristics Picture Cards</li> <li>• Sentence strips (two), one prewritten with “mammal” and one with “not mammal”</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 *Annie and the Wild Animals* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Hot Muffins!* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 6

## Math Lab

- Place the Time of Day Cards in the lab. Encourage students to think of activities that take place in the morning, noon, or night and have their partner guess what time of day each activity takes place by pointing to the correct card.

## 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 one thing you learned about mammals from last night's show?**
- 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 hurdles, and introduce the hurdle not including everyone with a story about children in a fictitious kindergarten class.

T-P-S: **What is a hurdle?** *Something that gets in the way.* WGR: **Let's name the hurdles we know about that get in our way in school.** *Interrupting, not waiting.* T-P-S: **Why do we want to get rid of hurdles in our classroom?** *Answers may vary.*

**Teacher's Note:** If it is not customary to celebrate birthdays in your community, you may wish to change the celebration to something that is appropriate for your group.

**Today we will hear a story about students in a kindergarten class who have a problem working well together. Listen carefully to this story to see if we can figure out the hurdle that gets in the way of their playing and working well together.**

- Tell the following story, changing the children's names if you have students in your class with the same names as those in the story. Tell the following story.

One day, some of the children in Mrs. Wyatt's kindergarten were playing in the dramatic play lab. They decided to pretend that it was Jamar's birthday. They made a cake, set the table, and invited many of the other children to the party. Leisel noticed that the children were having a party, so she came over to the lab to join them. When she did, they told her to go away because she wasn't invited. Leisel really wanted to play with the other children, so she sat down at the table. Jamar said, "This is my party, and I say you can't come." Leisel walked away with her head down and sat in a quiet area of the room all by herself.

T-P-S: How do you think Leisel feels when Jamar tells her to leave? How can you tell she feels this way? *She is sad; she is upset. She walks away; her head is down; she is all alone.* WGR: Were the children in Mrs. Wyatt's class working well together? *No.*



I asked you to listen for the hurdle in this story. T-P-S: What is getting in the way of these children being able to work well together? RWE: When Jamar and the other children don't let Leisel come to the party, they make a hurdle that keeps the children in the class from working well together.

Let's see if we can help the children in Mrs. Wyatt's class get over the hurdle and help them get back on the path to a peaceful, friendly classroom.

### Partner Practice

- Have students use the steps on the Peace Path to work with their partners to resolve the problem created by not including others.

**The children in the story have a problem. What can they do to solve it? Let's use the Peace Path to solve their problem and remove the hurdle that keeps them from working well together.**



- Refer students to the Peace Path poster to help with the process.
  - Step 1—Tell the problem. **Step 1 on the Peace Path is tell the problem. This is when each person can give an "I" Message that tells how he or she feels and why.** T-P-S: **Think of an "I" Message that Leisel can give Jamar that tells how she feels when she is not included.** Use the sharing sticks to select students to give their "I" Messages. T-P-S: **Now think of an "I" Message Jamar can give Leisel.** Use the sharing sticks to select students to give their "I" Messages.
  - Step 2—Brainstorm solutions. **In step 2, we brainstorm solutions.** T-P-S: **Think of win-win solutions for these children.** Allow students time to think of solutions for the problem. Use the sharing sticks to select students to present their ideas.
  - Step 3—Solve the problem. **Now you need to solve the problem. Choose an idea to try.** T-P-S: **Talk with your partner about what these children will do when they try your solution.** Allow students time to choose the solution to try.

**Let's try to remember your ideas when we have hurdles that block our path so we can be a classroom of friends who work and play well together.**

- Direct students' attention to the Hurdles poster.

**We know that interrupting and not waiting are hurdles that keep us from working well together. Hold up the not including everyone hurdle. If the hurdle not including everyone is on the path in front of Betty, it keeps her from getting to where she wants to go. I'm going to put the not including everyone hurdle on the path to help us remember that not including everyone when we work and play can be a hurdle that gets in the way of having a peaceful classroom.**

- Attach the not including everyone hurdle to the Hurdles poster.

### Partner Challenge

- Introduce the Partner Challenge.

**Our Partner Challenge today is to tell your partner what you can do when friends aren't including someone in a game on the playground.**

- Provide a moment for students to think about the challenge, and ask clarifying questions. Remind them that they can talk with their partners later about the challenge.
- Tell students that they will earn pocket points when they name a way to include others.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: What mammal characteristics did we learn about yesterday?**  
*Mammals have warm skin, give birth to babies, and give their babies milk.*

**Today we will learn more characteristics of mammals. Let's read our Daily Message.**

### Daily Message

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Mammals have backbones and hair, and they breathe air.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **I see a word from our word wall in today's Daily Message. WGR: What word in our Daily Message is also on our word wall? "Have."**
  - **There is also a word in our Daily Message that we can stretch and read. Have students stretch and read the word "and."**



## Theme Learning

- Explain the content of the Daily Message.

**Yesterday we learned some of the characteristics of mammals. We learned that mammals have warm skin, give birth to babies, and give their babies milk. Today we're going to learn more mammal characteristics. Let's watch our video about mammals again.**



- Play the mammals background video.
- Direct students' attention to the Mammal Characteristics chart. Explain that mammals have hair or fur.



**We learned some new mammal characteristics in the video. One characteristic of mammals is that they all have hair.** Place the card that shows mammal hair in the pocket chart. **The hair on their bodies helps keep mammals warm.** WGR: **Do you have hair on your body?** *Yes.* RWE: **Humans have hair on their bodies. Some mammals have a thicker, softer type of hair, called fur. Dogs and cats have fur. So do bears and otters.** Write “have hair or fur” on the chart.

- Explain that mammals breathe air into their lungs.



**The video showed us another important characteristic of mammals that is true for many other types of animals too. Take a deep breath.** WGR: **Did you breathe air?** *Yes. Yes, we breathe air, and so do all mammals. All mammals have lungs like you do. Hold up the picture of the breaching whale.* T-P-S: **Do you think this whale is a mammal? Why or why not?** *Answers may vary.* RWE: **As you know, whales live in the ocean with fish, but unlike fish, whales must come to the surface to breathe air into their lungs. They take a deep breath and then hold their breath under water the way we do. Whales are mammals.** Point to the card regarding hair, and say, **I told you earlier that all mammals have some type of hair. Most adult whales do not have hair because it came off when they were younger. Baby whales are born with a covering of fine hair called “down” that falls off as they grow. Also, this picture does not show the baby whale nursing, but they do nurse, just like other mammals.** Place the picture of a whale breaching into the pocket chart. Write “breathe air” on the chart.

- Explain that mammals have backbones.

**The video didn't tell us this, but we also know from our Daily Message that all mammals have backbones.** Place the card showing the skeleton in the pocket chart, and point to the backbone. **A backbone helps bones stay together when a person or animal moves.** Invite everyone to gently shake his or her head from side to side. **If we didn't have a backbone, our bodies would fall apart when we shake our heads.** Write “have backbone” on the chart.

- Review all mammal characteristics listed on the chart.



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

**Fur is thick, soft hair that covers an animal’s body. I can make a sentence with the word “fur”:**

**Carlos brushes his dog’s fur so it looks nice and shiny.**



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 “Mammals.”
- Read the words (see day 6).

### Develop Phonemic Awareness—Auditory Sound Blending

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

<b>/d-o-g-s/</b>	<i>dogs</i>	<b>/c-a-t-s/</b>	<i>cats</i>	<b>/t-r-ue/</b>	<i>true</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?** Annie and the Wild Animals.



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

**WGR: The illustrator is also Jan Brett. 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 “tame.” What does “tame” mean?** *Teach to live with people.*



**T-P-S: Can you think of a sentence that uses the word “tame”?** **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 “grumpy.” *The word “grumpy” means in a bad mood.*

### Story Retell

**Today I will read while you act out parts of the story.**

- Reread the story, pausing as indicated for students to act out various characters’ parts.

Page	Suggested dramatization
4	Students look for Taffy.
6	Students put a corn cake at the edge of the wood.
10	Students snarl like the wildcat.
14	Students growl like the bear.
20	Students roar like the wild animals.
23	Students act sad like Annie.
26	Students play with kittens and act sad like Annie.

- Conclude the activity by asking students which part of the story they liked acting out the most.



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 | Zoo

Description:

- The dramatic play area will be a zoo, and students will pretend to be zoo staff.

When You Tour:

- Remind students that the dramatic play lab will be a zoo this week. Ask students who have already visited the lab what mammals they had in their zoo.

### Blocks Lab | Build a Zoo

Description:

- Students will build a zoo.

When You Tour:

- Remind students that they can build a zoo in the blocks lab this week.

## Art Lab | Wildlife Group Art Project

Description:

- Students will paint a scene of wild animals in their habitats.

When You Tour:

- Remind students that they can create a scene depicting wild animals in their habitats.

## Classroom Library Lab | *Annie and the Wild Animals*

Description:

- Students will retell the story *Annie and the Wild Animals*.

When You Tour:

- Remind students that they can take turns “reading” *Annie and the Wild Animals* to each other.

Facilitate Learning:

- Join students as they “read” *Annie and the Wild Animals* to each other.
- Encourage students to use the pictures on the borders to extend the story and add details.

## Literacy Lab | Play School: Sequencing

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will put pages from familiar Shared Stories in the correct sequence.

Purpose:

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

When You Tour:

- Point out the copies of the Shared Story pages that have been added to the lab. Note that the pages do not have page numbers.
- Tell students that today in their imaginary classroom they can put the pages from a Shared Story in the correct sequence and then read the story.

Facilitate Learning:

- Join students as they sequence the stories.
- Ask questions or make comments that help students think about clues that help them sequence the stories.

**Example:**

- **Does the turtle nip Sad Sam before or after he takes a nap?**

## **Math Lab | Tick Tock, Make a Clock**

Description:

- Students will create clocks.

When You Tour:

- Remind students that they will build an analog clock. Place an instructional or prepared clock in the lab for student reference.
- Explain that students will learn more about clocks and telling time in Math Mysteries this week.

## **Computer/Media Lab | World Wild Web**

Description:

- Students will explore websites about wild animals in the computer/media lab.

**Teacher's Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

**Teacher's Note:** Bookmark a number of websites about wild animals prior to the lab tour.

- Tell students that they can explore websites about wild animals in this lab today.
- Demonstrate clicking on a bookmark to visit a website.

Facilitate Learning:

- Join students as they explore websites about wild animals.
- Ask questions that prompt students to think about the information they can learn from the websites they are visiting.

**Example:**

- **What do you think you can learn about whales from this website?**

## **Sand/Water Lab | Find the Animals**

### Description:

- Students will find and count animals buried in the sand.

### Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to practice counting and writing.

### When You Tour:

- Hold up one of the small plastic animals, and tell students that there are other animals buried in the sand.
- Tell students that they can find the animals, count them, record the number, and rebury them.
- When they dig the animals up a second time, they can recount, record the number, and compare to see if they found the same number each time.

### Facilitate Learning:

- Join students as they dig up and count the animals.
- Encourage all students to write the numeral for the number of animals so each student has an opportunity to practice making the numerals.

## **Science Lab | Mammals or Not**

### Description:

- Students will classify pictures of animals into the categories “mammal” and “not mammal.”

### Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the attributes of animals.

### When You Tour:

- Show students the “mammal” and “not mammal” labels and cutout animal pictures.
- Tell students that they will classify the animal pictures by placing each under the word “mammal” or “not mammal.”
- Review the characteristics of mammals by showing the Mammal Characteristics Picture Cards or Mammal Characteristics class chart from Theme Exploration.
- Remind students that an animal must have all of these characteristics to be a mammal.
- Show an example of an animal that is a mammal and one that is not a mammal, identifying them as such.
- After the pictures have all been sorted, students may check whether they were correct by reading the back of the picture.

Facilitate Learning:

- Join students in classifying the animal pictures.
- Talk with students about the categories they choose for the animals.

**Example:**

- **How did you know a gorilla was a mammal?**

## Writing Lab | Free-Choice Writing

Description:

- Students will use the writing instruments and paper or journals to write about a topic 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 labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let's make a number combination for 8.** Select a student to come up and toss eight bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

## Equal Parts?/Half and Half

- Choose a student to pull a cutout from the plastic bag of Fraction Cutouts. Prompt the student to find the matching half for the shape. After the student has identified the matching half, use masking tape to affix the matching half to the poster.

## Our Favorite Animals Graph

- Select two or three students to come up and select their favorite animal from one of the plastic bags and add it to the graph in the appropriate column. Model how to place the pictures of the animals' homes in the correct column. Model lining up the cards on the graph and not leaving gaps so students can compare data easily. After students have placed their cards on the graph, ask, **What information do we know by looking at our graph?** *Answers will vary.*



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

- Ask students what rabbits eat. Explain that rabbits eat a variety of grasses, fruits, and vegetables. Serve the fruit and vegetables, and tell students that these are some of the foods that rabbits eat. Talk with students about the fact that rabbits eat some of the same foods they do.
- Invite students to talk about the Partner Challenge.

**Our Partner Challenge today is to tell your partner what you can do when friends aren't including someone in a game on the playground.**



- Allow time for students to talk about the challenge. As you monitor their conversations, listen for reasonable responses, and award pocket points.

Do students play well together outside? If they need help waiting for a turn, joining a group, or playing appropriately with others, help them use the Getting Along Together skill that best fits the situation.

### Outside/Gross-Motor Play

- Play a variation of the game The Farmer in the Dell, changing the farmer to a zookeeper in a zoo. Students make a circle with the zookeeper in the center. They sing the first two verses of the song below, while the zookeeper chooses a student to be the giraffe. The student who is chosen then moves like a giraffe while the group sings the second verse, substituting “zookeeper in the zoo” for “farmer in the dell” and another zoo animal for “giraffe.” The game continues with students acting out the way each named animal moves.

**The Zookeeper in the Zoo**  
**The zookeeper in the zoo,**  
**The zookeeper in the zoo,**  
**Hi-ho the derry-o,**  
**The zookeeper in the zoo.**  
**The zookeeper feeds a giraffe,**  
**The zookeeper feeds a giraffe,**  
**Hi-ho the derry-o,**  
**The zookeeper feeds a giraffe.**



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 /t/, /a/, /u/, /e/, /l/, and /h/.
- Show the Animated Alphabet video segment for /h/.

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:**

ham  
 hot  
 muffins  
 yum  
 Hank’s  
 hugged  
 rocks  
 had  
 hat  
 hut  
 sell  
 hid  
 lots  
 tossed



**Red Words:**

give  
his  
were  
hard  
I'll  
your

**Readles:**

bone(s)  
cents  
idea  
sandwich(es)  
sign

**Quick Erase**

- Use the following word sequence:  
pit → hat → had → ham → him

**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.

**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**

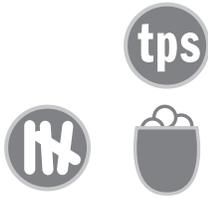
Follow these steps on each page:

- 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.
  - **What was Hank's idea?** *His idea was to sell muffins.*
  - **What did Bill trade to Hank for a muffin?** *Bill traded a sandwich for a muffin.*
  - **Why did the kids toss the muffins?** *The muffins were hard as rocks.*
  - **At the end of the story, why do you think Big Bob liked the muffins?** *The muffins were hard like dog bones.*

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. Point to something in the picture that Meg used to pay for her muffin. Tell your partner in a complete sentence why Hank had to give back the hat.**

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**



- Tell students that you want to know what time of day we would eat lunch. Select a student to share.



- Repeat with other activities: going to bed, going to school, and eating dinner.

- Award pocket points if students are able to name the time of day each activity happens.

- Review times of day.



T-P-S: **What are the three times of day we learned about?** *Morning, noon, and night.*

**Active Instruction**

- Tell students that they are going to compare how long it takes to do certain things.

**Today we are going to conduct some experiments, just like scientists do. We are going to compare how long it takes us to do certain things, and then we will discuss whether it takes a long time to do something or a short time.**

- Select two students to come to the front of the room.



T-P-S: **One of these students is going to tie her shoe, and the other is going to write his name. Which do you think will take longer: tying a shoe or writing a name?** *Answers will vary.*

- Ask one student to tie her shoe while the other writes his name.

**T-P-S: Which took longer? How do you know?** *Tying a shoe took longer. The student who wrote his name was finished faster than the student writing her name.*

- Have those two students return to their seats. Call two more students to the front of the room. Repeat in the same manner with ten jumping jacks or ten hand claps.

**T-P-S: Most of the activities we just completed didn't take too long. Can you think of something that takes a long time to do?** *Watch a movie. Drive to another city. Go to the dentist. Can you think of something that takes a very short time to do?* *Clap your hands. Blink your eyes. Snap your fingers.*

## Partner Practice

- Tell students that they will think about activities and how long they take. Show the Compare Time Cards.

**You and your partner will use the Compare Time Cards to play a game to compare the length of time it takes to do different activities. First, divide the cards so each partner gets a fair share. Then, both of you will turn over one card at a time. Count to three, and on three you will both turn over one card so you can both see the pictures on the cards. You will look at the pictures and decide which activity takes longer to do. Whoever turns over the card with the activity that takes longer gets to keep both cards. You will keep playing until one person has all the cards.**



- Select a student to act as your partner. Model one round of the game for students.
- Distribute the Compare Time Cards to each partnership. Give partnerships time to play the game.
- Circulate as students are working, and ask questions, such as, “Which took longer? How do you know?” and “Which takes a short time to do? How do you know?”

## Recap



- Show two Compare Time Cards. Select a student to tell which activity takes longer. Repeat with several other pairs of cards.



- Award pocket points if students correctly identify which activity takes longer.
- Review comparing lengths of time.



**T-P-S: Think of an activity that would take a long time to do and something that would take a short time to do. Answers will vary.**

- Play the “How Long Does It Take?” video.



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



TRANSITION

## 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 Old Dog’s Song,” *The 20th Century Children’s Poetry Treasury*, page 50

### Introduce the Poem

**Listen to the poem today about an old dog, and see if you can tell how the old dog is feeling.**



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 learning about more characteristics of mammals. You are going to write about a mammal that you like. When you are choosing an animal to write about, remember to think about whether it has fur and a backbone and breathes air. If it does, it is a mammal.**



**T-P-S: Write about a mammal that you like.**

- Share an example that applies to you.

**I think that I will write a sentence that says, “Monkeys swing from trees.”**

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

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

- Use previously introduced writing strategies to model writing your sentence.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

**Example:**

**I am ready to write my sentence. My sentence is, “Monkeys swing from trees.”**

- **The first word is “Monkeys.” What sounds do you hear in the word “monkeys”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **“Swing.” What sounds do you hear in “swings”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **“From” is the next word. I hear some more sounds we know in “from.” I hear /f/, /r/ and /m/. Write each letter as you say the sound.**
  - **“Monkeys swing from trees.” The last word is “trees.” I can draw a picture for this word.** Draw two or three trees.
- 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. On the weekly record form, record the stage of writing that you observe for each of these students.

### Sharing

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



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



## Let's Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Use the Mammal Characteristics chart to review the learning focus of the day.

**We have been learning about the characteristics of mammals. Let's review what makes an animal a mammal.**

- Read the list of characteristics, elaborating as needed.
- Tell students that they will review their predictions from yesterday and use what they now know about mammals to confirm their guesses.

**Yesterday we guessed, or predicted, which animals in the book *Baby Animals* were mammals. Now that we know even more about mammals, let's take another look at these animals and see which of our predictions were correct.**

- Display the Is It a Mammal? chart.
- Show students page 10 of *Baby Animals*.

**This is a starling and her chicks. In this photograph, the starling's body looks furry, but it is not hair; instead, the body is covered with thousands of small feathers. If you look at its back, you can see that it's covered with feathers. Is this a mammal? No, it's a bird. That's right. It is a bird, and birds are not mammals.** Using a different colored marker, write an X next to Starling on the Mammals chart. Make a statement about whether students correctly identified the starling as a mammal or nonmammal yesterday.

- Continue to discuss the animals on each page, searching for signs of mammal characteristics. Write a check or X next to the mark you made for the class's predictions in the previous Let's Think About It lesson. If students did not discuss each animal yesterday, take the time to examine these animals now.
  - cheetah – mammal
  - seal – mammal
  - tiger – mammal
  - elephant – mammal (An elephant's sparse hair can be seen on the top of its head and under its chin.)
  - alligator – reptile (Reptiles are animals that have backbones and breathe air, but they don't have fur or hair. Their babies hatch from eggs; they don't nurse their babies by feeding them milk from their bodies. Snakes, lizards, alligators, crocodiles, and turtles are reptiles. They feel cold, and they have scales instead of feathers or hair.)
  - sloth – mammal
  - manatee – mammal
  - eagle – bird

- wallaby – mammal
- bottlenose dolphin – mammal (Dolphins and whales must come to the surface to take each big breath.)
- lioness – mammal
- rhinoceros – mammal (See the hair around the ears?)
- polar bear – mammal

### Vocabulary Review



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

**Our new word for today is “fur.” Fur is thick soft hair that covers an animal’s body. T-P-S: When did we see, hear, or use the word “fur” 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 suggestions below to help foster oral-language development. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

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:  
fur

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Cat soft fur.</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, My cat has soft fur.</i>
The student responds in a complete, but not very elaborate, sentence. <b>The bear has brown fur.</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 the bear’s fur?</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 what you can do when friends aren't including someone in a game on the playground.**



- 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 are able, have them tell their partner's idea. Award pocket points when students name reasonable ideas for including others.
- 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

Birds and mammals have different characteristics.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Theme-related books about birds</li> <li>Math Lab: Compare Time Cards (from day 7)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Including Everyone Activity Cards (appendix), one card per group of four students</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Two or three pictures of bird nests with eggs</li> <li>Trade book: <i>Baby Animals</i></li> <li>Birds and Mammals Venn diagram</li> <li>Marker</li> <li>Theme vocabulary word cards for “birds” and “hatch” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Ruby’s Birds</i></li> <li>Trade book: <i>If Anything Ever Goes Wrong at the Zoo</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>Granola or other mix with sunflower seeds to resemble birdseed</li> <li>Cups, one per child</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>Shared Story: <i>Hot Muffins!</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “t,” “a,” “u,” “e,” “l,” and “h” or IWB access</li> <li>Green Word cards: “ham,” “hot,” “muffins,” “yum,” “Hank’s,” “hugged,” “rocks,” “had,” “hat,” “hut,” “sell,” “hid,” “lots,” and “tossed” or IWB access</li> <li>Red Word cards: “give,” “his,” “were,” “hard,” “I’ll,” and “your” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Telling Time with Big Mama Cat</i></li> <li>Instructional clock (optional) or prepared clock from math lab</li> <li>Clock Spin (appendix), one per partnership</li> <li>Time to the Hour sheet (appendix), one per partnership</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“Pigeons,” <i>The 20th Century Children’s Poetry Treasury</i>, page 39</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>• Birds/Mammals Venn diagram</li> <li>• Picture of a bird or IWB access</li> <li>• Home Link animal hand stamp: hippopotamus</li> </ul>

### Learning Labs—Additional Materials

<b>Blocks Lab   Build Birds and Birdhouses</b>
<ul style="list-style-type: none"> <li>• Linking cubes</li> <li>• Blocks</li> </ul>
<b>Art Lab   Painting with Feathers</b>
<ul style="list-style-type: none"> <li>• Feathers</li> <li>• Tempera paint</li> <li>• Containers for paint (large enough for an entire feather)</li> </ul>
<b>Classroom Library Lab   Find the Mammals, Find the Birds</b>
<ul style="list-style-type: none"> <li>• Animal-themed books</li> <li>• Sticky notes</li> <li>• Pencils</li> </ul>
<b>Science Lab   Birds, Mammals, or Neither</b>
<ul style="list-style-type: none"> <li>• Sentence strips (three), each prewritten with “bird,” “mammal,” or “other”</li> <li>• Pictures used in days 6 and 7</li> <li>• Mammal Characteristics Picture Cards</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

- Include new theme-related books about birds.
- Also place a few copies of *Annie and the Wild Animals* and *Hot Muffins!* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 7

## Math Lab

- Place the Compare Time Cards in the lab.

## 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 something that begins with the letter "h"?**



- 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 hurdle not including everyone.

**Yesterday we learned about a hurdle that can keep us from working well together. When we have this hurdle, our friends may feel sad or hurt.**

**T-P-S: What hurdle kept Leisel from being able to play with the other children in Mrs. Wyatt's class? *Not including everyone.* When we include everyone who wants to play or work with us, we remove a hurdle that gets in the way in our class.**

**T-P-S: What are the other hurdles that can cause problems in our class? *Interrupting, not waiting.***

**T-P-S: What did we learn we can do so we don't interrupt? *Say "Excuse me"; wait until the person finishes speaking.* What can we do to help us wait for something? *Talk quietly to ourselves to remind us to be patient; count to five; find something else to do; other suggestions students provided on day 3.***

## Partner Practice

- Have students work in groups to identify what it feels like to be excluded from an activity.
- Quickly place students in groups by combining partnerships. Distribute an activity card to each group. **Look at the picture on your card. Act out what you see happening in the picture.**
- Allow students time to begin acting out the activity pictured on their card, and then change the scenario.

**Let's pretend that one of the students in your group is left out of the game.**

- Select one student from each group to remove him- or herself from the group activity and watch the others play. Have the remaining members of the group continue to play. Ask the excluded members how they feel about not being included.

**Think about how you would feel if the other students in your group were playing and you were not included. Tell your group how you would feel.**

- Allow time for students to express their feelings.



**T-P-S: What can your group do to include the classmate who is left out?**

- Invite the groups to use their ideas to include the student who is left out. Ask the student who was invited to join the group how he or she feels now.
- If you have time do this activity again, select a different student from each group to be excluded. Encourage students to tell their feelings while they are excluded and after they are invited to join the group.

**T-P-S: What are some of your ideas to include your friends? We can use some of these ideas to help each other remember ways to include one another when we work and play in our class.**

## Partner Challenge

- Introduce the Partner Challenge.

**Our Partner Challenge today is to tell your partner why it is important to have a class in which we include everyone.**

- Provide a moment for students to think about the challenge. Remind them that they will talk with their partners about it during snack.
- Tell students that they will earn pocket points when they listen carefully so they can tell their partner's answer at the end of the day.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: Are you a mammal? How do you know?

We've been learning about mammals for the last few days. Let's see if our Daily Message will tell us about a different type of animal today.

### Daily Message

Birds are not mammals.

Birds have feathers and wings.

Birds lay eggs.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **Our Daily Message today has three sentences.** WGR: **What word is at the beginning of each sentence?** *“Birds.”* **What letter is at the beginning of “birds”?** *B.* **What sound does “b” make?** */b/.* T-P-S: **Can you think of any other words that begin with the /b/ sound?** *Answers will vary.*
  - Have students stretch and read the words “not” and “eggs.”




### Theme Learning

- Explain the content of the Daily Message.



**The first sentence in the Daily Message says that birds are not mammals.**

T-P-S: **What is a mammal?** *An animal with fur and a backbone; an animal that gives birth and nurses its babies; an animal that breathes air.* **Today we will think and learn about birds. Birds have some very different characteristics from mammals.**

- Begin to introduce several characteristics of birds.



**Birds do not have hair that covers their bodies the way mammals do.**

T-P-S: **What do you think birds have covering their bodies instead of hair?** RWE: **That's right. Birds have feathers that cover their bodies.**

**Birds do not nurse their babies, like mammals do.** T-P-S: **What do you think mother birds feed their babies?** RWE: **Most birds feed their babies the same things they eat, even when they are first hatched. Small bird species, such as robins, eat many insects or small bugs, worms, and berries every day. Large birds like eagles and seagulls eat small animals like mice or even fish.**

- Display pictures of bird nests with eggs.

**Birds lay eggs, and their babies hatch, or come out of those eggs.** T-P-S: **How is this different from the way mammals are born?** *Mammal babies are born, not hatched.*

- Show students the bird nest on page 7 of *Baby Animals*.

**Most birds live in nests. Birds build nests for themselves and their families to live in.** T-P-S: **How do nests keep birds and their babies safe?** *Replies. Birds try to find protected places so their nests can stay dry and warm and be safe from other animals.*

- Introduce the Birds and Mammals Venn diagram.

**Now we know about birds and mammals. Let's review what we know about these animals by using a Venn diagram. Venn diagrams are good for looking at what is different and the same about two things. We will write what is different about birds and mammals in the circles under their names. We will write what is the same about birds and mammals in the space where the two circles overlap.**

- Write “feathers” in the Birds circle. **We know birds are covered with feathers.**

T-P-S: **What do you think I should write on the Mammals side of the diagram?** *Hair or fur. This is one way birds and mammals are different.*

T-P-S: **What is one way that birds and mammals are the same?** *Possible answers: both are animals, both take care of their young, both hunt.*

- Continue guiding students to add bird and mammal characteristics to the Venn diagram.



- Play the digital dictionary videos for “birds” and “hatch.”

- 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 “birds” and “hatch.”**

**Birds are animals with wings and feathers. I can make a sentence with the word “birds”:**

**Birds are building a nest in a tree in our backyard.**

**The word “hatch” means breaking out of an egg. Baby birds hatch by breaking out of their eggs. I can make a sentence with the word “hatch”:**

**Linda watched the baby ducks hatch out of their eggs.**



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 “Mammals.”
- Read the words (see day 6).

## 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>dogs</b>	/d-o-g-s/	<b>cats</b>	/c-a-t-s/	<b>true</b>	/t-r-ue/
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- Award pocket points if students are able to successfully produce the sounds in each word.



TRANSITION

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

# STaR

Interactive Story Reading

TIMING GOAL: 20 minutes

### STaR Words:

binoculars  
rustle

### Ruby’s Birds

*Written by Mya Thompson and illustrated by Claudia Dávila*

Ruby loves to be loud. She plays piano loud, dances loud, and sings loud. When she goes on a nature walk with her neighbor Eva, she learns that being loud means that she is missing out on seeing nature right in the middle of New York City. Eva tells her she has to be quiet to listen for birdsong and to not scare birds away. The next Sunday Ruby takes her family for a walk in Central Park to do some bird watching.

After the story, the text contains many resources for becoming a bird watcher in your neighborhood.

## Interactive Story Reading

### Before Reading

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



The name of today's story is *Ruby's Birds*. WGR: What is another word for the name of a story? *The title*. The author of this story is Mya Thompson. T-P-S: What did Mya Thompson do, if she is the book's author? *She wrote the book*. The illustrator of this story is Claudia Dávila. T-P-S: What did Claudia Dávila do, if she is the book's illustrator? *She made the pictures*.

- 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 of the book. Look at this book's cover.** T-P-S: Describe what you see to your partner. *A girl running on a path. There are birds flying around her. There are people picnicking and playing in the grass.* Okay, we know that the title, *Ruby's Birds*, tells us something about the book. Think about that and what you see on the cover. T-P-S: Do you think the girl on the cover is Ruby? Where do you think she is running? What do you think she's doing with those birds?

- Introduce the story vocabulary words.

We will hear some new and important words in *Ruby's Birds*. One new word will be "binoculars." Binoculars are something that you look through to see far away objects better. For example, if I want to see what kind of bird is sitting in a tree outside my window, I can use binoculars to see the bird better without going outside to get a closer look.

Another important word we will read is "rustle." "Rustle" means a quiet sound. If you're out for a walk and hear a rustle in a bush, you might see a squirrel or small bird hop out of it.



Compare settings in different stories.

- Introduce the good-reader skill for today.

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

Let's think about *If Anything Ever Goes Wrong at the Zoo*. T-P-S: Where did that story take place? *At the zoo and at Leslie's house*.

As we read our new story, think about its setting. Think about how it is the same as or different from the setting of *If Anything Ever Goes Wrong at the Zoo*.

#### 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 5: We just read about the things Ruby likes to do after school.** T-P-S: What can you tell about Ruby from her activities? Explain your answer.

- **Page 12:** On this page, we read that Ruby and Eva are walking toward the woods in Central Park. T-P-S: What does Ruby say about this part of Central Park? *She has never been there.* What do you think Ruby and Eva will do there? *They will look for birds.* What is the setting for this part of the story? *Central Park.* How is this setting different from the beginning of *If Anything Ever Goes Wrong at the Zoo*? *The setting at the beginning of If Anything Ever Goes Wrong at the Zoo is the zoo.*
- **Page 16:** On this page, we read that Eva puts her binoculars up to her eyes. Remember that “binoculars” are something that you look through to see far away objects better. T-P-S: What do you think Eva is looking for with her binoculars? *She is looking for a bird in a tree.*
- **Page 26:** On this page, we read that Ruby hears a rustle in the leaves. “Rustle” is another one of our vocabulary words. It means a quiet sound. T-P-S: Why do you think it’s so important for Ruby and her family to be quiet? *They have to listen closely. They have to listen for the leaves rustling to look out for the golden-winged warbler.*
- **Page 29:** T-P-S: Think about the setting of a zoo, like in *If Anything Ever Goes Wrong at the Zoo*. How is the setting different for animals in a zoo from the birds Ruby looks for in Central Park? *Animals are kept in cages or special spaces in zoos. They cannot run around free. The birds in Central Park can fly away.*

After Reading



T-P-S: **How is Ruby like Leslie in *If Anything Ever Goes Wrong at the Zoo*?** *They are both interested in animals. They both want to see animals.*

T-P-S: **Which story do you think is more likely to happen in real life? Why?** *Ruby’s Birds. You can really go to Central Park or any park to look for birds, but it would be dangerous to keep zoo animals at your house.*

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

**Ruby’s friend Eva uses binoculars to look for the golden-winged warbler in the trees.** T-P-S: **Who can remember what the word “binoculars” means? Something that you look through to see far away objects better. Let’s use the word “binoculars” in a sentence. Talk to your partner about ideas you have for our sentence.**

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the word “rustle.”
- Call on several partnerships and write their sentences on the board. Say each word as you write it.



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 | Zoo

Description:

- The dramatic play area will be a zoo, and students will pretend to be zoo staff.

When You Tour:

- Remind students that the dramatic play lab will be a zoo this week.

### Blocks Lab | Build Birds and Birdhouses

Description:

- Students will build birds and birdhouses.

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 blocks and the linking cubes.
- Explain to students that they can use the cubes to create birds. Then they can use the blocks to create a birdhouse in which the birds may live.

Facilitate Learning:

- Join students in building birds and birdhouses.
- Ask students questions about building birds and birdhouses.

**Examples:**

- **I’ve finished building my bird. Now I’m going to build a house for it. How big do you think it should be?**
- **What do you think birds do in their birdhouses?**

## **Art Lab | Painting with Feathers**

Description:

- Students will paint with feathers.

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 paints and feathers.
- Tell students that they can use the feathers in any way they can think of to create a painting.
- Demonstrate how different effects can be made by painting with different parts of the feather. For example, show how a line made with the hard point is different from a line made with the soft tip or the wide, flat side of the feather.

Facilitate Learning:

- Join students in painting with feathers.
- Talk with students about the kinds of designs, patterns, and marks they can make when they use the feathers in various ways.
- Encourage students to use descriptive language in complete sentences as they tell you about their observations.
- Ask them what they would paint using the point and what they could paint using the side of the feather.

## **Classroom Library Lab | Find the Mammals, Find the Birds**

Description:

- Students will identify mammals and birds in books.

Purpose:

- This lab reinforces thematic concepts and provides students with the opportunity to explore animal attributes.

When You Tour:

- Tell students that they can read books about animals in the lab today.
- Encourage students to identify pictures of mammals and birds.
- Suggest that students mark pictures of mammals with a sticky note with an “M” on it and pictures of birds with a sticky note with a “B” on it.

Facilitate Learning:

- Join students as they identify mammals and birds.
- Ask students how they know which animals are bird and which are mammals.
- Ask students to compare and contrast mammals and birds.

### **Literacy Lab | Play School: Sequencing**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will put pages from familiar Shared Stories in the correct sequence.

When You Tour:

- Remind students that today in their imaginary classroom they can put the pages from a Shared Story in the correct sequence and then read the story.

### **Math Lab | Tick Tock, Make a Clock**

Description:

- Students will create clocks.

When You Tour:

- Remind students that they will build an analog clock. Place an instructional or prepared clock in the lab for student reference.

### **Computer/Media Lab | World Wild Web**

Description:

- Students will explore websites about wild animals in the computer/media lab.

**Teacher’s Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Remind students that they can explore websites about wild animals in this lab today.

### **Sand/Water Lab | Find the Animals**

Description:

- Students will find and count animals buried in the sand.

When You Tour:

- Remind students that they can find animals and count them.

### **Science Lab | Birds, Mammals, or Neither**

Description:

- Students will classify pictures of animals into the categories “mammal,” “bird,” or “other.”

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the attributes of animals.

When You Tour:

- Show students the “mammal,” “bird,” and “other” labels and animal pictures.
- Tell students that they will classify the animal pictures by placing each under the word “mammal,” “bird,” or “other.”
- Review the characteristics of mammals by showing the Mammal Characteristics Picture Cards.
- Ask students to describe bird characteristics. *Wings, feathers, beaks, etc.*
- Show an example of a reptile or fish. Ask students what category it would go in and why.

Facilitate Learning:

- Join students in classifying the animal pictures.
- Talk with students about the categories they choose for the animals.

**Example:**

- **Here’s a picture of a shark. Where do you think I should put it? Why?**

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

Description:

- Students will use the writing instruments and paper or journals to write about a topic 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 labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Number Combinations



- Point to the poster. **Let's make a number combination for 9.** Select a student to come up and toss nine bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

### Equal Parts?/Half and Half

- Choose a student to pull a cutout from the plastic bag of Fraction Cutouts. Prompt the student to find the matching half for the shape. After the student has identified the matching half, use masking tape to affix the matching half to the poster.

### Our Favorite Animals Graph

- Select two or three students to come up and select their favorite animal from one of the plastic bags and add it to the graph in the appropriate column. After students have placed their cards on the graph, ask, **How many students picked birds? How do you know? I counted the bird cards. Which animal did the fewest of you pick so far? How do you know?**



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:** If you normally serve snack family-style, preset the table today with the granola or another mix that looks like birdseed in half-filled cups. Try to include or offer shelled sunflower seeds.

- Serve the granola or other mix. To reinforce math concepts, ask students how much of each cup has the snack in it. Point out that they could say that the cups are half-filled or half-empty.
- Invite students to talk about the Partner Challenge.

**Our Partner Challenge today is to tell your partner why it is important to have a class in which we include everyone.**



- Allow students time to talk about the challenge. Monitor their conversations, and award pocket points when you observe them listening carefully to their partners.

### Outside/Gross-Motor Play

- Ask students if they remember what the bluebird parents found for their babies to eat. Invite them to pretend that they are the baby bluebirds’ parents looking for worms for their babies. Where will they look for worms? How will they get the worms to their babies? Invite others to be the baby birds waiting hungrily for the worms. After a while have students switch roles.



TRANSITION

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



## KinderRoots

TIMING GOAL: 30 minutes

### Warm-Up

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.

**Green Words:**

ham  
hot  
muffins  
yum  
Hank's  
hugged  
rocks  
had  
hat  
hut  
sell  
hid  
lots  
tossed

**Red Words:**

give his  
were hard  
I'll your

**Readles:**

bone(s)  
cents  
idea  
sandwich(es)  
sign

**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 /t/, /a/, /u/, /e/, /l/, and /h/.
- Show the Animated Alphabet video segment for /h/.

**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:

hid → hit → hat → cat → rat

**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.

- **Can anyone remember the title of the story?** Hot Muffins!
- **Why did Hank return the five cents to each of the kids who bought muffins?** *The muffins were hard as rocks.*
- **What two things did Hank get when Meg and Bill did not have five cents?** *A hat and a sandwich.*

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

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

### Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at page 7. Read the sentences with your partner. Tell your partner in a complete sentence why there are muffins on the ground.**

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 a student to tell you which would take longer: playing a board game or sneezing.
- Repeat with other activities: reading a book or taking a sip of water; brushing your teeth or taking a bath.



- Award pocket points if students are able to identify which would take longer.
- Review comparing lengths of time.



**T-P-S: Think of an activity that would take a long time to do and something that would take a short time to do. Answers will vary.**

## Active Instruction



- Tell students that they will learn more about time today. Display the cover of the book *Telling Time with Big Mama Cat*.

**T-P-S: Let's read a book about time. What do you think this book is about?** *Answers will vary. I want you to listen very carefully as I read the story to find out what this story is about.*

- Read the book to students. When you are finished, review the story.

**T-P-S: What was the story about?** *The story is about what Big Mama Cat does one day.* Point to the clock on the cover of the book. **T-P-S: What does a clock do?** *A clock tells us the time. Why is it important for us to know the time?* *Answers will vary.*

- Explain to students that they will learn to tell time. Show students an instructional clock or a prepared clock from the math lab.

**T-P-S: You are going to learn how to tell time. First we need a clock.** Show the clock face of the instructional or prepared clock. **This is the clock face. What do you see on this clock face?** *The numbers 1 to 12 are on the clock face. There are two hands. One hand is longer than the other.*

- Explain the parts of the clock face.

**The hands on the clock point to numbers on the clock. The numbers on the clock help to tell us what time it is.** Point to the short hand of the clock. **There is a short hand and a long hand. The short hand is called the hour hand. It tells us what the hour is. The long hand is called the minute hand. Today we are going to tell time to the hour.**

- Move the minute hand around the clock face once.

**T-P-S: What did you notice as I moved the hands on the clock?** *Both hands move. Do both hands move at the same speed?* *No; the minute hand moves faster than the hour hand. The minute hand moves faster than the hour hand. The minute hand will pass all the numbers on the clock in the same time it takes the hour hand to move just one number.*

- Demonstrate this again using the clock.
- Move the hands on the clock so it shows 1 o'clock.



**WGR: What number is the short hand, or hour hand, pointing to? 1. What hand is the long hand, or minute hand, pointing to? 12. When the short hand (or hour hand) is pointing exactly to the 1 and the long hand (or minute hand) is pointing at the 12, we say it is 1 o'clock.**

- Demonstrate how to write the time 1 o'clock. Explain what the numbers and colon mean.

**This is how we would write the time 1 o'clock.** Write "1:00." **The 1 tells us the hour. The two dots are called a colon.** Point to the colon and the two zeros. **The colon and the zeros tell us to say o'clock. When we write "00" after the colon, it is exactly on the hour, just like when the minute hand is pointing to the 12.** Point to the minute hand on the instructional clock.

- Move the hands on the clock so the hour hand is between the 2 and the 3.

**WGR: Where is the hour hand pointing now? After the 2, but before the 3. It is after 2 o'clock, but before 3 o'clock. We can only say o'clock if the hour hand is pointing exactly to a number and the minute hand is pointing to the 12.**

- Move the hands on the clock so it shows 3 o'clock. Model how to write 3 o'clock: 3:00.
- Continue placing the hour hand around the clock and asking students to tell you approximately what time it is until students are comfortable describing the time to the hour. Continue modeling how to write each time to the hour.

### Partner Practice

- Tell students that they will practice time to the hour. Show students the Clock Spin and the Time to the Hour Sheet.

**You are going to draw hour hands on clocks to show times. You and your partner will take turns spinning the spinner and drawing the hands on the clock. The spinner will tell you what number the hour hand on your clock should be pointing to.**

- Select a student to act as your partner. Model one round of the game for students, showing students how to draw the hour hand so it is pointing to a number. Emphasize that the hour hand is shorter than the minute hand. Point to a clock where you have drawn the hour hand.



**WGR: Look at my hour hand. It is shorter than the minute hand. Where is the minute hand (or long hand) pointing to on these clocks? 12. So when we say the time for each of these clocks, what will we say? O'clock.**

- Explain the activity. Assign which partner will spin first.

**Your partner will spin the spinner, and then you will draw the hour hand on the Time to the Hour Sheet. Then your partner will check to make sure the hour hand you drew is pointing to the right number. Then you will switch.**

- Distribute a Clock Spin and a Tell Time to the Hour sheet to each partnership. Give partnerships time to play the game.
- Circulate as students are working, and ask questions, such as, “What time does this clock show?” “What is this hand called?” and “When do we say ‘o’clock’?”



## Recap



- Select several partnerships to share the clocks they drew on the Time to the Hour sheet.
- Award pocket points if students correctly drew each clock and could name the correct time.
- Review the parts of the clock and time to the hour using the instructional clock from 15-Minute Math. Move the hands of the clock to show 4 o'clock.

**WGR: What is this short hand called?** *The hour hand.* **What is the long hand called?** *The minute hand.* **What time does this clock show?** *4 o'clock.*

- Play the video “The Clock: The Hours” to reinforce telling time to the hour.

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

- “Pigeons,” *The 20th Century Children’s Poetry Treasury*, page 39

## Introduce the Poem

**Today I’m going to read a poem to you about a very common bird—the pigeon. The poem is called “Pigeons” and was written by Eve Merriam. In today’s poem, the poet describes where pigeons live and how she feels about them. As you listen to the way she describes pigeons, see if you would describe them in the same way. Perhaps you might feel differently about them.**

- Read the poem two times.



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 learned about birds and what makes them different from other animals. Birds have wings and feathers that help them fly. You are going to write about what a bird sees as it flies high in the sky. Remember to choose words that will help the people who read or listen to your words imagine what the bird is seeing as it flies.**



**T-P-S: What do birds see as they fly?**

- Share an example that applies to you.

**I think that I will write a sentence that says, "A bird sees many trees."**

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

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

- Use previously introduced writing strategies to model writing your sentence.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

#### **Example:**

**I am ready to write my sentence. My sentence is, "A bird sees many trees."**

- **The first word is "A."** "A" is on the word wall, so I can copy it. I need to make sure to use a capital or upper case "A" when I write "a" because it is the first word in a sentence. Remember that we always capitalize the first letter of the first word in a sentence. Write "A."
  - **"Bird" is the next word. I'm going to draw a picture of a bird.** Draw a picture of a bird.
  - **"Sees." What sounds do you hear in "sees"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **"A bird sees many trees." The next word is "many." What sounds do you hear in "many"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The last word is "trees." I'm going to draw a picture for "trees."** Draw a picture of trees.
- 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 if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap



- Review the learning focus of the day.

**Today we have been learning about birds. T-P-S: What are some special characteristics of birds?** *Birds have feathers and wings; birds lay eggs.*

- Review the information on the Birds and Mammals Venn diagram.
- Prompt students to add additional information to the Venn diagram.

**T-P-S: Did you learn anything new that we can add to the diagram? Did you learn any new things that were different or the same about birds and mammals?**

- Show a picture of a bird. Invite students to move closer to see the picture if necessary.

**T-P-S: What do you notice about the bird in the picture?** *Replies.*

- Introduce the following add-on story activity.

**We are going to create a special kind of story. It is called an Add-On Story. When a group tells an Add-On Story, everyone must listen very carefully to what each person has said. I will start the story, and then someone else will tell the next part of the story. We will go around in a circle, and each of us will add to the story.**

**For example, if I start the story by saying, “One day, John and Wade walked to the park,” the next person might say, “On the way to the park, they saw some pretty birds.” Then the next person could add to the story by saying, “The birds were all very different colors.” Each person takes a turn adding to the story to help it grow longer and longer. We are going to use this picture of the bird to get us started.**

- Begin a story based on the picture you have selected to present to the class. This may be slow going initially, but be patient. Remind students to listen carefully and to visualize each new part. Help them to form a coherent story line.
- If time allows, invite students who have visited the art lab to share their feather paintings.

### Vocabulary Review



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

**One of our new words today is “birds.” Birds are animals with wings and feathers. T-P-S: When did we see, hear, or use the word “birds” today?**

**Our other new word today is “hatch.” The word “hatch” means breaking out of an egg. T-P-S: When did we see, hear, or use the word “hatch” 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:**

birds  
hatch

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Bird nest.</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>Birds build nests.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>Birds build nests.</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 about where or when birds build their nests?</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 have a class in which we include everyone.**



- Provide a moment for students to review their responses to the challenge. Award pocket points when you observe students listening carefully to their partners.



- Use the sharing sticks to select students to respond.
- 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

For each animal species, there is a habitat that best suits its needs.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Trade book: <i>Ruby's Birds</i>; Shared Story: <i>Hot Muffins!</i></li> <li>Math Lab: Clock Spin materials (from day 8)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>The Salamander Room</i></li> <li>Habitat/Animal Cards (appendix)</li> <li>Theme vocabulary word cards for "habitat" and "wild" or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li><i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> <li>Key cards: "m," "b," "l," "r," "p," "s," and "v"</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Riki's Birdhouse</i></li> <li>Paper</li> <li>Pencils, crayons, or markers</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>Cookie cutters (animal shapes)</li> <li>Bread</li> <li>Plastic knives or spreaders</li> <li>Spreads (e.g., apple butter, honey, jelly)</li> <li>Stopwatch</li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>Shared Story: <i>Hot Muffins!</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: "t," "a," "u," "e," "l," and "h" or IWB access</li> <li>Green Word cards: "ham," "hot," "muffins," "yum," "Hank's," "hugged," "rocks," "had," "hat," "hut," "sell," "hid," "lots," and "tossed" or IWB access</li> <li>Red Word cards: "give," "his," "were," "hard," "I'll," and "your" or IWB access</li> <li>Letter tiles (from all previous units)</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Telling Time with Big Mama Cat</i></li> <li>Instructional clock (optional) or prepared clock from math lab</li> <li>Clocks cards (appendix), one set per partnership</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>"Eletelephony," <i>The 20th Century Children's Poetry Treasury</i>, page 52</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>• Habitat/Animal Cards (appendix)</li> <li>• Instructional clock (optional) or prepared clock from math lab</li> <li>• Home Link animal hand stamp: elephant</li> </ul>

### Learning Labs—Additional Materials

Writing Lab   Pick a Habitat
<ul style="list-style-type: none"> <li>• 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.)</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

- Display *Ruby's Birds* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Hot Muffins!* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 8

## Math Lab

- Place Clock Spin materials in the 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: **What is one thing you learned about birds from last night's show?**
- 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 challenge.  
**Our Partner Challenge today is to tell your partner the three hurdles we've learned about that get in the way of being a classroom of friends that work well together.**
- Provide a moment for students to think about the challenge. Remind them that they will talk with their partners during snack.
- Tell students that they will earn pocket points when they name two of the three hurdles.

## Brain Game



- Play this week's Brain Game.
- Review this week's stop and think game, adding more challenge if students are ready.  
 T-P-S: **How does (name of game) help us exercise our mind muscles?**  
 Demonstrate the Stop and Think signal.
- 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: **How does this stop and think game help us when we have to wait for something?**



## Theme Exploration

TIMING GOAL: 15 minutes



### Partnership Question of the Day

T-P-S: **Would you rather be a bird or a mammal? Why?**

**We've been learning so much about different kinds of animals! Let's see what our Daily Message will tell us about animals today.**

### Daily Message

---

Animals live in habitats that are just right for them.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **There is a long word in today's message that you can sound out, even though it has eight letters.** Write "habitats" in large letters on the board. **As I point to each letter, say the letter sound with me, and then we'll blend the sounds together. Ready? /h...a...b...i...t...a...t...s/. That's a very long string of sounds to blend. Let's blend the sounds together in smaller groups. We can start with /h...a...b/. Invite students to repeat the sounds and blend to /hab/. Now let's look at the next letter: "i." What sound does this letter make? /i/. Yes, /i/. And now we can blend the last four letters: /t...a...t...s/. Say it fast. /tats/. Now we can blend the three parts together. Listen, and then say it fast. /hab...i...tats/. *Habitats*.** Invite students to say "habitats" several times, slowly, and then faster as you glide your hand under the word.

### Theme Learning

- Explain the content of the Daily Message.
 

**Over the past couple of weeks, we have talked about many animals and where they might live. We have talked about animals that live in a house with people, animals that live on farms, and animals that live in zoos. There are also many animals that live without people. These animals live in the wild. They might live in the forest, in the desert, or even in the mountains. Wherever it may be, there is a place called a habitat that is just right for them. A habitat is the place where an animal lives.**
- Engage students in a conversation about habitats.



T-P-S: **What do you think animals need in their habitats?** RWE: **Each type of animal or species needs the right kind of food and clean water nearby and the correct type of home.** T-P-S: **Why do animals and people need**

homes? RWE: **We all need homes for protection from bad weather and other threats.**

- Make connections to the book *The Salamander Room*.

**In the STaR book *The Salamander Room* (hold up the book), Brian imagined that he would provide exactly the right habitat for the salamander he wanted to keep. He wanted the salamander to be as comfortable and happy as possible. So Brian changed his bedroom from being Brian’s best habitat to being the salamander’s best habitat.**

- Show and briefly discuss the changes shown on pages 3, 13 and 14, and 19 and 20.
- Quickly place students into four groups. Give each group an animal and a habitat card that do not match (e.g., Give one group a picture of a bear and a picture of the ocean.).
- Encourage students to discuss with their group why the habitat is not right for the animal.



- Use the sharing sticks to have one student from each group explain why the habitat does not match the animal.
- Tell students that they will discuss which habitats are best for the animals during Let’s Think About It later today.



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

**Our two new words for today are “habitat” and “wild.”**

**The word “habitat” means the area where an animal lives. I can make a sentence with the word “habitat”:**

**The whale’s habitat is the ocean.**

**The word “wild” can have several meanings. One meaning for the word “wild” is a natural area with few people. I can make a sentence with the word “wild”:**

**Wolves hunt in the wild.**



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 song “My Silly Little Zoo 1.”

**We are going to be talking about wild animals today and tomorrow. Some animals do not make good pets. Some animals live in the wild. Other animals live in zoos. Today we are going to listen to a very silly song about animals at the zoo.**

- Play the song on the *Language Play & Listening Fun for Everyone!* CD. Invite students to move creatively as they listen to the song.

### Develop Phonological Awareness—Identify Initial Sounds

- Prompt students to identify that the singer sang about animals with rhyming names. Prompt students to identify the initial sound of each animal name in the “hippo” verse.



**The singer of this song sang about some silly animals. Some of the animals he sang about were hippos, sippos, gippos, and whippos.**

**WGR: What do you notice about the names of these animals? *They rhyme.*** WGR: **Are hippos, sippos, gippos, and whippos all real animals?**

**RWE: Right. Only the hippo is a real animal.** WGR: **What sound does “hippo” start with? /h/. Yes.** WGR: **What sound did the singer use to change “hippos” to “sippos”? /s/.** WGR: **What sound did the singer use to change “sippos” to “gippos”? /g/.** WGR: **What sound did the singer use to change “gippos” to “whippos”? /w/.**

- Prompt students to identify the initial sounds of the animals rhyming with “monkeys.”

**We also heard about some monkeys in the song.** WGR: **What sound does “monkey” start with? /m/.** WGR: **What sound did the singer use to change “monkeys” to “bunkeys”? /b/.** WGR: **What sound did the singer use to change “bunkeys” to “zunkeys”? /z/.** WGR: **What sound did the singer use to change “zunkeys” to “funkeys”? /f/.**

- Prompt students to identify the initial sound of “tiger.” Tell students that they will change the initial /t/ in “tiger” to create new words.

**Let’s come up with some funny animals of our own. Think about the word “tiger.”** WGR: **What sound does “tiger” begin with? /t./ Good. Now, I will hold up a letter card, and you will switch that letter with the /t/ in tiger. So if I hold up /l/, you would say, “liger.”**



- Hold up a letter key card, pronounce the sound, and then invite students to share the new word with their partners. Select students to share.
- Award pocket points if most students are successfully able to identify the initial sounds of the words from the song.



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?** *Ruby’s Birds.*

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

**WGR: The illustrator is Claudia Dávila. 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.

**T-P-S: We learned some new words in our story yesterday. The first word was “binoculars.” What does “binoculars” mean?** *Something that you look through to see far away objects better.*

**T-P-S: Can you think of a sentence that uses the word “binoculars”? 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 “rustle.” *The word “rustle” means a quiet sound.*

## Story Retell

- Introduce the retell activity. Quickly create groups of three or four by combining partnerships. As groups are formed, assign each group to draw a picture of Ruby’s home, Ruby’s neighborhood, Central Park, and the Central Park woods. Make a mental or written note about which group will draw a picture about each location so you can make a reference to each group’s part of the book as you read.

**Today we’re going to retell our story by drawing pictures. Each group will make a picture of the different settings in *Ruby’s Birds*. After you draw your pictures, you will talk in your groups and think of a sentence about that part of the story.**

- Reread the story, reminding students about the part of the story about which they will draw. For example, after you read page 17, say, “Mitchell’s group is drawing a picture of the Central Park woods. Think about how they can show the Central Park woods.”
- Distribute drawing paper and markers to each group.

**Now you will work together to draw a picture of your part of the story.**

- Allow students enough time to work cooperatively to draw their picture. When they have finished, invite them to think of a sentence about their picture and the part of the story it represents. Invite each group to share their pictures and their sentences.
- Monitor students as they work in their groups, helping them state their thoughts about the story in complete sentences if needed.
- Conclude the activity by asking which season they like the most in this story and why.



**T-P-S: Think about the different settings in this story and what each setting is like or what is in that setting. What setting do you think the birds would like the best? Why?**



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

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

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

### **Dramatic Play Lab | Zoo**

Description:

- The dramatic play area will be a zoo, and students will pretend to be zoo staff. Ask students how zoo habitats should be different for various animals.

When You Tour:

- Remind students that the dramatic play lab will be a zoo this week.

### **Blocks Lab | Build Birds and Birdhouses**

Description:

- Students will build birds and birdhouses.

When You Tour:

- Point out the blocks and the linking cubes.
- Remind students that they can use the cubes to create birds. Then they can use the blocks to create a birdhouse in which the birds may live.

### **Art Lab | Painting with Feathers**

Description:

- Students will paint with feathers.

When You Tour:

- Remind students that they can use the feathers in any way they can think of to create a painting.

### **Classroom Library Lab | Find the Mammals, Find the Birds**

Description:

- Students will identify mammals and birds in books.

When You Tour:

- Remind students that they can identify pictures of mammals and birds and mark them with sticky notes.

### **Literacy Lab | Play School: Sequencing**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will put pages from familiar Shared Stories in the correct sequence.

When You Tour:

- Remind students that today in their imaginary classroom they can put the pages from a Shared Story in the correct sequence and then read the story.

### **Math Lab | Tick Tock, Make a Clock**

Description:

- Students will create clocks.

When You Tour:

- Remind students that they will build an analog clock. Place the instructional or prepared clock in the lab for student reference.

### **Computer/Media Lab | World Wild Web**

Description:

- Students will explore websites about wild animals in the computer/media lab.

**Teacher’s Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Remind students that they can explore websites about wild animals in this lab today.

### **Sand/Water Lab | Find the Animals**

Description:

- Students will find and count animals buried in the sand.

When You Tour:

- Remind students that they can find animals and count them.

### **Science Lab | Birds, Mammals, or Neither**

Description:

- Students will classify pictures of animals into the categories “mammal,” “bird,” or “other.”

When You Tour:

- Remind students that they can classify the animal pictures by placing each under the word “mammal,” “bird,” or “other.”

## Writing Lab | Pick a Habitat

Description:

- Students will write a description of an animal's habitat.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to practice informational writing.

When You Tour:

- Tell students that they can pick an animal and write a description of its habitat.
- Encourage students to also draw a picture of the animal in its habitat.

Facilitate Learning:

- Join students as they write descriptions of animal habitats.
- 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 a fox habitat has a lot of details.**
- **Stretch and Spell was a good strategy to use for writing “hot.”**



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



## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

**Calendar**

**Days of the Week**

**Days of School Tape**

**Ten-Frames**



## Number Combinations

- Point to the poster. **Let's make a number combination for 10.** Select a student to come up and toss ten bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today?**

## Equal Parts?/Half and Half

- Choose a student to pull a cutout from the plastic bag of Fraction Cutouts. Prompt the student to find the matching half for the shape. After the student has identified the matching half, use masking tape to affix the matching half to the poster.

## Our Favorite Animals Graph

- Select two or three students to come up and select their favorite animal from one of the plastic bags, and add it to the graph in the appropriate column. After students have placed their cards on the graph, ask, **How many students picked hamsters? How do you know? I counted the hamster cards. Which animal did more of you pick: cats or hamsters? How do you know?**



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

- Show students how to cut animal shapes from slices of bread with cookie cutters. Offer two or three choices of spreads to put on their animal-shaped bread.
- Invite students to talk about the Partner Challenge.

**Our Partner Challenge today is to tell your partner the three hurdles we've learned about that get in the way of being a classroom of friends that work well together.**

- Allow students to talk about the challenge. As you monitor, if students give descriptions of hurdle situations, you may want to help them remember the names of the hurdles.
- Award pocket points when students name two of the three hurdles.



### Outside/Gross-Motor Play

- Engage students in time experiments similar to those practiced in Math Mysteries this week when you go outside. Compare how long it takes to do different things; for example, walking and running the length of the playground, bouncing a ball five times, rolling a ball to a friend. Children love being precisely timed using a stopwatch. Encourage them to compete against their own times, striving to complete the activity faster while still doing it well. Take this opportunity to observe which students are beginning to understand time.



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 /t/, /a/, /u/, /e/, /l/, and /h/.
- Show the Animated Alphabet video segment for /h/.

#### Stretch and Read

- Show the Sound It Out 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:  
hut → hot → hop → pop → top

#### Green Words:

ham  
hot  
muffins  
yum  
Hank’s  
hugged  
rocks  
had  
hat  
hut  
sell  
hid  
lots  
tossed



**Red Words:**

give his  
 were hard  
 I'll your

**Readles:**

bone(s)  
 cents  
 idea  
 sandwich(es)  
 sign

**Say-Spell-Say**

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

**Readles**

- Review each of the readles from the story.

**Partner Word and Sentence Reading**

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

**Partner Reading**

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

**Roo's Request**

**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at pages 8 and 9. Use the words "tossed" and "loved" to tell what happened to the muffins.**

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 and circle either "yes" or "no" in their books.
  - Award pocket points for correct responses.



### Stretch and Count/Stretch and Spell

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

ham

hot

lots

### 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



- Move the hands on the clock to show 2 o'clock. Select a student to share what time the clock shows. Repeat with other times to the hour.



- Award pocket points if students are able to tell the time on the clock to the hour.
- Move the hands on the clock to show 3 o'clock. Then move the hands on the clock one hour ahead.



**WGR: I just moved the clock one hour ahead from 3 o'clock. What time does the clock show now? 4 o'clock.** Move the hands on the clock two hours before 4 o'clock. **I just moved the hands two hours before 4 o'clock. What time does the clock show now? 2 o'clock.**

### Active Instruction

- Tell students that they will learn more about time today. Show them the book you read in the previous lesson, *Telling Time with Big Mama Cat*.

**We will reread this book today and learn another way of telling time. As I read each page, please pay attention to the clocks in the illustrations.**

- Reread the book to students. Do not show the illustrations until after reading the text on each page. On the pages that mention time to the hour, ask students what number the hour hand and minute hand should be pointing to. Then show the illustration, asking them to pay attention to the clocks in the illustrations.
- Show the page in the book that shows 9 o'clock snack time.



**T-P-S: What time does this show? How do you know?** *It shows 9 o'clock. I know because the hour hand is on the 9 and the minute hand is on the 12.*

- Hold up the digital clock card that shows 9:00. Explain that there is another type of clock that can help us tell time.

**T-P-S: This tells us time too. Have you ever seen clocks that look this way? Where?** *Answers will vary. This type of clock is called a digital clock.* Point to the 9 on the card. **Just like when we write the time of our clocks with hands, the first number tells us the hour.** Point to the :00. **The numbers after the two dots, or colon, tell us the minutes. Who remembers what we say when we see two zeros after the colon?** *We say o'clock. When 00 follows the colon, it is exactly on the hour, just like when the minute hand is pointing to 12.*

### Partner Practice

- Tell students that they will play a matching game.

**You and your partner are going to match clocks. You are going to match pictures of clocks like this** (Point to the instructional or prepared clock.), **or our analog clocks, to pictures of digital clocks.** Hold up a digital clock card. **Some of the cards will have analog clocks (clocks with hands) on them, and others will have pictures of digital clocks. You will mix the cards up and lay them face down on the table. Take turns turning over two cards at a time to find a match. You will play until all the matches have been made.**

- Model one round of the game if necessary.
- Assign which partner will go first. Distribute the Clocks cards to each partnership. Give partnerships time to play the game.
- Circulate as students are working, and ask questions, such as, “What time does this clock show?” “What is this hand called?” and “When do we say ‘o'clock’?”

### Recap



- Select several partnerships to share the matches they made in the game and how they were able to tell the time on each card.
- Award pocket points if students correctly matched the analog and digital clocks and could explain their thinking.
- Have students think about why it is important to be able to tell time.



**T-P-S: Why is it important to be able to tell time?** *Possible responses include: It is important to tell time because you need to know what time things like movies, or school, or events start.*



- Play the video “The Clock: Telling Time to the Hour.”



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

- “Eletelephony,” *The 20th Century Children’s Poetry Treasury*, page 52

### Introduce the Poem

**I’m going to read a very silly poem to you about an elephant and a telephone. It is called “Eletelephony.” The reason this poem is so silly is because the poet, Laura E. Richards, mixed up the words “telephone” and “elephant.” As you listen to the words, see if you can figure out what other words the author blended together to make the poem so silly.**



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 animal habitats. I would like you to think of an animal and then write about where that animal lives, or its habitat.**



**T-P-S: Think of an animal. What is that animal’s habitat?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “Owls live in hollow trees.”**

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

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

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

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

### **Example:**

**I am ready to write my sentence. My sentence is, “Owls live in hollow trees.”**

- **The first word is “Owls.” I’m going to draw a picture for “owls.”** Draw a picture of an owl.
  - **“Live.” What sounds do you hear in “live”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **“In” is the next word. We can use Stretch and Spell to write “in.”** Prompt students to use Stretch and Spell. Write “in.”
  - **The next word is “hollow.” What sounds do you hear in “hollow”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The last word is “trees.” I’m going to draw a picture again for this word.** Draw two or three trees.
- 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 teacher cycle record form.

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we have been learning about habitats. Remember, a habitat is the area where an animal lives. Animals live in habitats that are just right for them.**

**This morning, we talked about why some habitats were not right for certain animals. Now we’re going to talk about which habitats are right for those animals and why.**



- Quickly place students into four groups. Distribute an animal card to each group.
- Point to the habitat cards on the board. Invite students to discuss with their group which habitat is right for their animal and why.
- Use the sharing sticks to select one student from each group to explain the group’s choice.
- As students share the correct habitat for their group’s animal, post the animal card on the board next to the appropriate habitat.
- Use this opportunity to review time telling with students. Use an analog clock to display various times by the hour, each time inviting students to say the time aloud. After students say the time, encourage them to manipulate their bodies to represent the times. Times that may be easier to demonstrate include 12:00, 3:00, 6:00, and 9:00.
- Invite students who have visited the art lab to share their feather paintings.

## Vocabulary Review



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

**One of our new words today is “habitat.” The word “habitat” means the area where an animal lives. T-P-S: When did we see, hear, or use the word “habitat” today?**

**Our other new word today is “wild.” One meaning for the word “wild” is a natural area with few people. T-P-S: When did we see, hear, or use the word “wild” 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:

habitat  
wild

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Bears wild.</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>Bears live in the wild.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>The fox liked the wild.</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 the fox liked the wild?</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 the three hurdles we've learned about that get in the way of being a classroom of friends that work well together.**



- Provide a moment for students to review the hurdles they named at snack.
- Use the sharing sticks to select students to name the hurdles. Award pocket points when they name two of the three hurdles.
- 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

There are many animal species in the world.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Math Lab: Clock cards (from day 9)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Craft (or bulletin board) paper</li> <li>• Markers, crayons, and other decorative objects from the art lab</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• SFAF Big Book: <i>Pets</i></li> <li>• Trade book: <i>Working on the Farm</i> (from unit 13)</li> <li>• Trade book: <i>Baby Animals</i></li> <li>• Pictures of pets</li> <li>• Pictures of farm animals</li> <li>• Pictures of wild or zoo animals</li> <li>• Theme vocabulary word card for “species” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• <i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> <li>• Key cards: “m,” “h,” “l,” “r,” “t,” “s,” “b,” and “n” or IWB access</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>• A variety of foods some of the animals in the book <i>Pets</i> eat (vegetables for rabbits and turtles, milk or tuna for cats, etc.)</li> <li>• SFAF Big Book: <i>Pets</i></li> </ul>
<b>KinderRoots</b>	<ul style="list-style-type: none"> <li>• Shared Story: <i>Hot Muffins!</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “t,” “a,” “u,” “e,” “l,” and “h” or IWB access</li> <li>• Green Word cards: “ham,” “hot,” “muffins,” “yum,” “Hank’s,” “hugged,” “rocks,” “had,” “hat,” “hut,” “sell,” “hid,” “lots,” and “tossed” or IWB access</li> <li>• Red Word cards: “give,” “his,” “were,” “hard,” “I’ll,” and “your” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Digital clock cards for 8:00, 3:00, and 5:00 (from day 9), one set</li> <li>• Instructional clock (optional) or prepared clock from math lab</li> <li>• Pencils</li> <li>• Paper</li> </ul>

Additional Materials Needed Today	
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “Eletelephony,” <i>The 20th Century Children’s Poetry Treasury</i>, page 52</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 (from unit 2)</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

- Place the Clock cards in the lab, and encourage students to make matches between the analog and digital clock pictures.

### Computer/Media Lab

- Same as day 9

### Writing Lab

- Same as day 9

### Other

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



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

# Gathering Circle

TIMING GOAL: 15 minutes

Routine
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> </ol>

## Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show. Write the word “hit” 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.

## Class Council

- Review hurdles.



**T-P-S: What is a hurdle? RWE: A hurdle is something that gets in the way when we try to get somewhere. We are a class that tries to work well together, and a hurdle can keep us from doing that. If all students can’t work and play with one another, that would be a hurdle that keeps us from learning and growing in a comfortable place.**

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If you are fortunate enough to have everything running smoothly at this time or after you resolve any class problem, engage students in the following activity to create an “all are included” rule for the class.

**We need a rule to help us remember to include everyone in our class.**

**T-P-S: What rule can we write to remind us to include everybody?** Guide students, if necessary, to the rule “Everybody plays.” **We can make a banner for our room that shows that we will include everyone.**

- Roll out the craft (or bulletin board) paper in a place where all students have access. Write the new rule across the top of the paper.

**You can all work together to make a banner that will help us remember to include everyone in our room.**

- Provide students with the materials to create the class banner. Encourage students to talk with one another about what to include and determine what part each student will draw. Ask questions such as, “What are some of the things we talked about that we can do to include others?” If necessary, remind students of their suggestions for including others from Partner Practice on days 7 and 8.
- If there isn’t enough time for students to finish illustrating their ideas, tell them you will place the banner in the art lab where they can continue to work on it until everyone is satisfied with the results.

**When the banner is finished, we will hang it where everyone can see it to help us remember that everyone is included in our room.**

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **Would the desert be a good habitat for a frog? Why or why not?**

**We have learned about animals and habitats in this unit. Let’s see what our Daily Message will tell us about today.**

### Daily Message

---

there are many kinds of animals in the world

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Begin “there” with a lowercase “t,” and omit end punctuation from the sentence. 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 is wrong with our Daily Message today?** *The “t” in “there” should be capitalized. There should be a period at the end of the sentence.* Make corrections to the sentence as students note them.
  - WGR: **Which word from the word wall is in our Daily Message?** *“The.”*



### Theme Learning

- Explain the content of the Daily Message.



**We have learned a lot about many kinds, or species, of animals over the past two weeks. Some animals make good pets and can live in our houses. Some animals are pets, but they need to live outside the house. They might live in a kennel or a barn. Some animals do not make good pets and need to live in the wild or in a zoo. We also learned the characteristics of different kinds of animals. We know what makes a mammal a mammal, and what makes a bird a bird. We also know that for each animal, there is a habitat that is just right for it.**

- Introduce the following activity.

**Today we are going to play a game. The game is called Where Does It Usually Live? I will show you a picture of an animal. Look at the animal and think about where it usually lives. If the animal usually lives inside a person’s house as a pet, as cats do, then say “pet,” and make the sound that the animal makes. Let’s practice.** Show a picture of a cat. *Pet, “meow.”*

**If the picture shows an animal that usually lives on a farm, as cows do, say “farm,” and make the sound that the animal makes. Let’s practice.** Show a picture of a cow. *Farm, “moo.”*

**If the picture shows an animal that usually lives in the wild or in a zoo, say “wild,” and make the sound that the animal makes. Let’s practice.** Show a picture of a wild animal. *Wild, (appropriate sound).*

**Pay very close attention to the pictures.**

- Hold up pictures of animals, or alternate between the books *Pets*, *Working on the Farm*, and *Baby Animals*. If you use the books, show one or two pictures from one book, and then rotate to another and then another. This will allow students to use a variety of animal sounds.
- Continue the game as long as time permits.
- Bring students’ attention to the wildlife group artwork created by students in the art lab this week. Invite students to talk about the illustrations they contributed.
- Play the digital dictionary video for “species.”
- 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 “species.”**

**The word “species” means a group of animals that are the same in many important ways. I can make a sentence with the word “species”:**

**Lions and tigers are both big cats, but they each belong to their own species.**



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

- Review the song “My Silly Little Zoo 1” from the previous day by asking students to recall some of the animals named in the song.
- Play the song “My Silly Little Zoo 2” on the *Language Play & Listening Fun for Everyone!* CD. Invite students to move creatively as they listen to the song.

### Develop Phonological Awareness—Identify Initial Sounds

- Introduce the activity to students.

**There are many silly animals at the zoo in our song. Today we will listen to a different version of the song that has some missing words.**

- Play the first forty seconds of “My Silly Little Zoo 2,” and ask students to listen quietly to the song.
- Tell students that they will help the singer fill in the names of the missing animals in the song.
- Tell students that the singer will sing the name of an animal, such as the hippos. Then, students will have to fill in the rest of the rhyming animals’ names. You will hold up a consonant key card, and students will substitute that sound for the /h/ in “hippos.” Practice this with students.



**We will hear the singer say the name of a real animal, such as the hippo. Then, he will sing a few more words but leave out the name of the animal. Look at the card I am holding (Hold up a key card.), and say the name of a rhyming animal that starts with the sound on my card. For example, if the real animals are “hippos” and the letter on the card is “b,” I would say “bippos.” Let’s try.**

- Recite the first line of the hippo verse. Hold up a key card, and recite the second line of the verse, pausing after “...are some....” Prompt students to Jump Right In with a rhyming animal that begins with the sound on the card. Repeat this process for the next two lines of the verse.
- Play “My Silly Little Zoo 2” for students. Hold up a new key card at the beginning of lines 2, 3, and 4 during the animal verses.
- If time allows, repeat the activity.



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
<ol style="list-style-type: none"> <li>1. Have a lab tour to explain the activities or materials in any new labs.</li> <li>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.</li> <li>3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.                             <ul style="list-style-type: none"> <li>• Write the code for the writing stage exhibited by the student in the top right-hand corner of the student's paper.</li> <li>• Use the methods described in the <i>Writing Development Feedback Guide</i> to provide feedback.</li> </ul> </li> <li>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.</li> </ol>

### Dramatic Play Lab | Zoo

Description:

- The dramatic play area will be a zoo, and students will pretend to be zoo staff.

When You Tour:

- Remind students that the dramatic play lab will be a zoo this week.

**Blocks Lab | Build Birds and Birdhouses**

Description:

- Students will build birds and birdhouses.

When You Tour:

- Remind students that they can use the cubes to create birds. Then they can use the blocks to create a birdhouse in which the birds may live.

**Art Lab | Painting with Feathers**

Description:

- Students will paint with feathers.

When You Tour:

- Remind students that they can use the feathers in any way they can think of to create a painting.

**Classroom Library Lab | Find the Mammals, Find the Birds**

Description:

- Students will identify mammals and birds in books.

When You Tour:

- Remind students that they can identify pictures of mammals and birds and mark them with sticky notes.

**Literacy Lab | Play School: Sequencing**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will put pages from familiar Shared Stories in the correct sequence.

When You Tour:

- Remind students that today in their imaginary classroom they can put the pages from a Shared Story in the correct sequence and then read the story.

**Math Lab | Tick Tock, Make a Clock**

Description:

- Students will create clocks.

When You Tour:

- Remind students that they will build an analog clock. Place the instructional or prepared clock in the lab for student reference.

### **Computer/Media Lab | World Wild Web**

Description:

- Students will explore websites about wild animals in the computer/media lab.

**Teacher’s Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Remind students that they can explore web sites about wild animals in this lab today.

### **Sand/Water Lab | Find the Animals**

Description:

- Students will find and count animals buried in the sand.

When You Tour:

- Remind students that they can find animals and count them.

### **Science Lab | Birds, Mammals, or Neither**

Description:

- Students will classify pictures of animals into the categories “mammal,” “bird,” or “other.”

When You Tour:

- Remind students that they can classify the animal pictures by placing each under the word “mammal,” “bird,” or “other.”

### **Writing Lab | Pick a Habitat**

Description:

- Students will write a description of an animal’s habitat.

When You Tour:

- Remind students that they can pick an animal and write a description of its habitat.



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



# 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

## Calendar

## Days of the Week

## Days of School Tape

## Ten-Frames

## Number Combinations



- Point to the poster. **Let's start over and make a number combination for 2 again.** Select a student to come up and toss two bicolored counters. Ask the student to tell the class how many of each color there are. Record the combination in the appropriate column on the poster. WGR: **What combination did we toss today? 2. Can you think of another combination for 2 that is not on the poster?** Record the combination in the third column.

## Equal Parts?/Half and Half

- Choose a student to pull a cutout from the plastic bag of Fraction Cutouts. Prompt the student to find the matching half of the shape. After the student has identified the matching half, use masking tape to affix the matching half to the poster.

## Our Favorite Animals Graph



- Select two or three students to come up and select their favorite animal from one of the plastic bags and add it to the graph in the appropriate column. After students have placed their cards on the graph, ask, **How many students have picked their favorite animal? How do you know?** *I counted the animals on the graph.* WGR: **Which animal did more students pick: birds or fish?** *Replies.* WGR: **How many more students picked (birds) than (fish)?** *Replies.*



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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- As students eat their snack, talk with them about the various animals featured in the book *Pets*. Do any of the students have pets? Are they the same as any of the pets in the book? How do they help take care of their pets? Do they eat some of the same foods that their pets eat?
- Remind students to say “Thank you” to whomever is serving or helping them in some way, and to respond with “You’re welcome.”

### Outside/Gross-Motor Play

- In the book *Pets*, each animal is described by one of its physical features and by something it does. Encourage students to move like the pets in the book. For example, you might read the page that says, “I have a frog,” and then ask students how a frog moves. Have students move and croak like a frog.



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



## KinderRoots

TIMING GOAL: 30 minutes

### Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

**Green Words:**

ham  
hot  
muffins  
yum  
Hank's  
hugged  
rocks  
had  
hat  
hut  
sell  
hid  
lots  
tossed

**Red Words:**

give his  
were hard  
I'll your

**Readles:**

bone(s)  
cents  
idea  
sandwich(es)  
sign

**Word Presentation**

Read sounds.

- Use the key cards to guide practice with /t/, /a/, /u/, /e/, /l/, and /h/.
- Show the Animated Alphabet video segment for /h/.

**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:  
had → hat → hut → but → bug

**Say-Spell-Say**

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

**Readles**

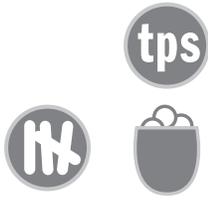
- Review each of the readles from the story.

**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 10. Tell your partner in a complete sentence what Big Bob did with the muffins.**

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:

hut

hid

bag

- 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 had a hat.**

### All Together Now

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



### Celebration

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



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



# Math Mysteries

TIMING GOAL: 25 minutes



## Show What You Know

- Show the digital clock card that shows 8 o'clock. Select a student to come up and show the correct time on the analog clock. Repeat with 3 o'clock and 5 o'clock.
- Award pocket points if students are able show the correct time on the analog clock.

## 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 to the problem—like a detective would!**

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

**Vicki has many birds that live in her backyard. She can hear them singing at different times of the morning before she goes to school. At 6 o'clock in the morning, she can hear the bluebirds singing. Two hours later, she hears the robins singing. What time does Vicki hear the robins singing?**

- 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 that Vicki hears the bluebirds singing at 6 o'clock. I know that she hears the robins singing two hours later. I need to figure out what time Vicki hears the robins singing.**

- 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 a clock like this one.** Show the analog clock. **But sometimes I don't have a clock like this one. I wonder if I could draw a picture.**

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

**T-P-S: How might I draw a picture to help me solve this problem? RWE: I can draw a clock to help me figure out what time Vicki hears the robins singing.**

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



- Repeat the problem-solving story.

**Vicki has many birds that live in her backyard. She can hear them singing at different times of the morning before she goes to school. At 6 o'clock in the morning, she can hear the bluebirds singing. Two hours later, she hears the robins singing. What time does Vicki hear the robins singing?**

Pause to think. **Hmmm. I think I'm going to start with the time that Vicki hears the bluebirds. I know that she hears the bluebirds at 6 o'clock. I can draw a clock that shows 6 o'clock.** Model drawing a clock. Draw a circle. Then add the numbers around the circle. Point out that the 12, 3, 6, and 9 all have certain places on the clock. Then add the hands so the clock shows 6 o'clock. **Now I have a clock that shows 6 o'clock. I'm going to write "bluebirds" under the clock because this is the time Vicki hears the bluebirds.**

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

**T-P-S: I have a clock that shows the time Vicki hears the bluebirds. Now what should I do?** *Count two hours after Vicki hears the bluebirds to find out when she hears the robins singing.*

- Use a Think Aloud to model how to count ahead two hours using the clock you drew.

**I need to find out what time Vicki hears the robins singing. I know that she hears them two hours after she hears the bluebirds at 6 o'clock. I know that the clock hands move this way.** Motion on your clock which way clockwise is. **I think I should count ahead two hours.** Point to the clock you drew that shows 6 o'clock. Model how to count ahead two hours, pointing to each number as you count. **If I start at 6 o'clock, the next hour would be 7 o'clock, and the hour after that would be 8 o'clock.**

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

**T-P-S: I know that Vicki hears the robins at 8 o'clock. Now what should I do?** *Draw a picture of a clock that shows 8 o'clock, and write "robins" under it.*

- Continue solving the problem.

**I have two pictures that show the answer to my problem. My pictures show the time that Vicki hears the bluebirds and the time she hears the robins.**

- Reflect on the process, strategy, and solution.

**T-P-S: What was the problem in the story?** *The problem was finding out what time Vicki hears the robins. How did we solve the problem?* *We drew a clock that showed what time Vicki hears the bluebirds and counted ahead two hours from that time. Then we drew a picture of that time. We labeled our clocks so we knew what time Vicki hears the bluebirds and the robins.*

## Partner Practice

- Tell students that they will solve another mystery with their partner.
- Distribute a pencil and piece of paper to each partnership.

**Javon got to the zoo at 9 o'clock. The polar bear exhibit isn't open for three more hours. At what time can Javon see the polar bears?**

- 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 what time Javon can see the polar bears.*

- Read the story again slowly, prompting one partner to draw the clock and the other to draw the hands on the clock to show 9 o'clock. Have the first partner check the clock and make sure it shows 9 o'clock. Ask students to label that clock. (Suggestions may include: Got to the zoo; Javon gets to zoo; etc.)

- Prompt students to think about the next step.

**T-P-S: What should you do next to figure out what time Javon can see the polar bears?** *Count clockwise three hours. Then, draw the clock that shows the time Javon can see the polar bears. Finally, label the clock "polar bears."*

- Prompt students to think about the answer.

**T-P-S: What time can Javon see the polar bears? How do you know?** *Javon can see the polar bears at 12 o'clock. I know because I counted ahead three hours on the clock from 9 o'clock when Javon got the zoo.*

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

## Recap

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

**T-P-S: How did we solve the mysteries today? RWE: We solved the mysteries today by drawing a picture of a clock and counting ahead.**

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.



If students have difficulty drawing a clock, provide a model at the top of their papers or allow them to use the clocks they built in the math lab this week as a model.





## 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

- “Eletelephony,” *The 20th Century Children’s Poetry Treasury*, page 52

### Introduce the Poem

**Many stories are written about animals. Some stories are true, and some are pretend. Many stories with animals are written as if the animals are people and talk and do things that people do. Today we’re going to reread the very silly poem “Eletelephony” by Laura Richards. Try to picture the elephant in your mind as you listen to the 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.

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

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new sentence, touching each word, or word representation, as you do.

## Partner Planning

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

## Writing

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

## Sharing

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



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

## Let's Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap



- Review the learning focus of the day.

**Today we have been learning that there are many kinds of animals in the world. We call a group of animals that are the same in many ways a species. T-P-S: Are a really big dog and a little tiny dog both members of the same species? *Yes.***

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

**This week, we have learned a lot about the characteristics of mammals and birds. We know that mammals have hair or fur. T-P-S: What are some other characteristics of mammals? *Mammals breathe air, have backbones, give birth to, and nurse their young.* We also know that birds are not mammals. Birds lay eggs that hatch. T-P-S: What are some other characteristics of birds? *Birds have wings and feathers.***



**Different animals live in different habitats.** T-P-S: **What would be a good habitat for a shark?** *The ocean.* WGR: **Do most bears live in the wild?** *Yes.* T-P-S: **Where else might you find a bear?** *The zoo.*

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

**Mammals feed their babies milk.** *Agree.*

**Birds are covered with fur.** *Disagree. They are covered with feathers.*

**Mammal babies hatch out of eggs.** *Disagree. Birds hatch from eggs.*

**A good habitat for deer is the forest.** *Agree.*

**It is easy to find someone to play with in the wild.** *Disagree. There are not many people in the wild.*

**A robin is a mammal.** *Disagree. A robin is a bird.*

**Whales and dolphins are mammals.** *Agree.* Expand on this concept if needed, reminding students that although whales and dolphins live in the water, they must come to the surface to breathe.

- Invite students to talk about their illustrations in the wildlife group artwork or their feather paintings from the art lab.

### Vocabulary Review



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

**Our new word today is “species.” The word “species” means a group of animals that are the same in many important ways.** T-P-S: **When did we see, hear, or use the word “species” 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.

Theme Vocabulary:  
species

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

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Cows species.</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, Cows belong to the same species.</i>
The student responds in a complete, but not very elaborate, sentence. <b>Dogs and cats are not the same species.</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 how you know dogs and cats are not the same species?</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 Kids 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 mammals or birds. As you read, see if you can tell what the habitat is for the animals in your book.**

**Home Link DVD: Please bring back the DVD for unit 14 so you can get the new Home Link DVD for unit 15.**



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# What Else Can We Get Into?

- Find as many books as you can that feature animals and place them in the classroom library lab. Keep the books that feature animals used in unit 13: *City Gardens & Country Farms* on the library shelf. Also bring out books used in earlier KinderCorner units, such as *Will You Be My Friend?* (unit 3: *Those Nearest & Dearest*), *Possum's Harvest Moon* (unit 5: *Cornucopia*), *Just a Little Bit* (unit 10: *Words & Roads Take Us Places*), and *Bunny Cakes* (unit 6: *What's on the Menu?*). Can students name the animals and identify the mammals?
- Read “Cats Sleep Anywhere” on page 51 of *The 20th Century Children's Poetry Treasury*. Have students illustrate a Big Book version of the poem. Place the Big Book in the classroom library lab.
- Cut out, mount, and laminate magazine pictures of animals. Cut the pictures into puzzle pieces by body parts. Mix up the pieces of two or three animal puzzles to begin with, and add more as the unit progresses.
- Have students design a class zoo. Brainstorm a list of animals they would like in their zoo, and sort and classify the animals. Have students plan the habitats for the animals. Then illustrate the zoo on a large piece of bulletin board paper.
- Write a companion book for *Annie and the Wild Animals*. Have students write the story of Taffy by following the illustrations in the borders of the book *Annie and the Wild Animals*.
- Build birdhouses using milk cartons or milk jugs.
- Make a map of your city or school neighborhood and plan where the best places are to see the birds listed on page 33 of *Ruby's Birds*.

# Preparing for Unit 15: *Water Wonders*

- The first week of unit 15, *Water Wonders*, focuses on fish and requires more than the usual planning and equipment gathering. Please be sure to consult your Unit 15 Theme Guide as soon as possible, as the following is only a limited list of what you will need.

## **Day 1—Theme Exploration:**

- an active aquarium, or the supplies to set one up (including live fish, underwater grass, gravel, and a hiding structure)
- aquarium water set out at least twenty-four hours in advance

## **Day 1—Blocks Lab (fish and aquarium store):**

- various aquaria supplies and fish pictures

## **Day 2—Theme Exploration and Science Lab (optional):**

- fresh, whole fish from the grocery store (two small, trout-sized fish and two larger)
- cold storage (refrigerator or ice-filled cooler)

## **Suggestions:**

- A class trip to a pet store to do this shopping would blend units 14 and 15.
- Arrange for whole, fresh fish from your grocery store. Ask the grocery store to donate the fish for classroom purposes—many are happy to do so. Ask to have one of the larger fish cut open for backbone and inner-organ observation.
- If your school does not have aquarium supplies available, you may be able to borrow items from neighboring secondary schools (districts allow inter-school equipment lending). Likewise, your local pet and aquarium store may be interested in getting involved by lending or donating equipment. (You may have future fish owners after your students experience unit 15!)

- Here's an inexpensive idea for a goldfish bowl:
  - Use a gallon apple juice jug (glass).
  - Rinse thoroughly—**do not use soap**. Use boiling water as a last rinse.
  - Drop in clean aquarium gravel.
  - Push the plant(s) through the jug mouth and anchor in gravel with an unbent hanger or other long probe.
  - Fill the jug so the water is 1–2 inches below the widest part of the jug.
  - Let the water stand for twenty-four hours to allow the chlorine to dissipate (for all fishbowls/aquaria) before adding the fish.
  - To clean: pour out most of the water (be careful not to lose the fish!) and carefully refill with clean de-chlorinated water.
- The jug's small opening keeps fingers out. There may be some limitations to using the jug, though, such as an inability to use a thermometer to monitor the water temperature and an inability to provide a hiding place for the fish.
- We hope this additional information will enable you to appropriately prepare for the unit. Have fun!

# Resource Corner

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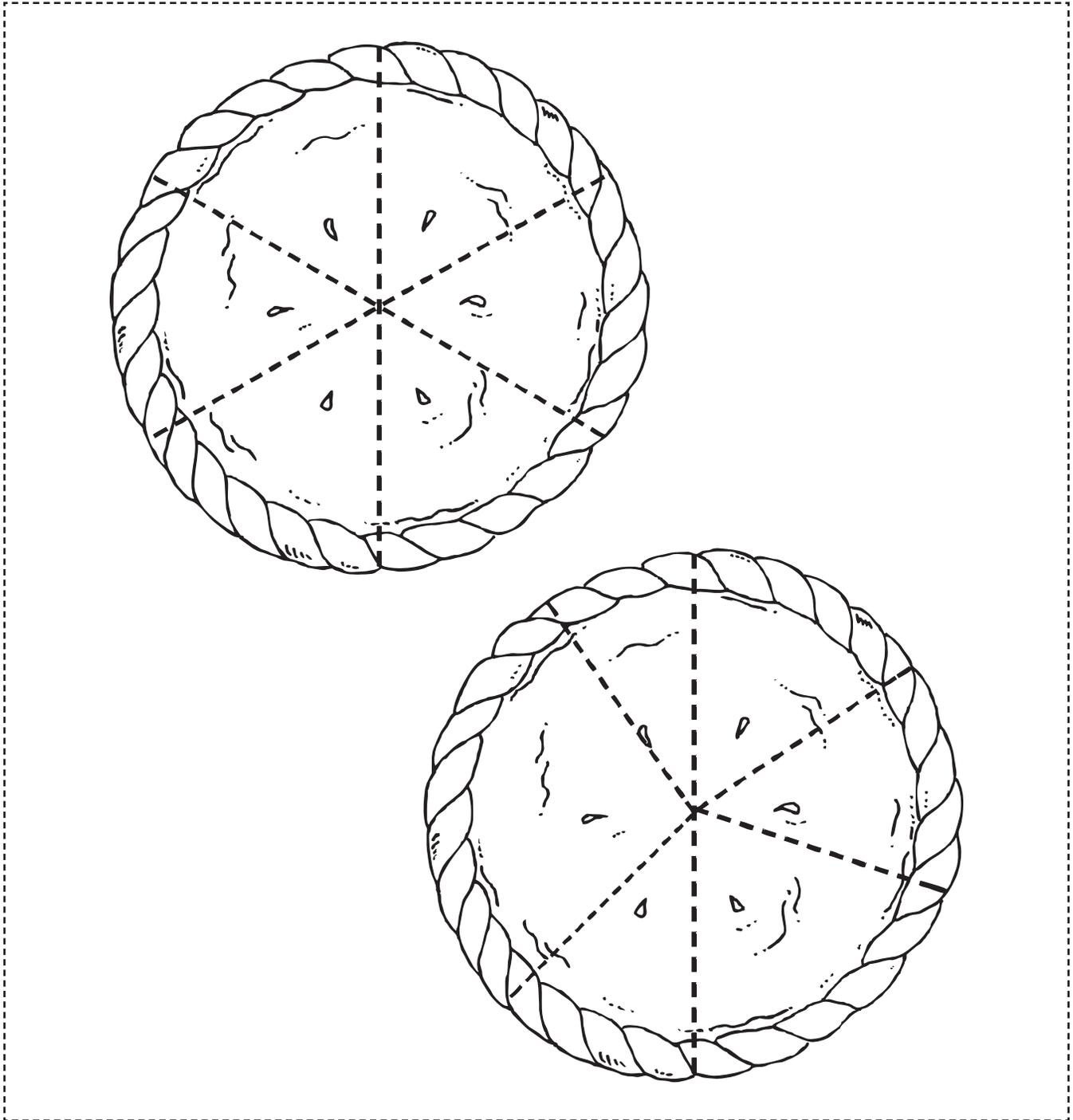
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# Equal, Not Equal

**Math Mysteries** Duplicate one copy, color, and cut apart.

**Math Lab Day 2** Copy five sets onto card stock or construction paper, and laminate if possible. Cut the shapes apart, and place each complete set in its own plastic bag.

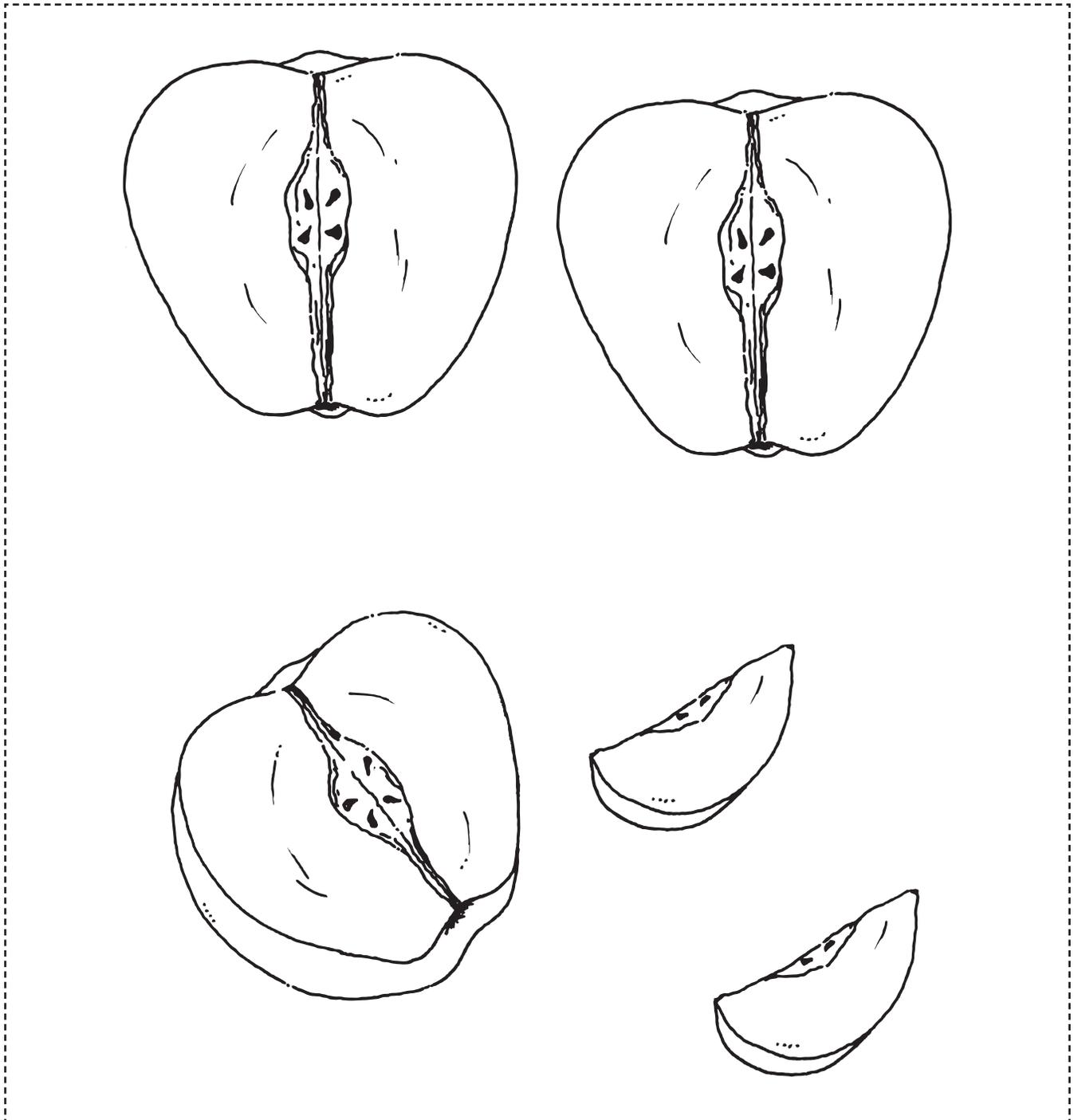


(1 of 4)

# Equal, Not Equal

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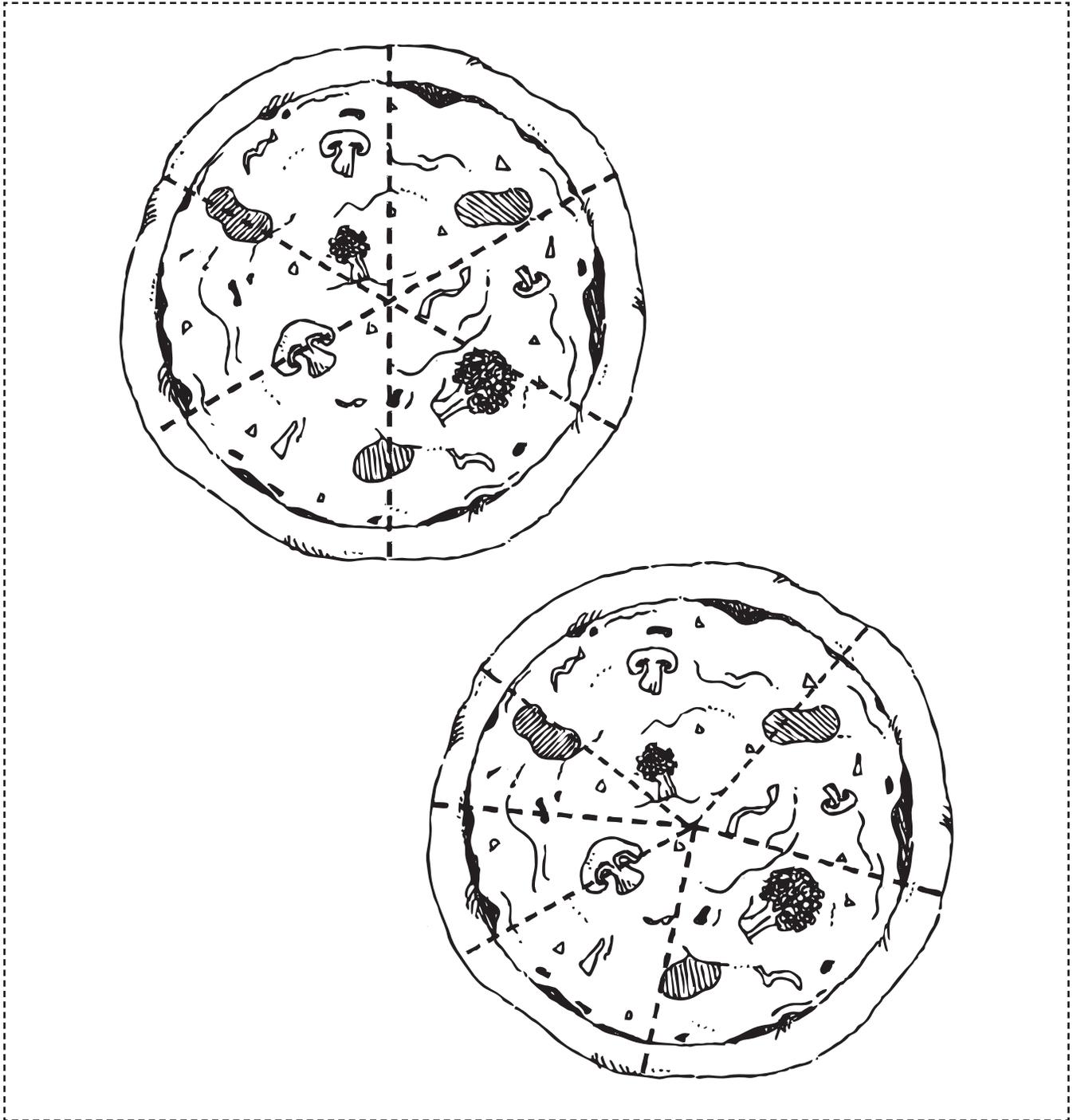


(2 of 4)

# Equal, Not Equal

**Math Mysteries** Duplicate one copy, color, and cut apart.

**Math Lab Day 2** Copy five sets onto card stock or construction paper, and laminate if possible. Cut the shapes apart, and place each complete set in its own plastic bag.

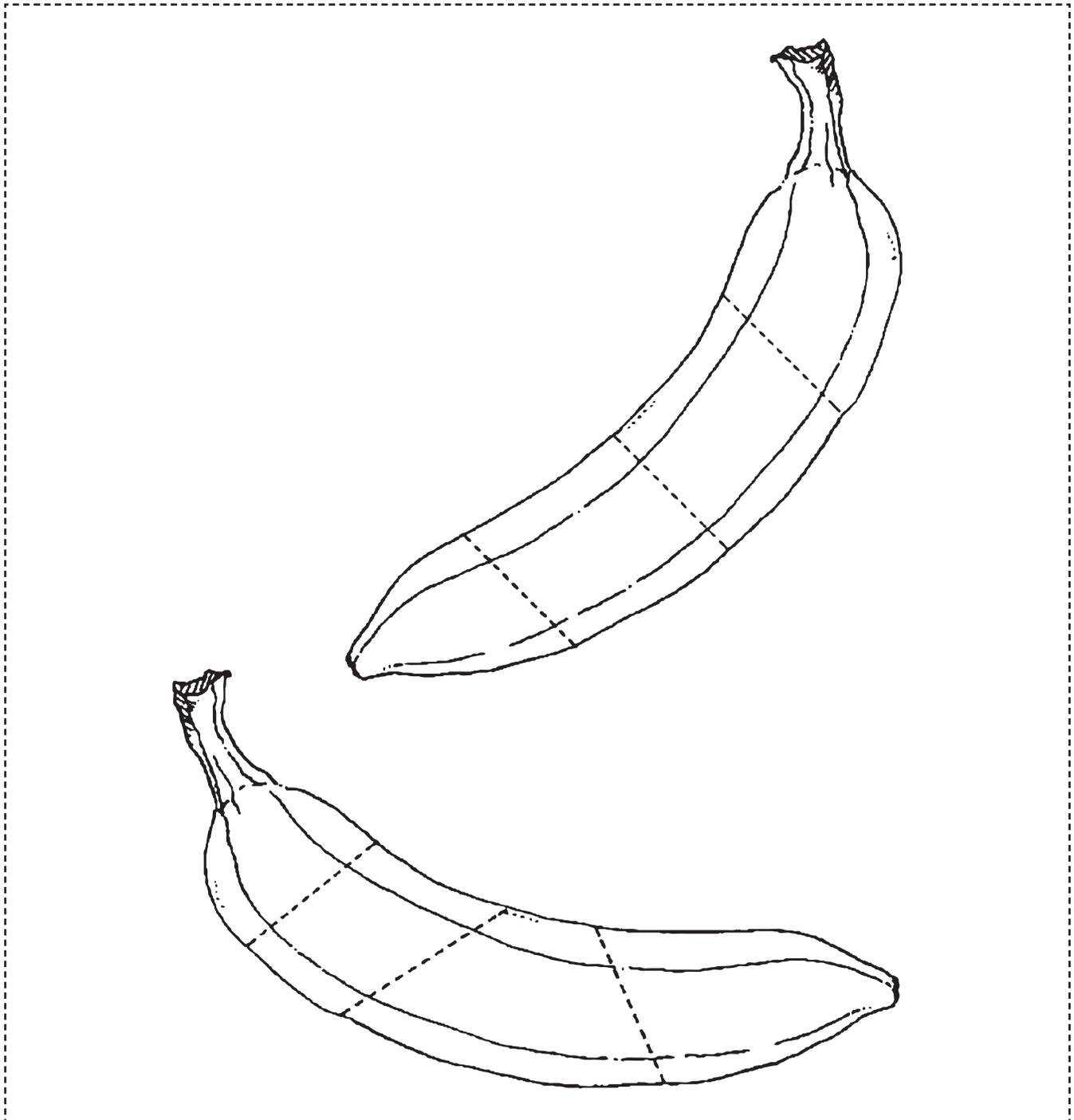


(3 of 4)

# Equal, Not Equal

**Math Mysteries** Duplicate one copy, color, and cut apart.

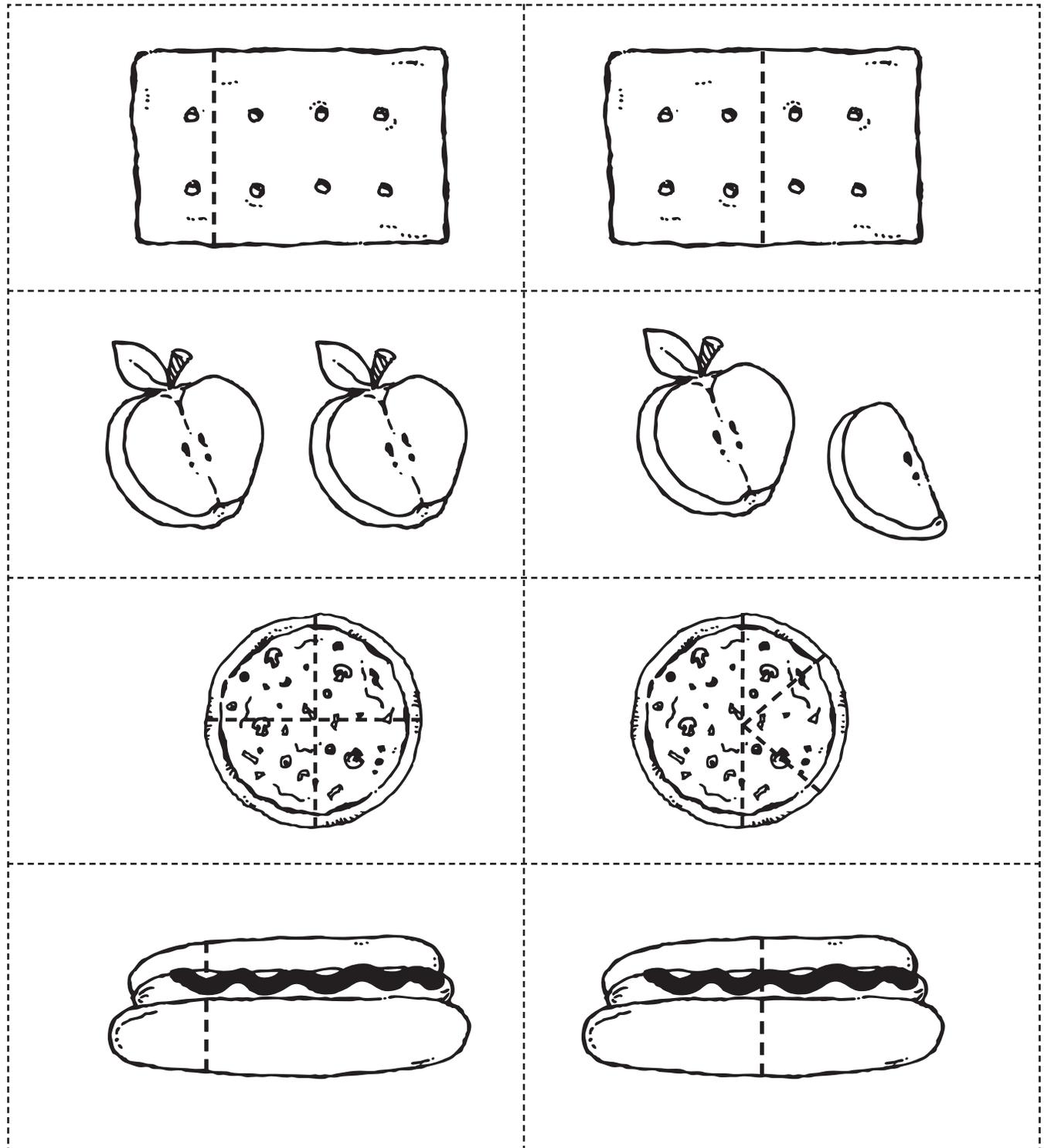
**Math Lab Day 2** Copy five sets onto card stock or construction paper, and laminate if possible. Cut the shapes apart, and place each complete set in its own plastic bag.



(4 of 4)

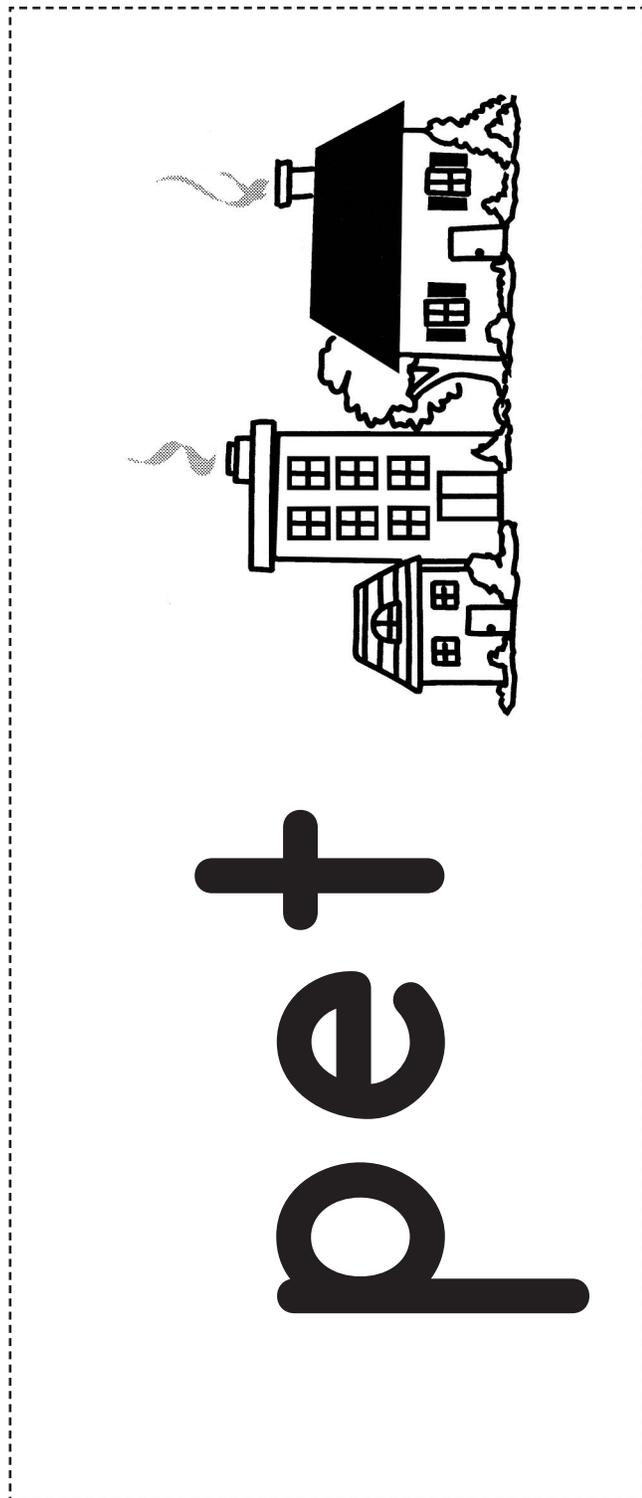
# Fair Shares Cards

Duplicate one per partnership. Cut apart.

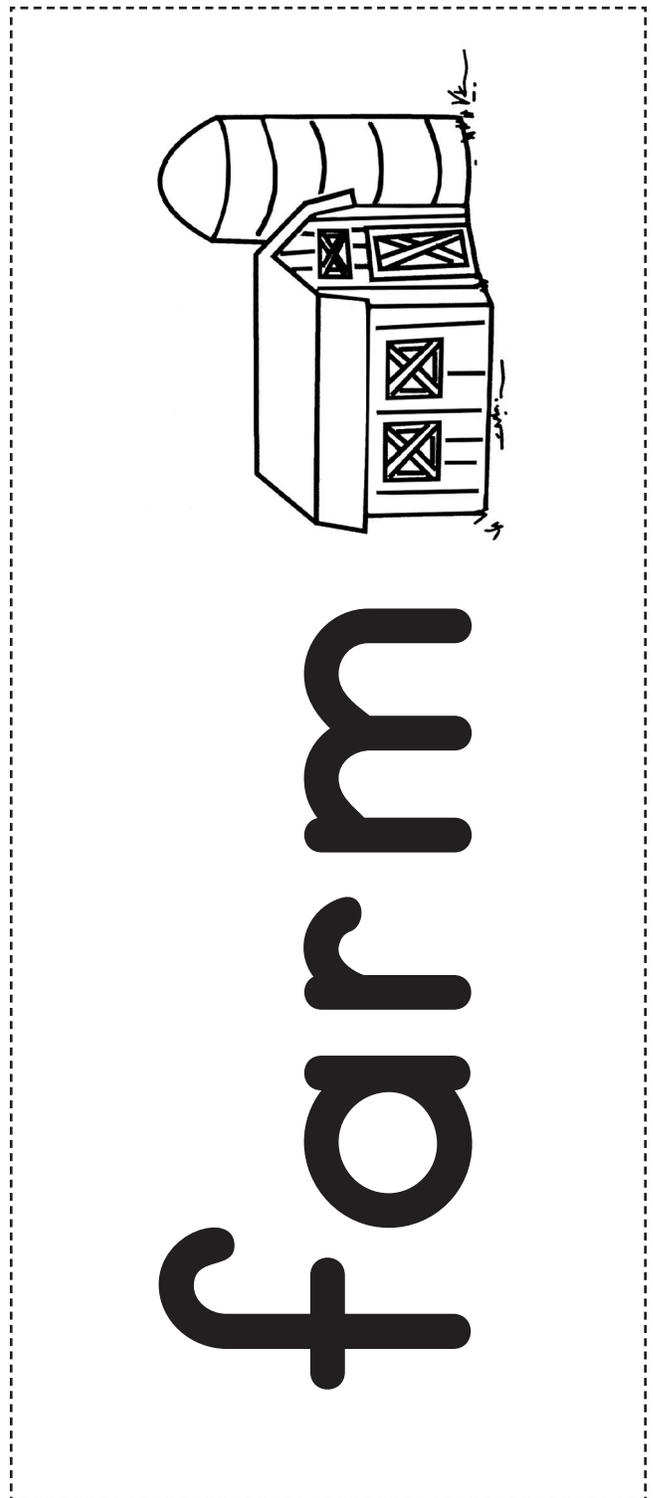


# Animal Places Sorting Labels

Copy one set onto construction paper or card stock, cut apart, color, and laminate.



pet

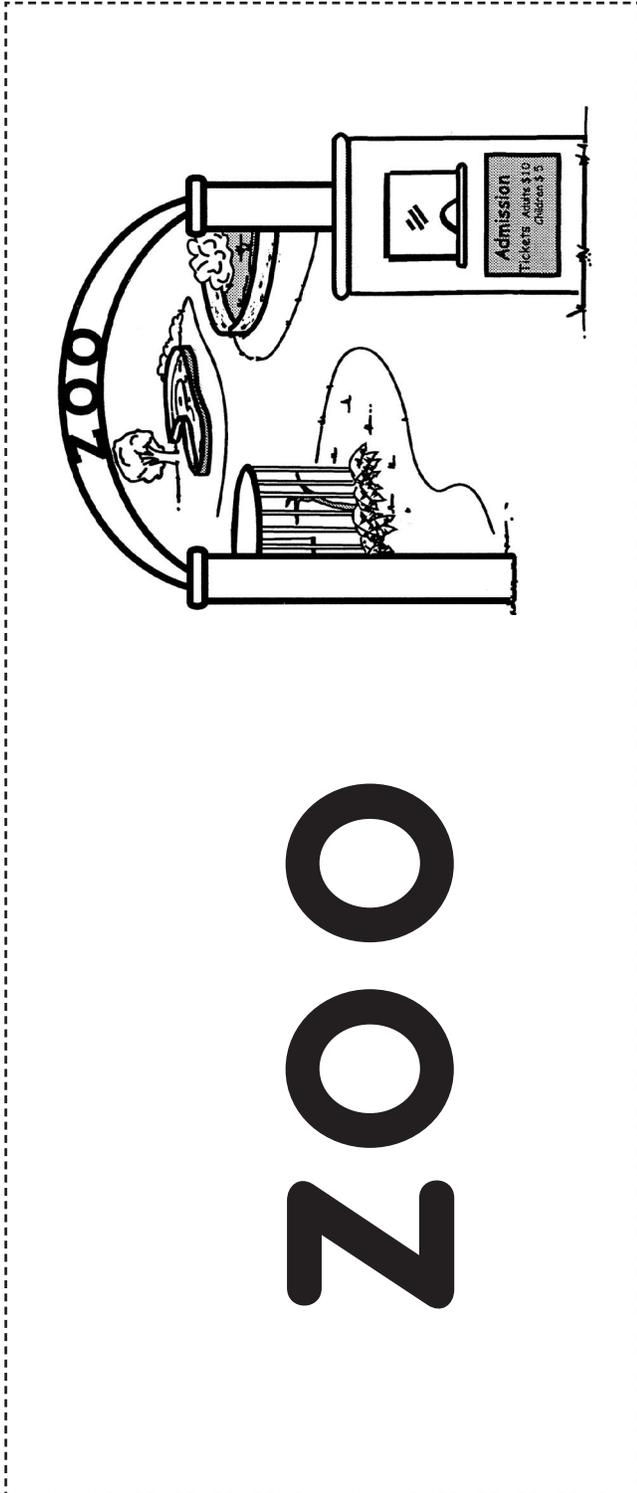


farm

(1 of 2)

# Animal Places Sorting Labels

Copy one set onto construction paper or card stock, cut apart, color, and laminate.



(2 of 2)

# Hurdles on the Path to Teamwork



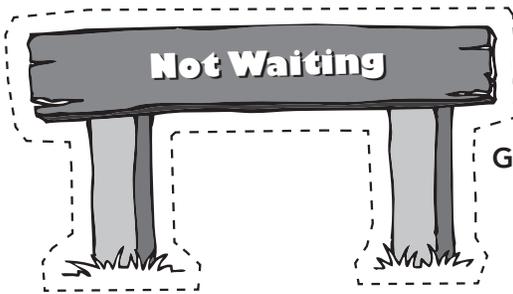
To assemble poster: Copy pages 286–288. Cut left edge of page 287 along dotted line. Overlap this area with the right edge of page 286. Tape it in position on the back of poster.



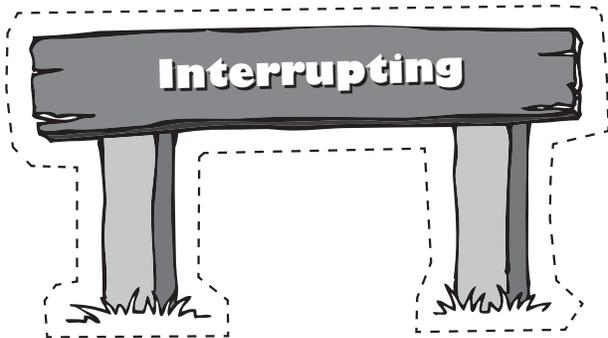
(2 of 3)

# Hurdles Poster

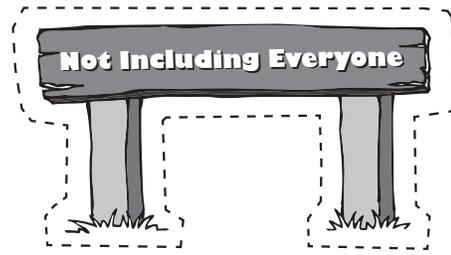
Copy. Cut out hurdles to use with corresponding lessons. Use the illustration at the bottom of the page as a reference for placing the hurdles on the poster.



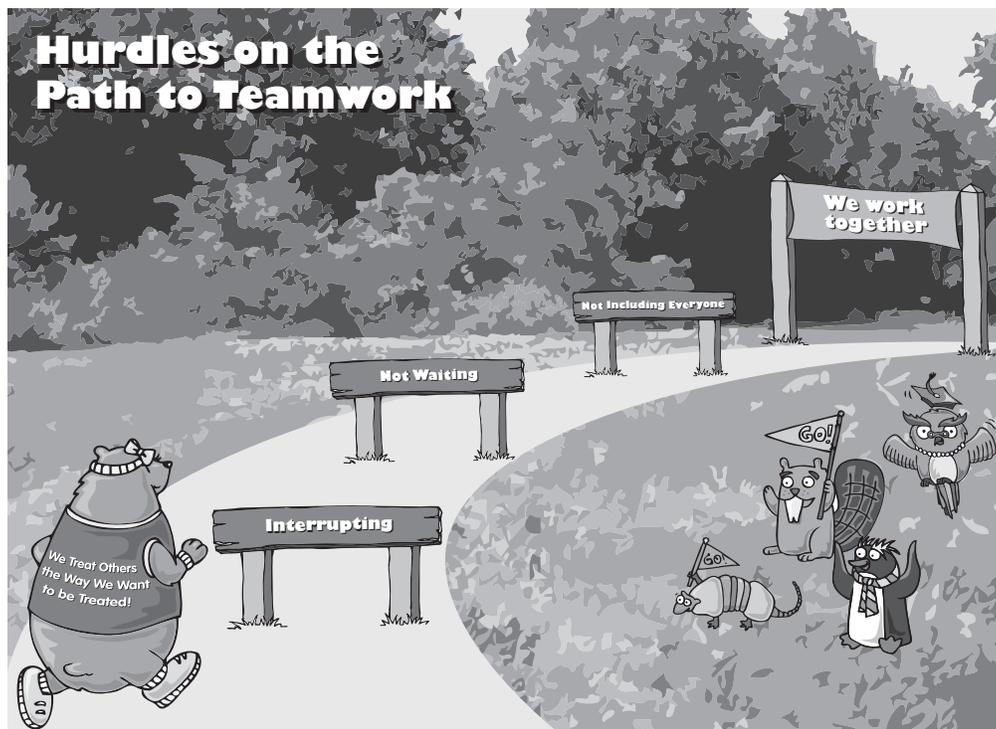
Gathering Circle | Day 3



Gathering Circle | Day 2

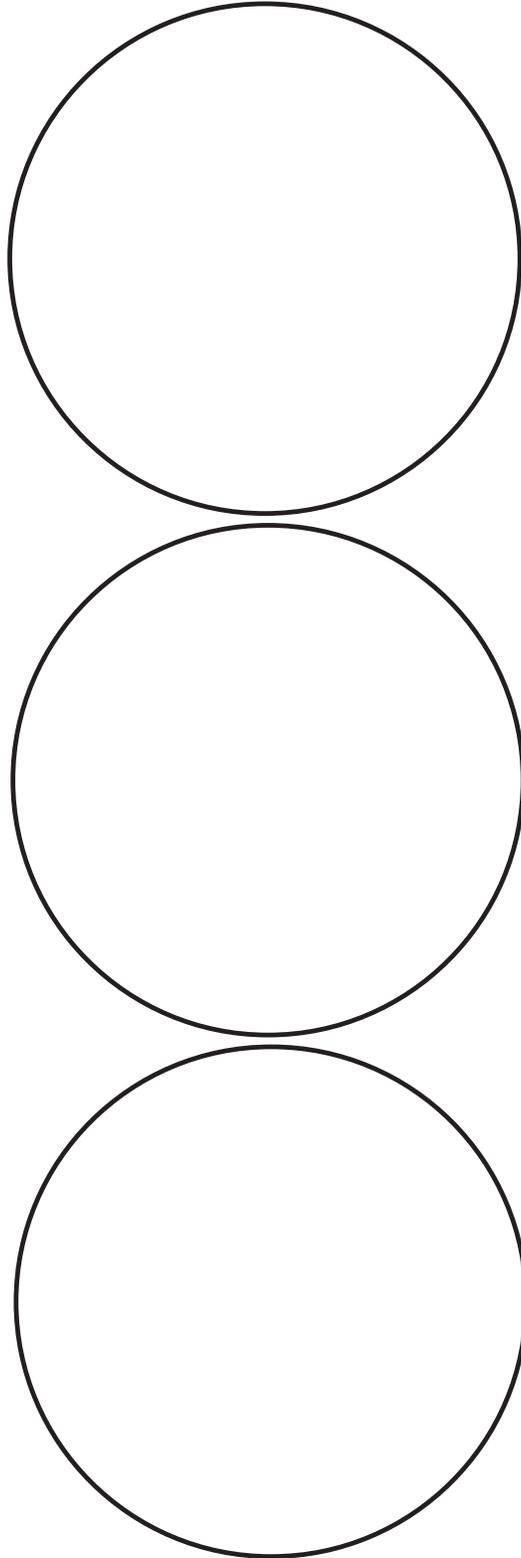


Gathering Circle | Day 7



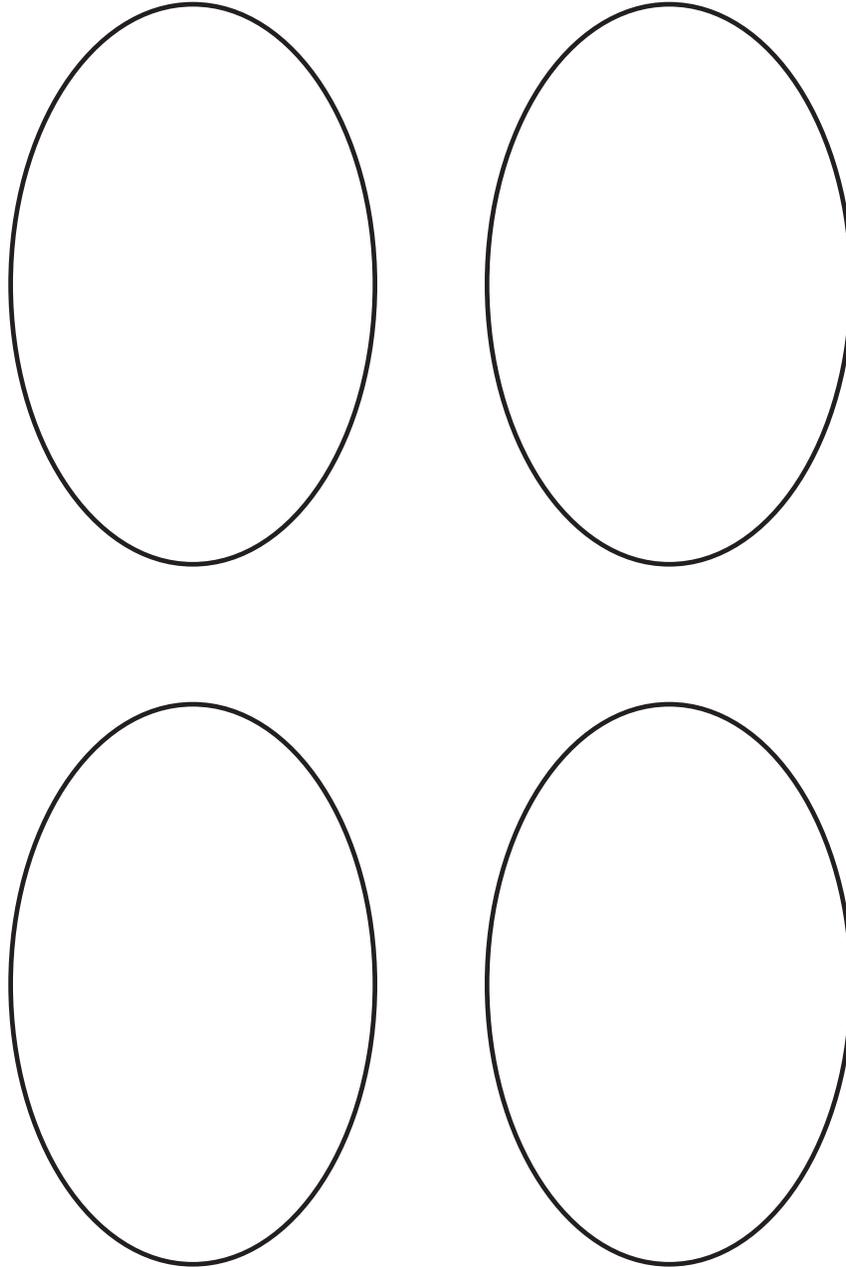
# Fair Shares for 3

Duplicate one per partnership for half of the class.



# Fair Shares for 4

Duplicate one per partnership for half of the class.



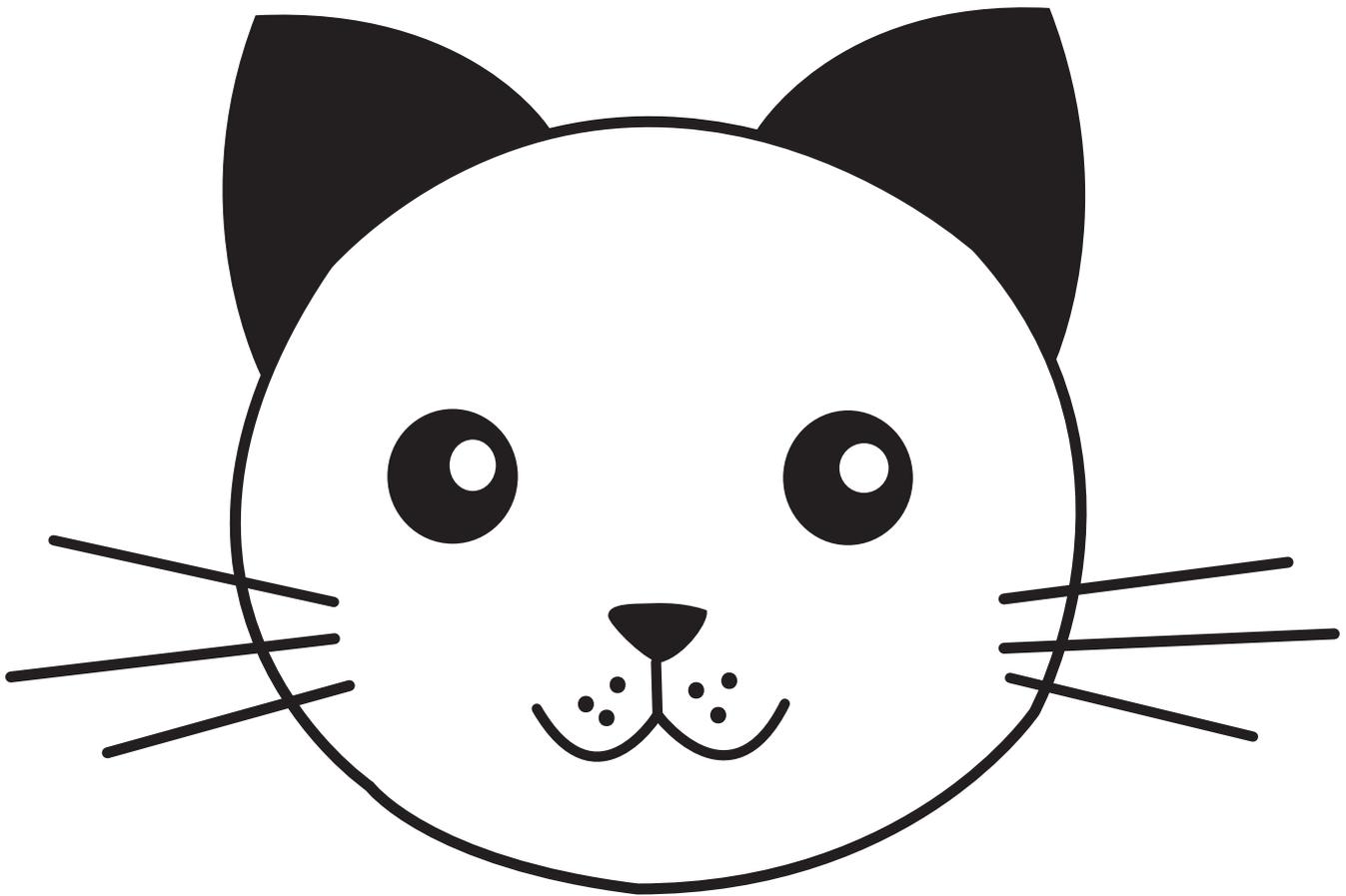
# Cat, Dog, and Bird Pictures

Duplicate one per student.



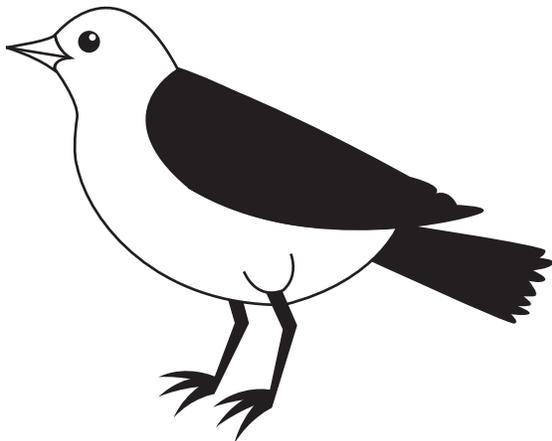
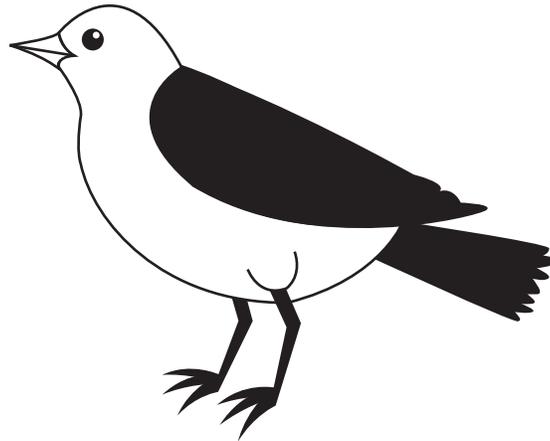
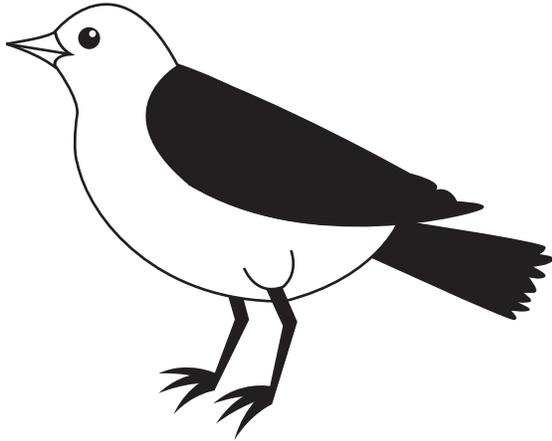
# Cat, Dog, and Bird Pictures

Duplicate one per student.



# Cat, Dog, and Bird Pictures

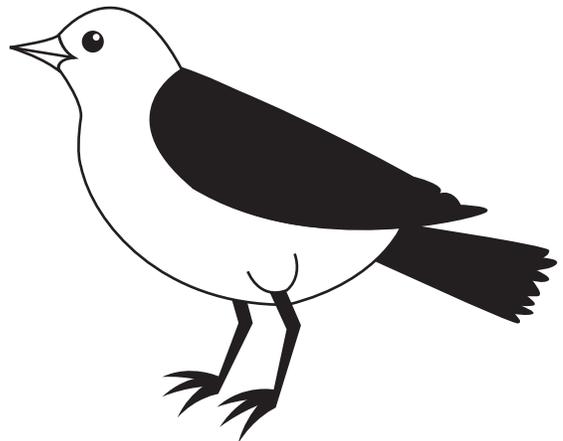
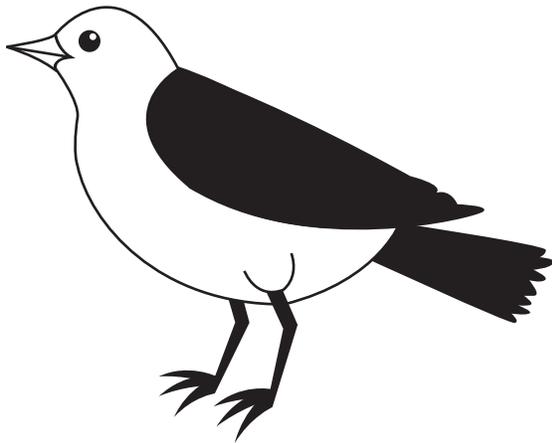
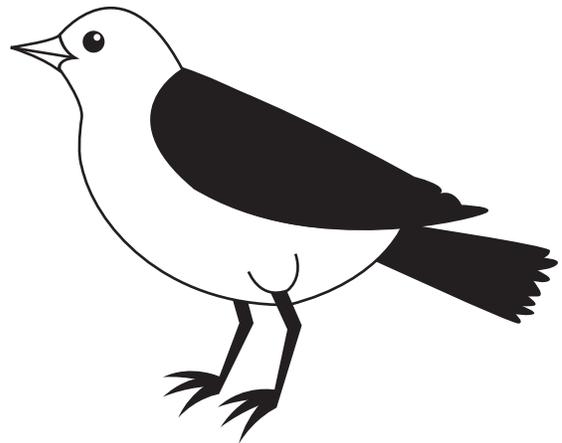
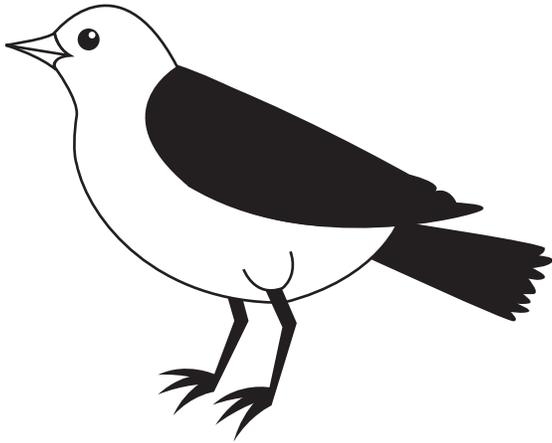
Duplicate one per student.



(3 of 4)

# Cat, Dog, and Bird Pictures

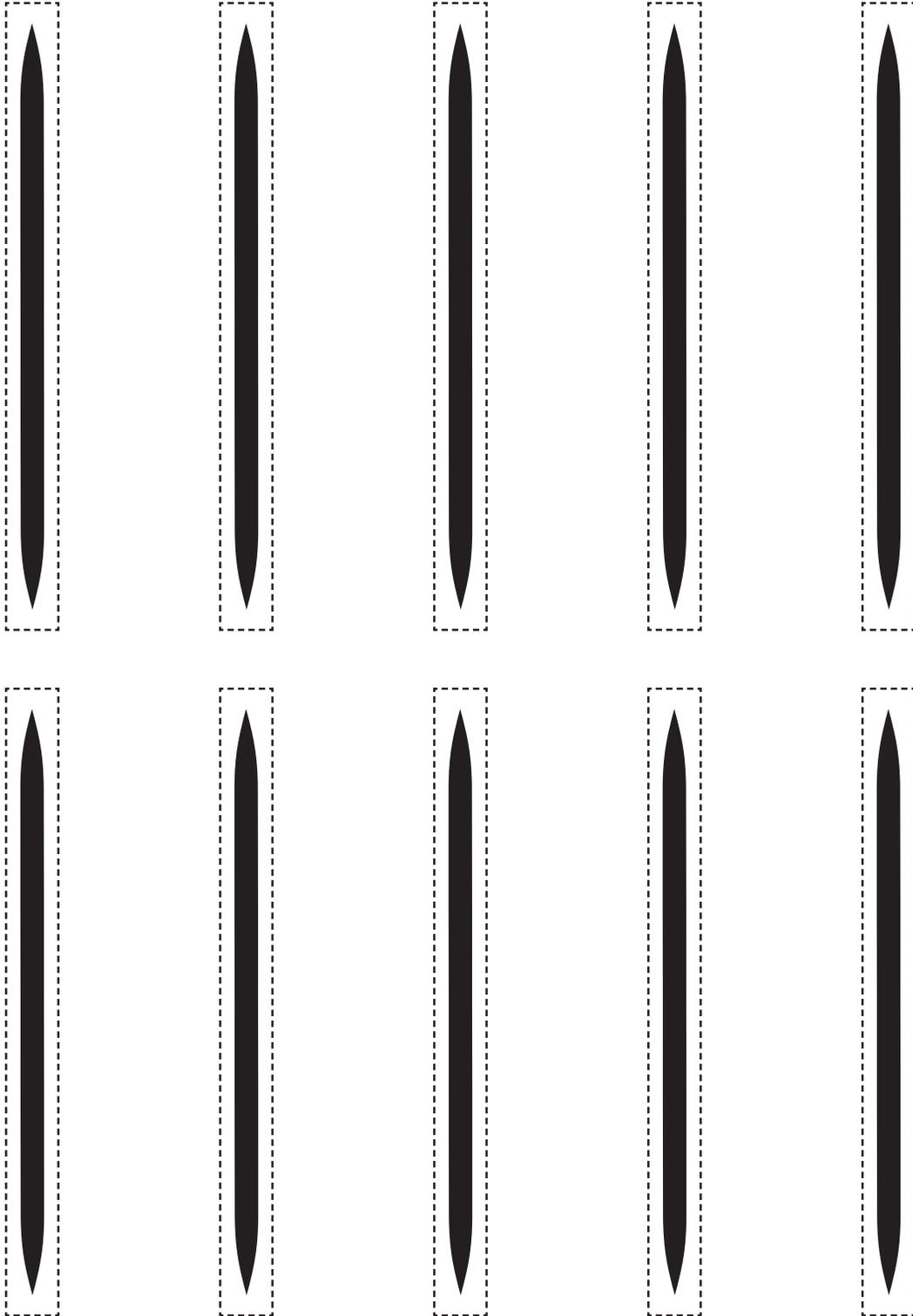
Duplicate one per student.



(4 of 4)

# Whiskers and Feathers

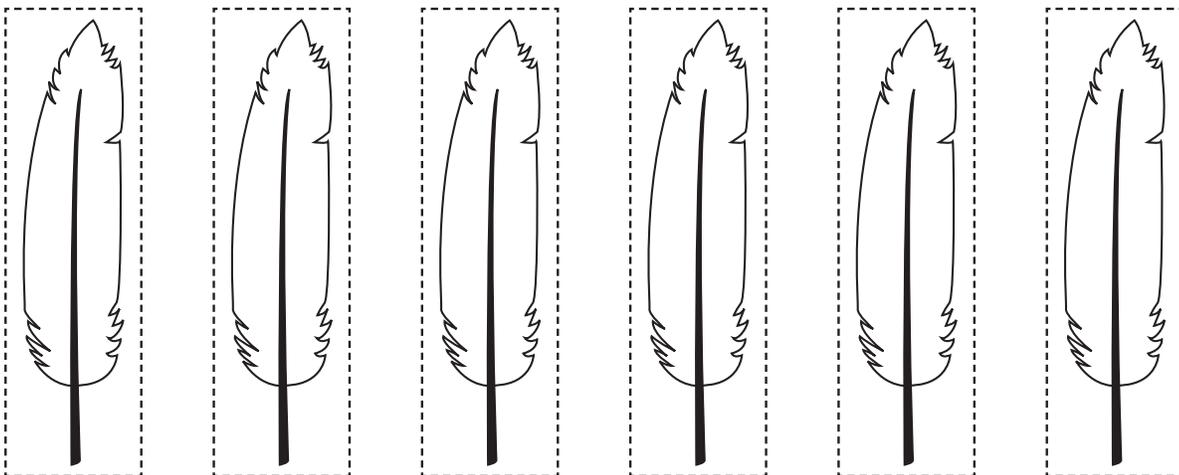
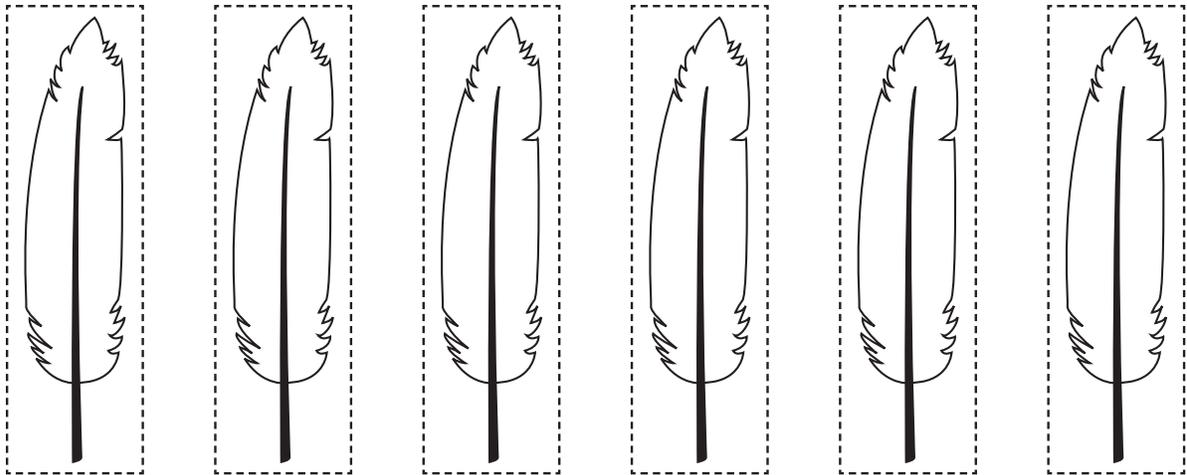
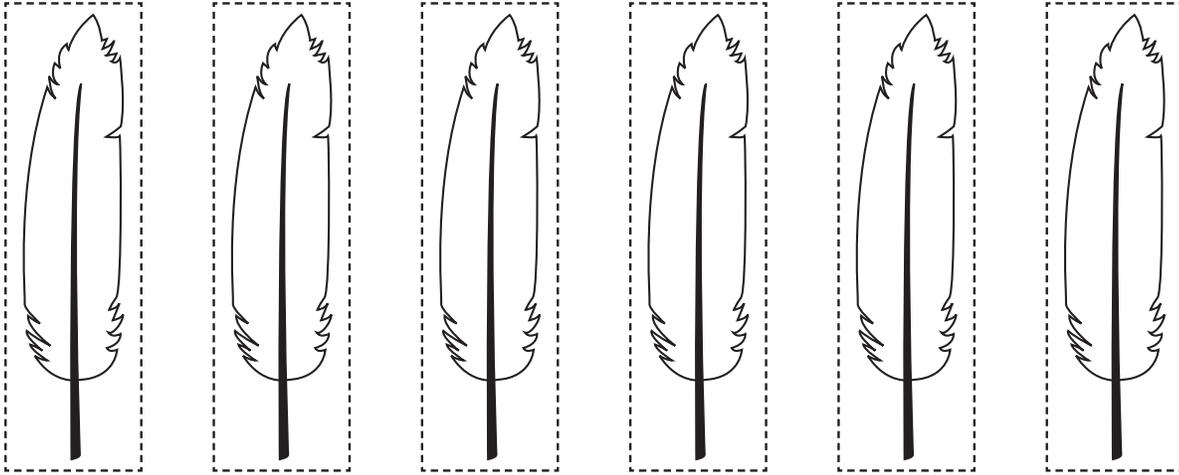
Duplicate one per student.



(1 of 2)

# Whiskers and Feathers

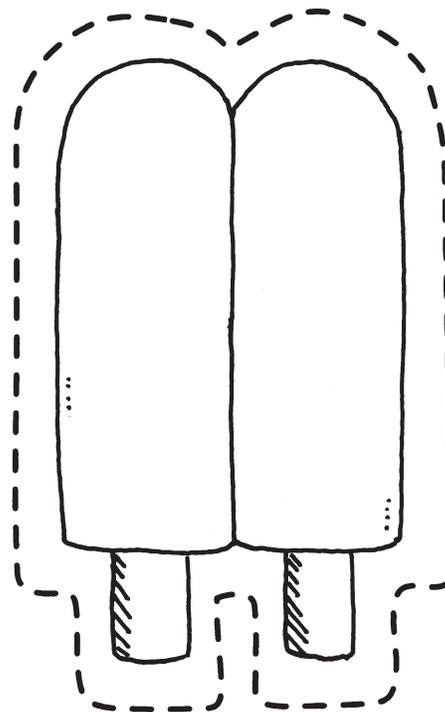
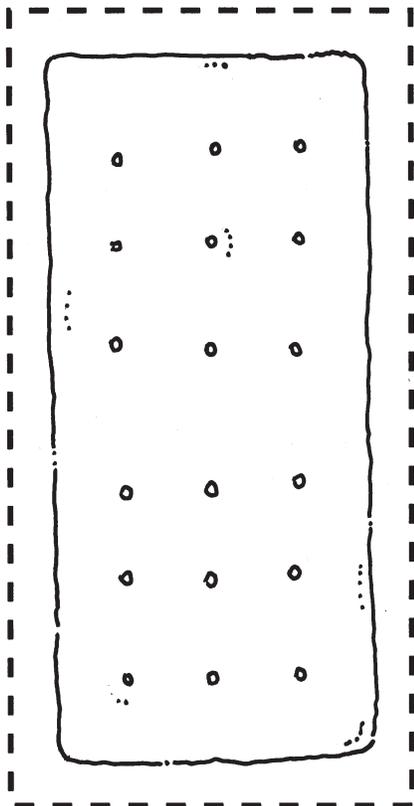
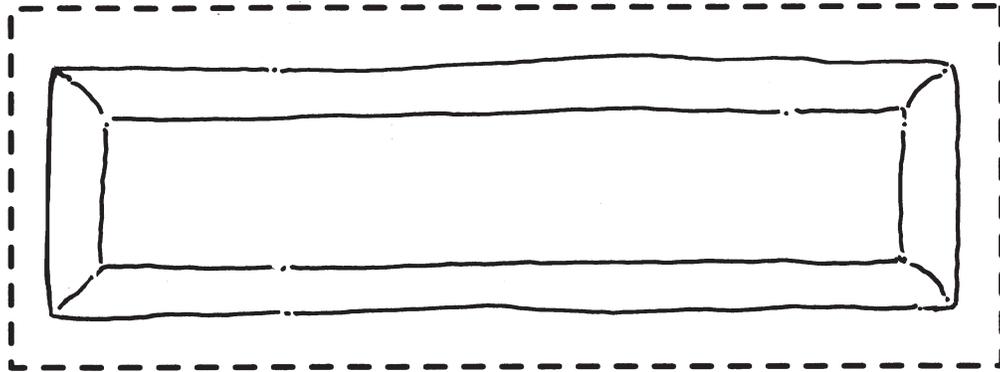
Duplicate one per student.



(2 of 2)

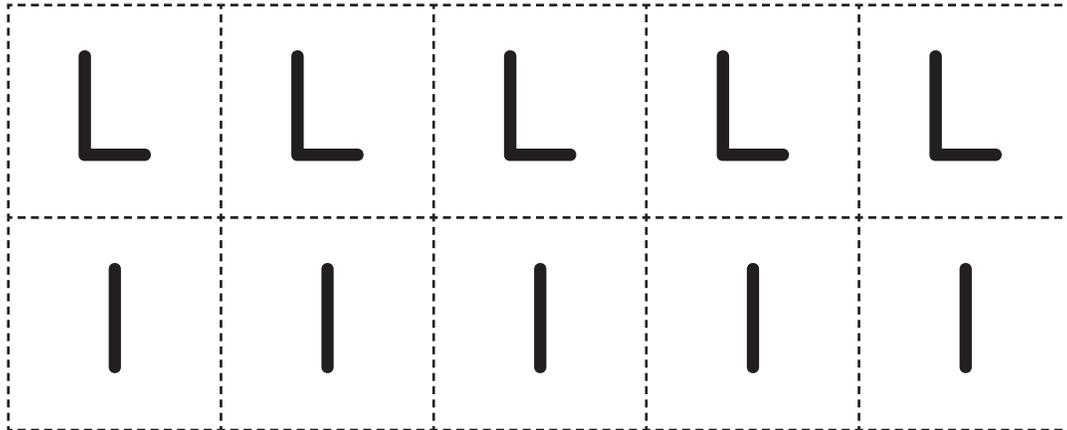
# Finding Halves

Duplicate one per partnership. Cut apart.



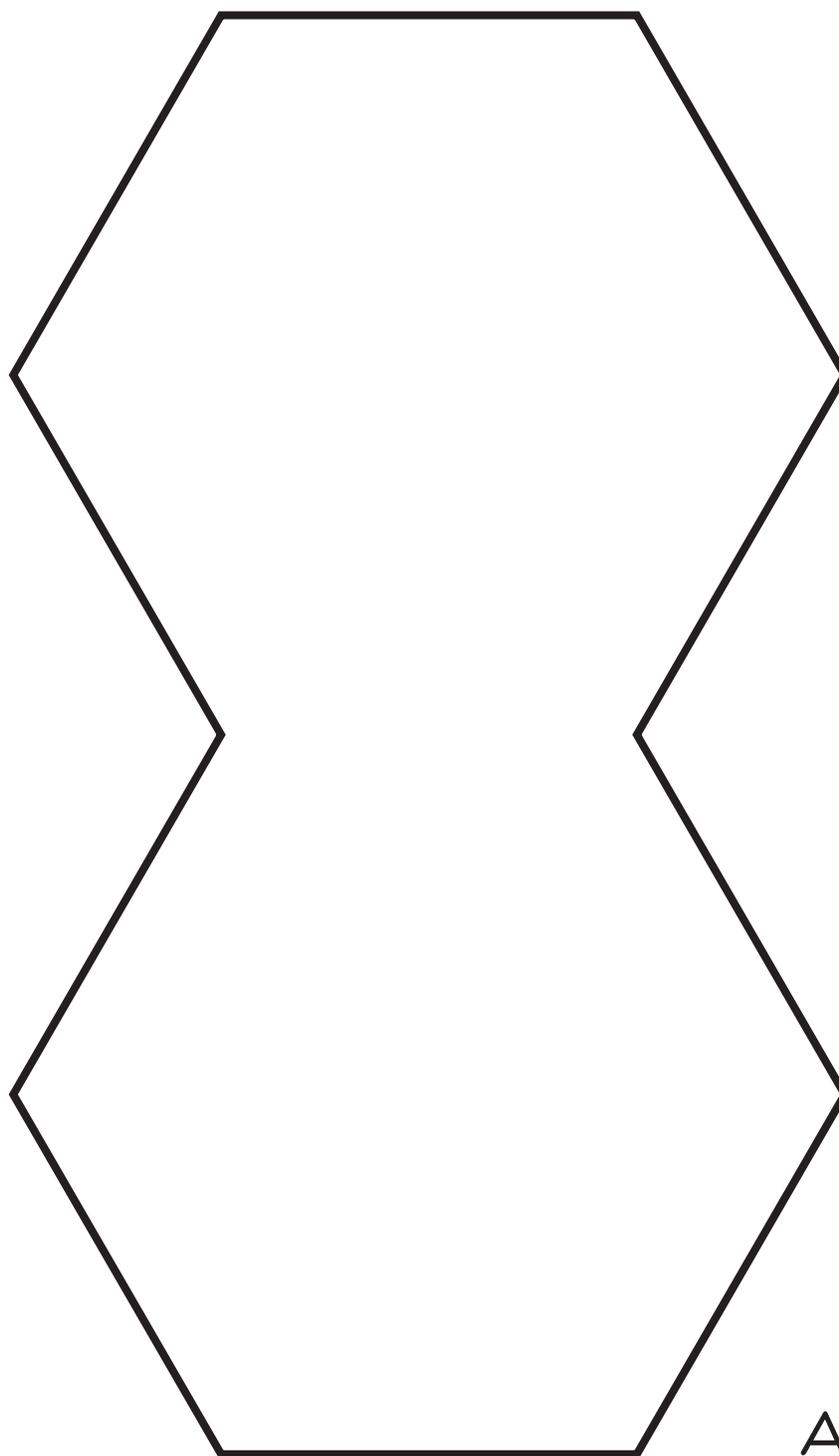
# Letter Tiles

Duplicate, and cut apart.



# Pattern Block Puzzle Pieces

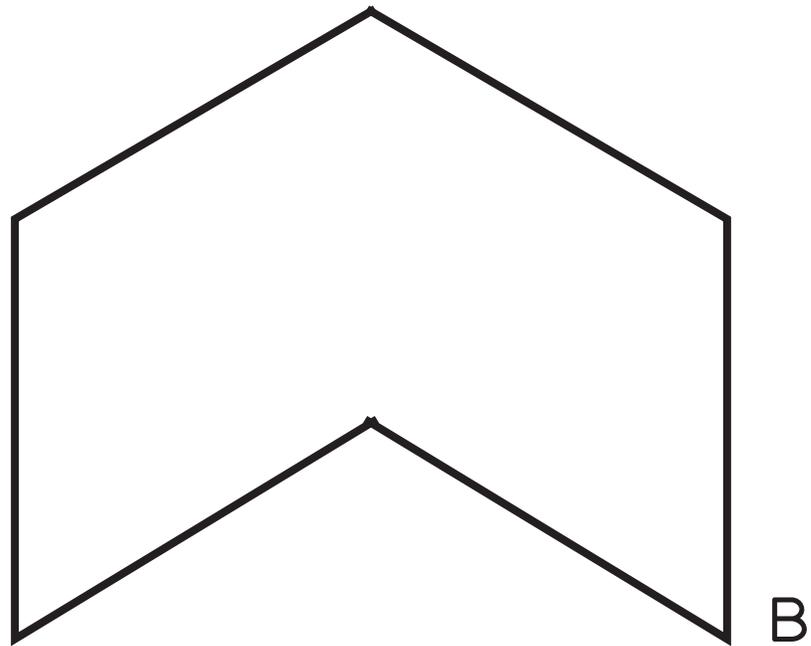
Cut out one of each Pattern Block Puzzle for teacher.



(1 of 3)

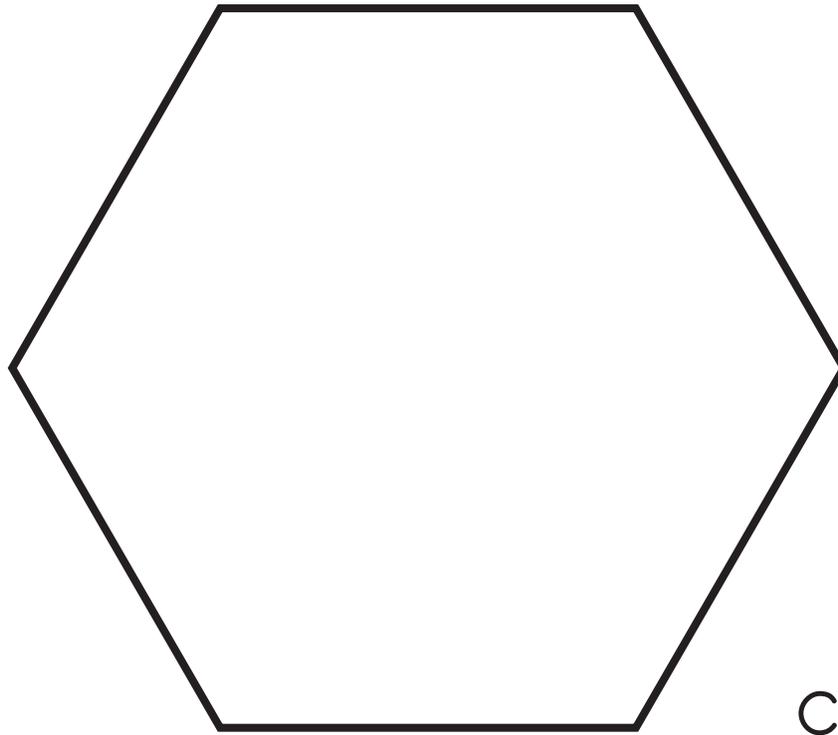
# Pattern Block Puzzle Pieces

Cut out one of each Pattern Block Puzzle for teacher.



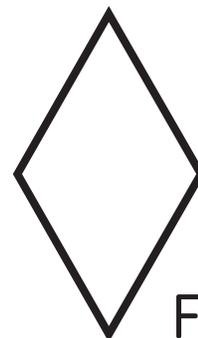
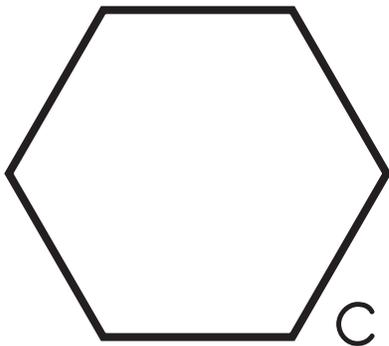
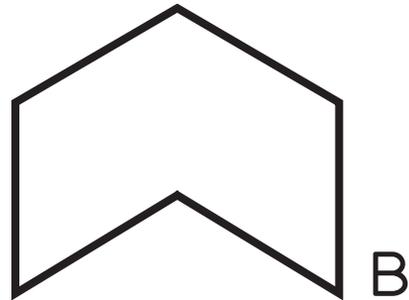
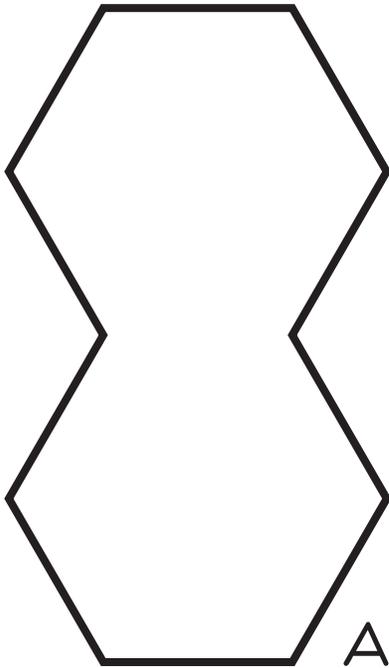
# Pattern Block Puzzle Pieces

Cut out one of each Pattern Block Puzzle for teacher.



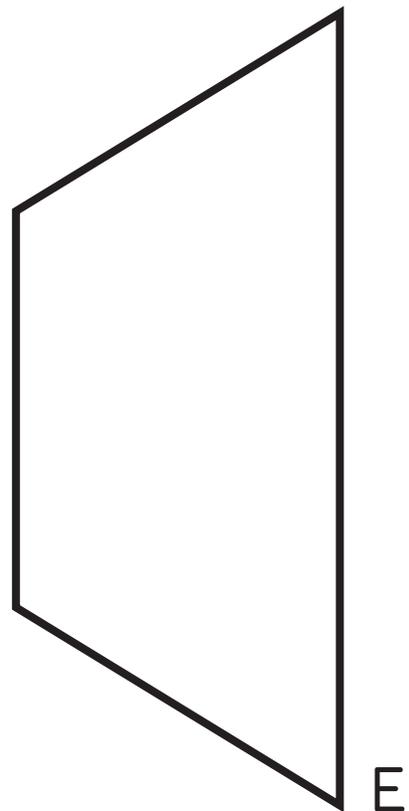
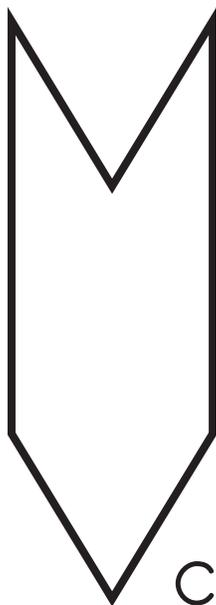
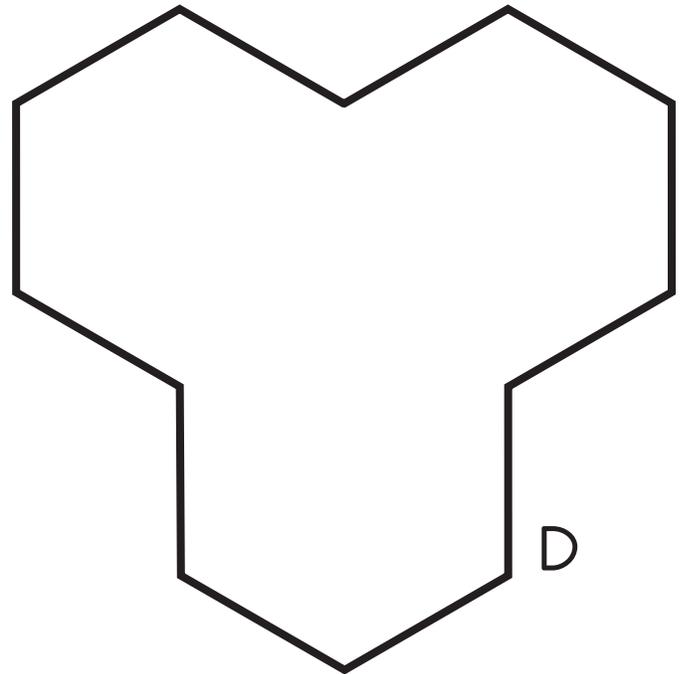
# Pattern Block Puzzles

Make one copy for each student.



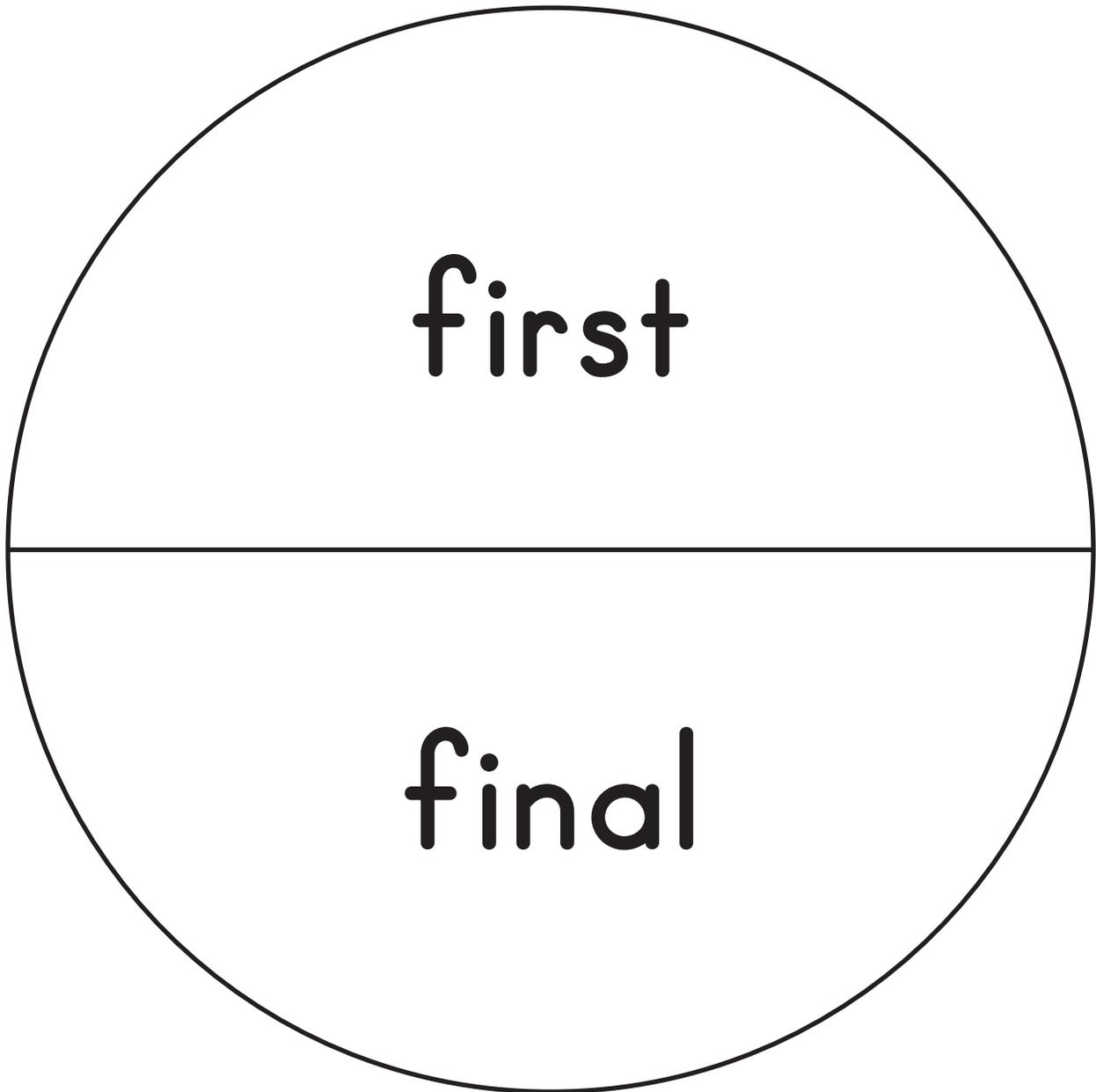
# More Pattern Block Puzzles

Make one copy for each student.



# First or Final Spinner

Make one copy. Tape overhead spinner to center.



# What Time of Day?

Duplicate one of each on card stock (if available), color, and laminate.



# What Time of Day?

Duplicate one of each on card stock (if available), color, and laminate.



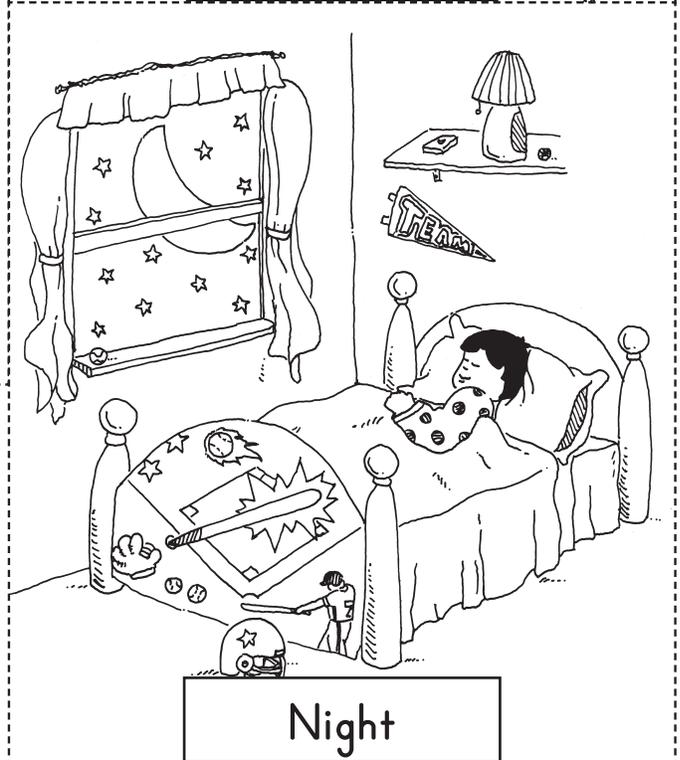
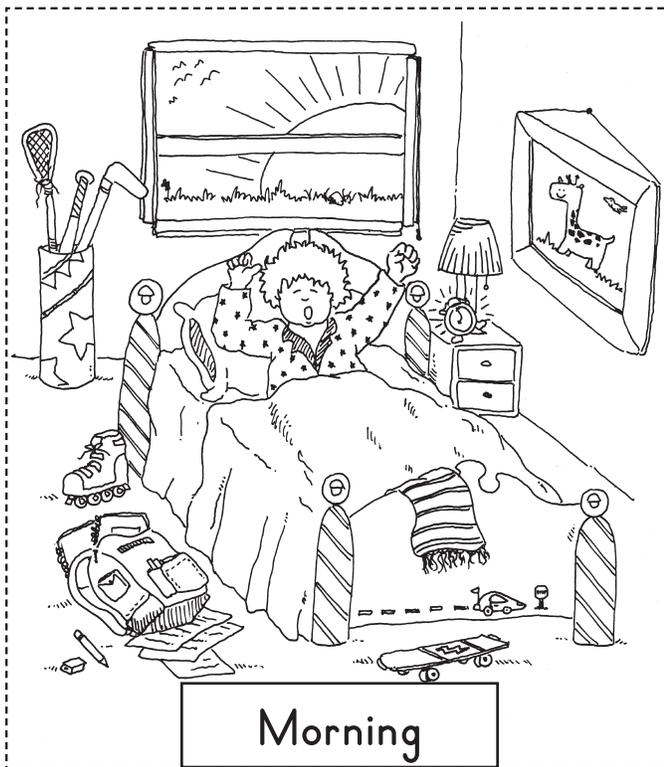
# What Time of Day?

Duplicate one of each on card stock (if available), color, and laminate.



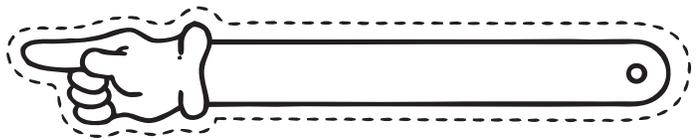
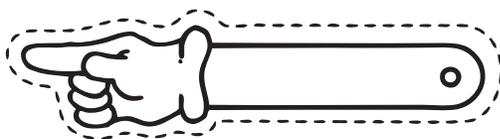
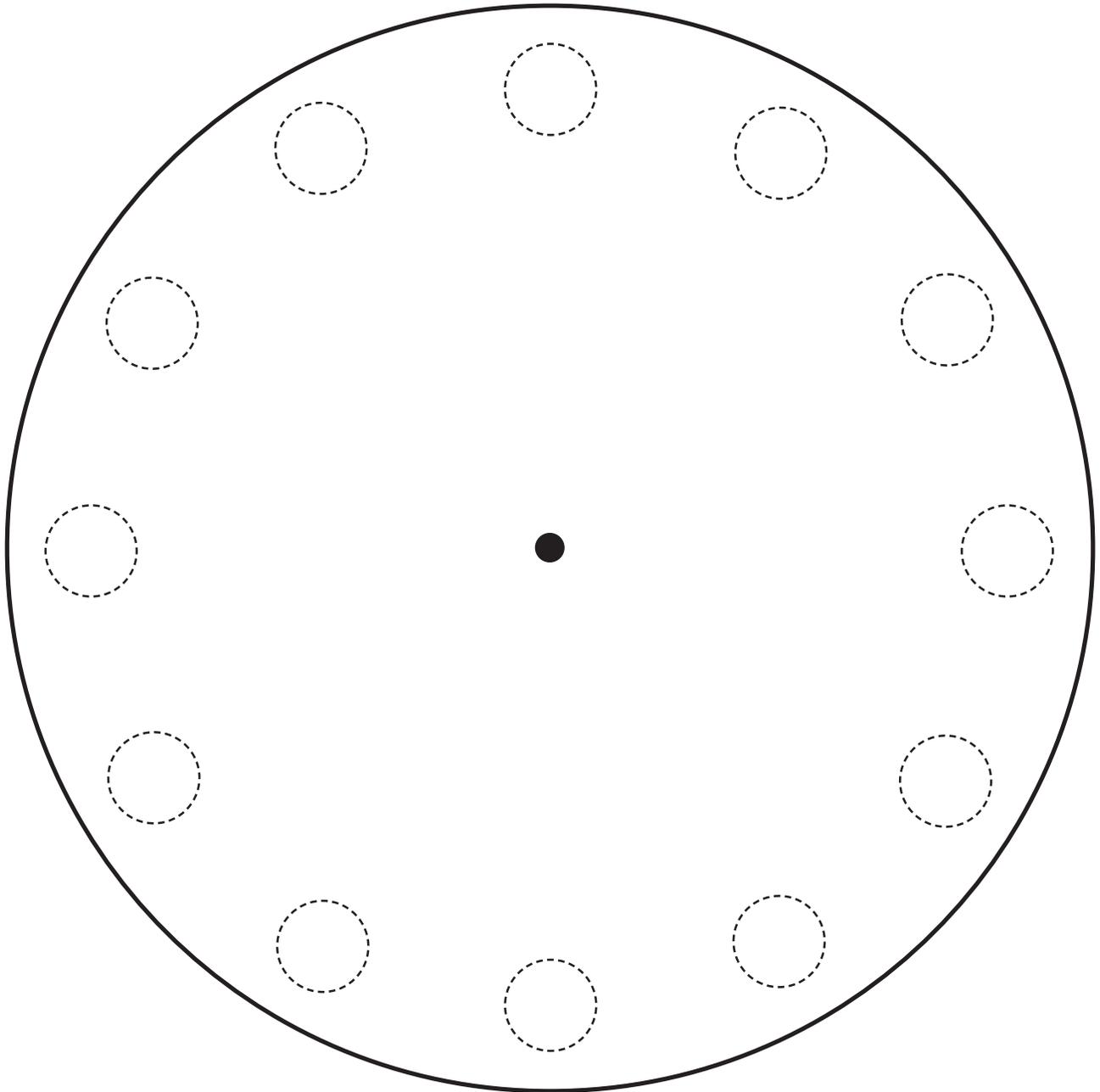
# Time of Day Cards

Duplicate one per partnership. Cut apart. Glue or tape each onto a craft stick.



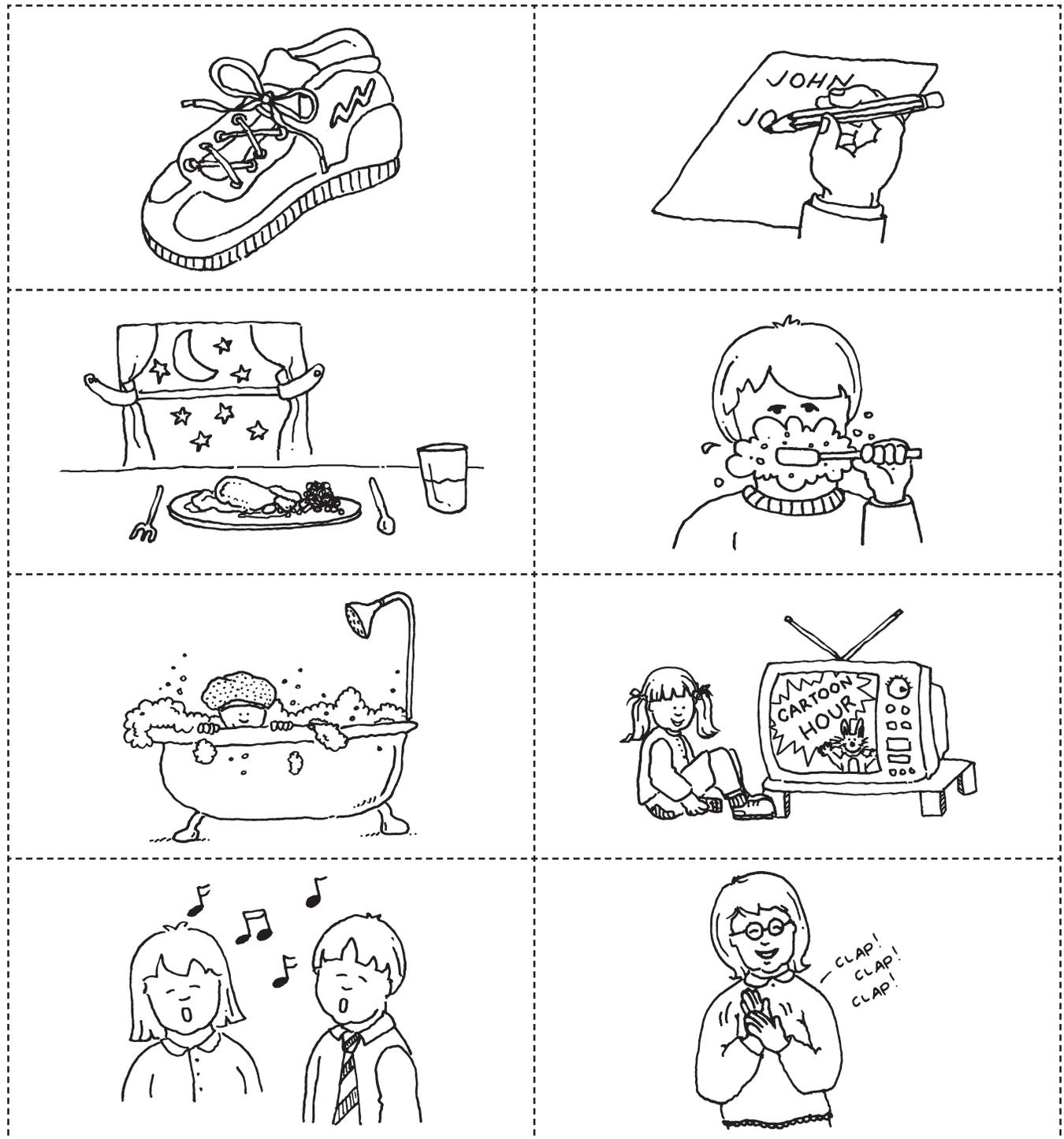
# Clock and Hands

Duplicate on card stock, one per student.



# Compare Time Cards

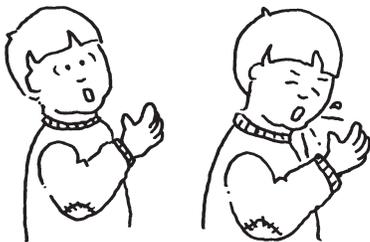
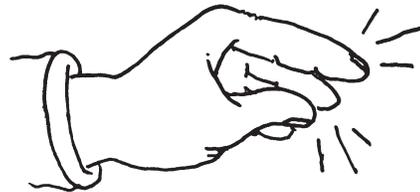
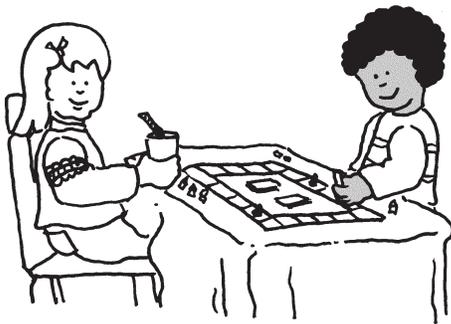
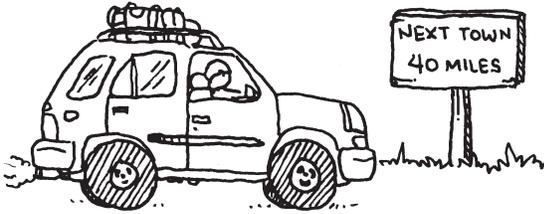
Duplicate one per partnership on card stock. Cut apart.



(1 of 2)

# Compare Time Cards

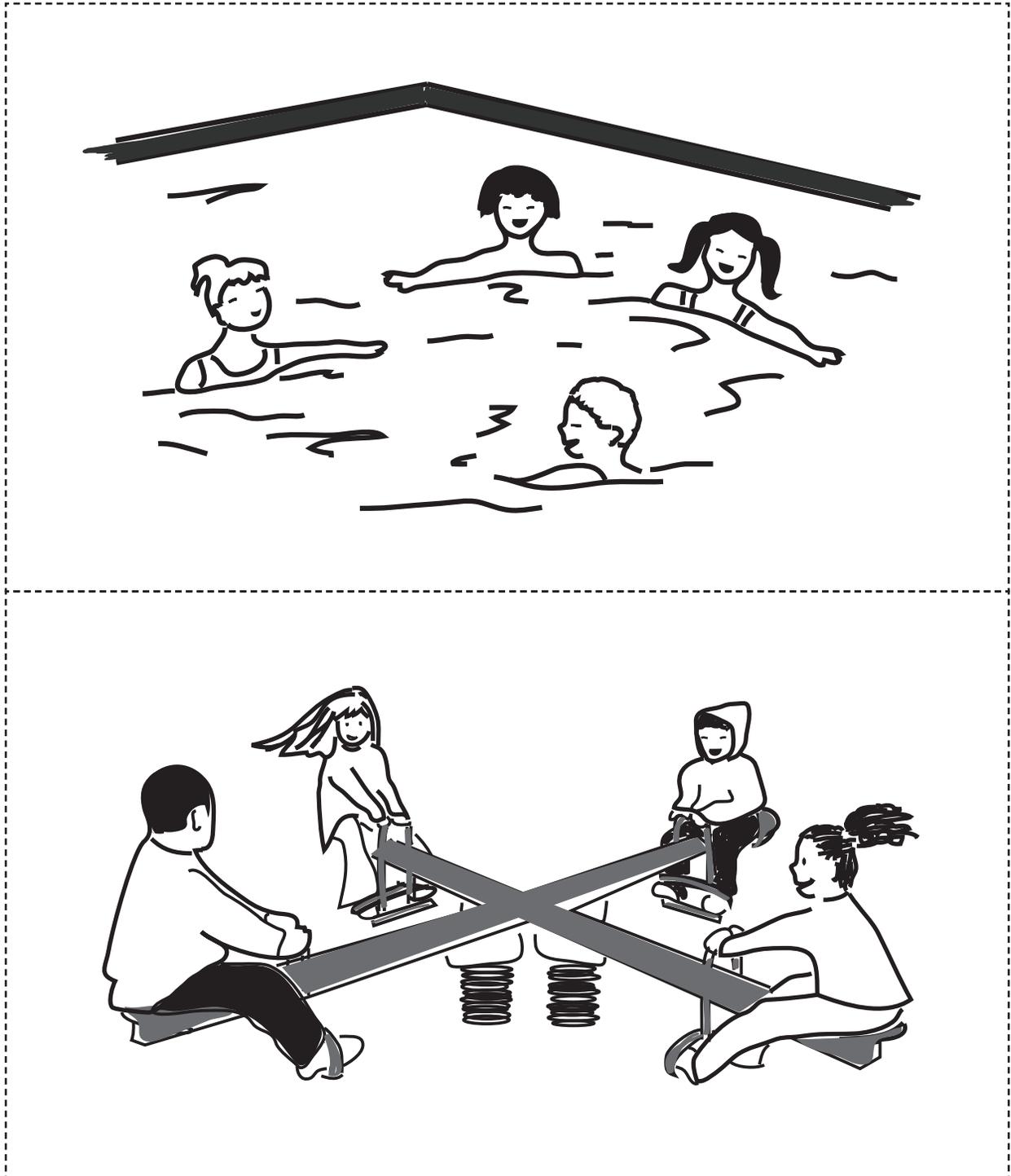
Duplicate one per partnership on card stock. Cut apart.



(2 of 2)

# Including Everyone Activity Cards

Make enough copies for each group of students to have one card.



(1 of 2)

# Including Everyone Activity Cards

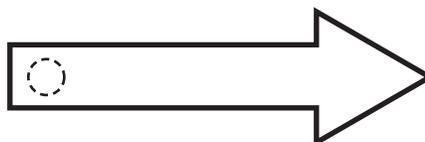
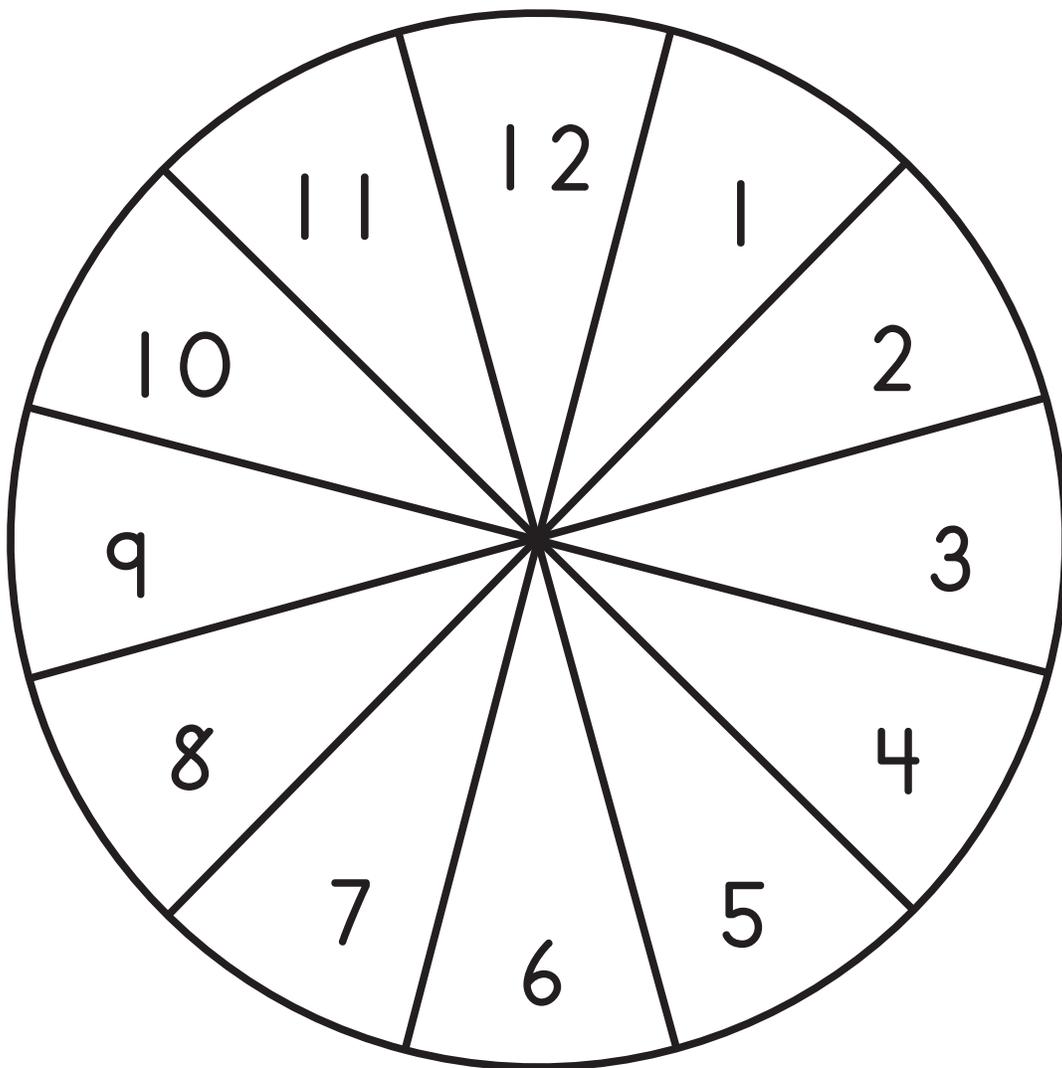
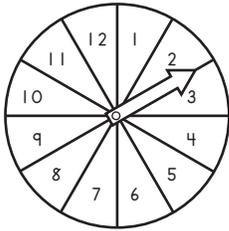
Make enough copies for each group of students to have one card.



(2 of 2)

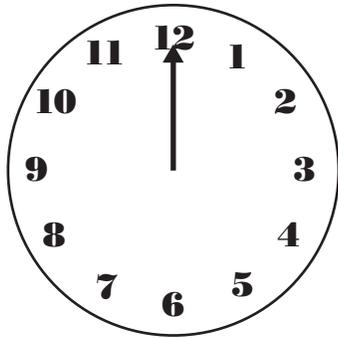
# Clock Spin

Duplicate one per partnership. Cut out arrow spinners, and attach to center of 9–12 Spinner with a brass fastener.

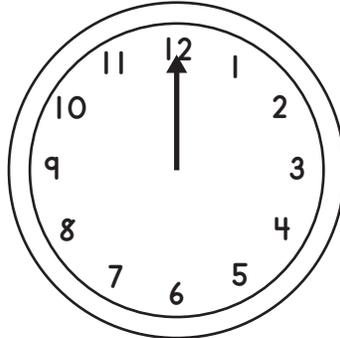


# Time to the Hour

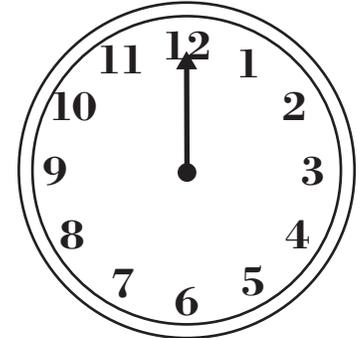
Copy one per partnership.



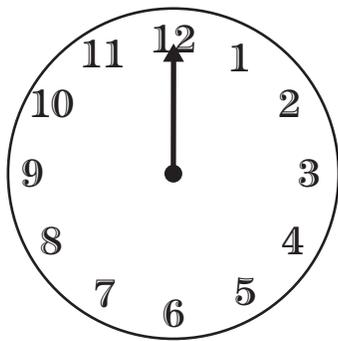
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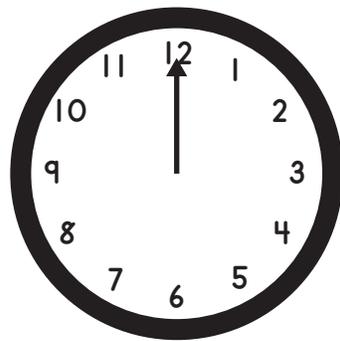
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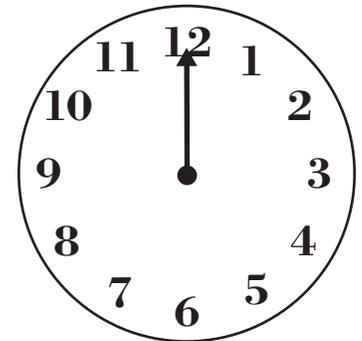
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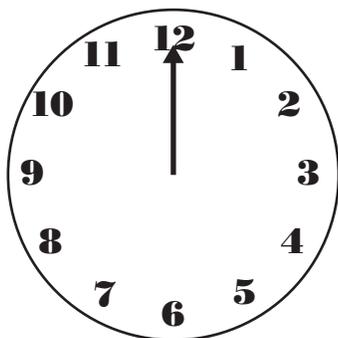
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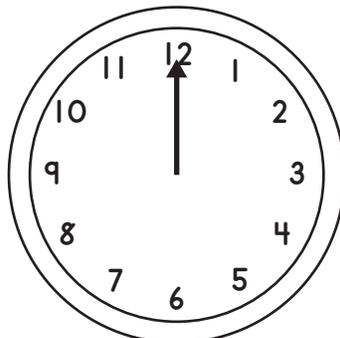
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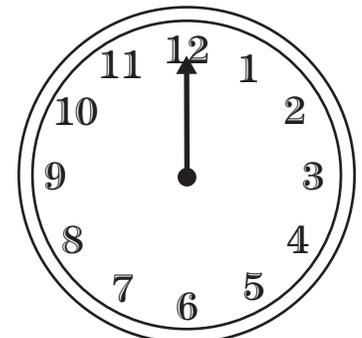
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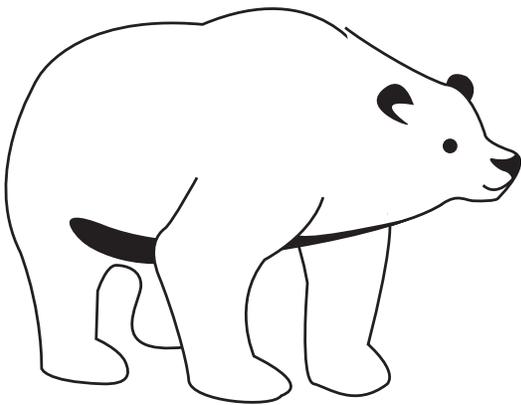


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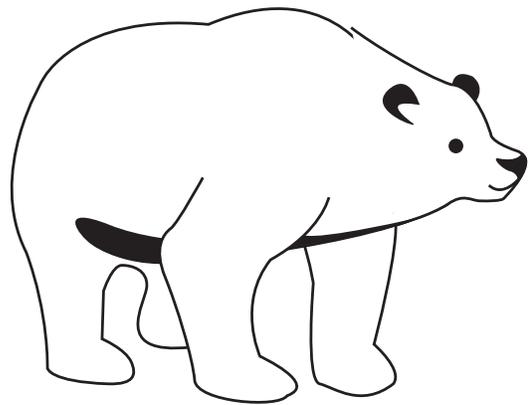
# Habitat/Animal Cards

Duplicate one copy, color, and cut apart.

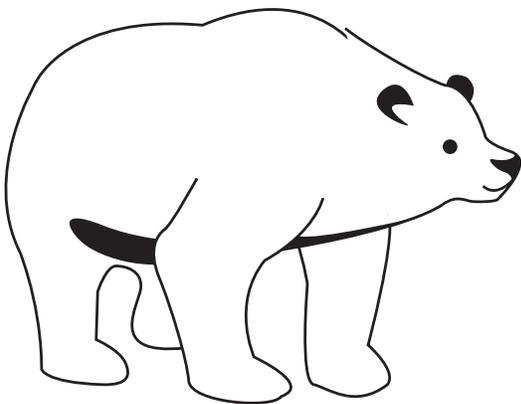
Bear



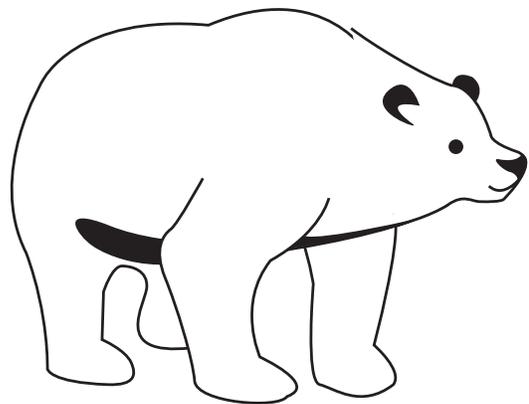
Bear



Bear



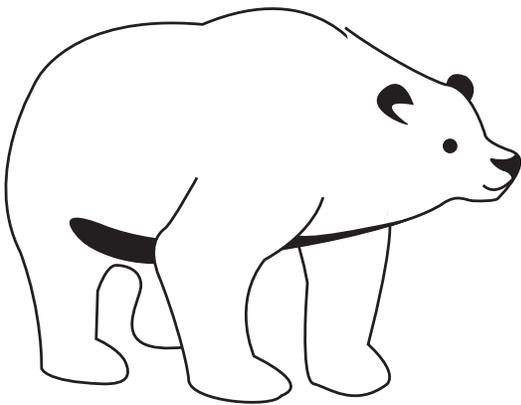
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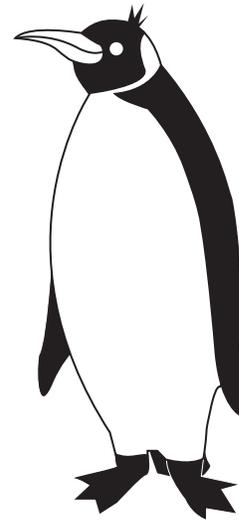
# Habitat/Animal Cards

Duplicate one copy, color, and cut apart.

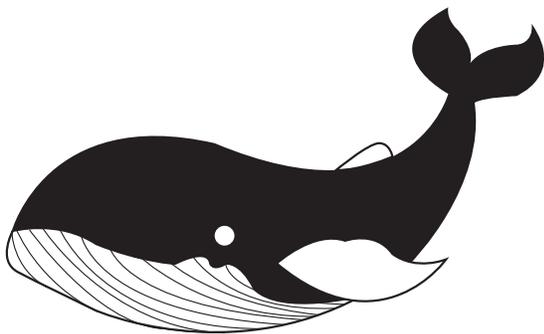
Bear



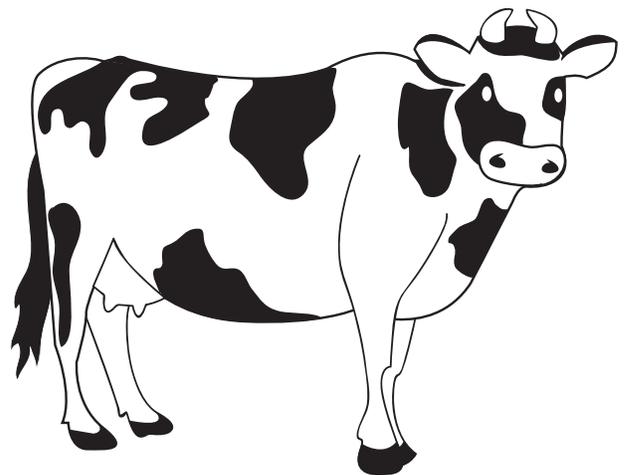
Penguin



Whale



Cow

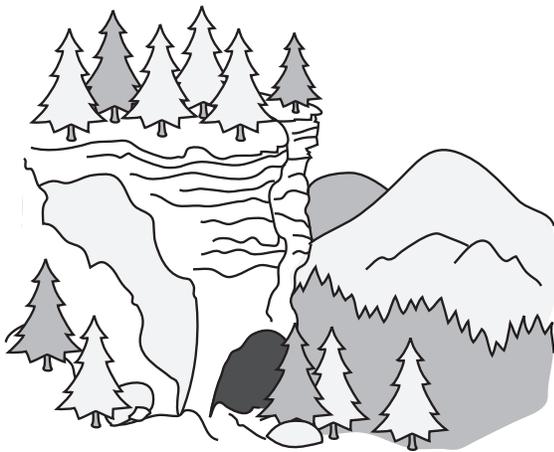


(2 of 3)

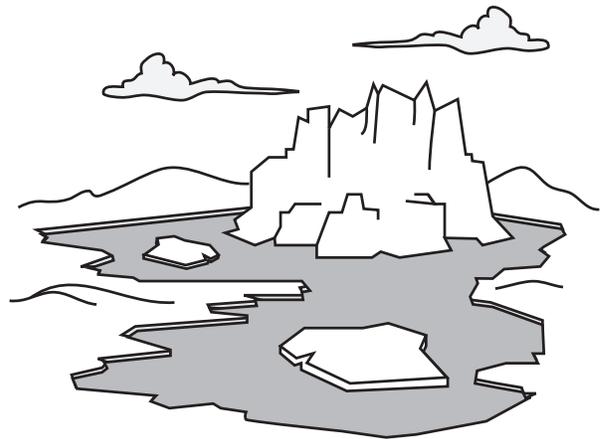
# Habitat/Animal Cards

Duplicate one copy, color, and cut apart.

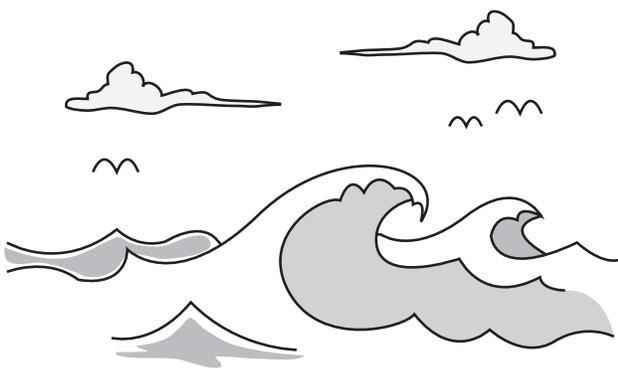
Forest



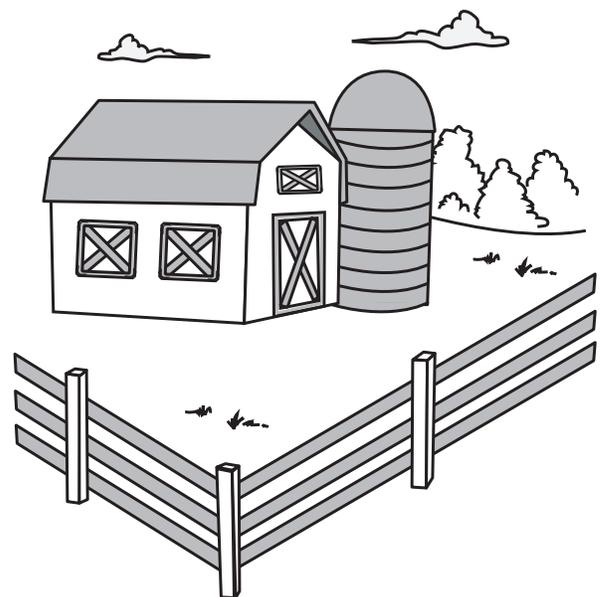
Antarctica



Ocean



Farm



# Clocks

Duplicate one set per partnership on card stock, and cut apart.

1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

(1 of 3)

# Clocks

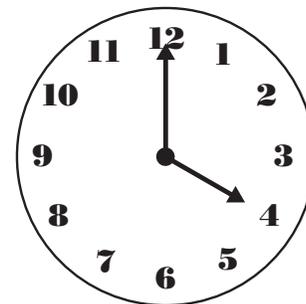
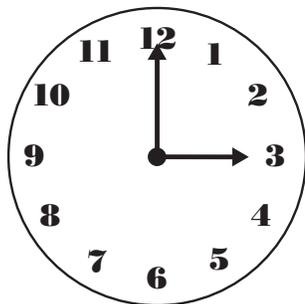
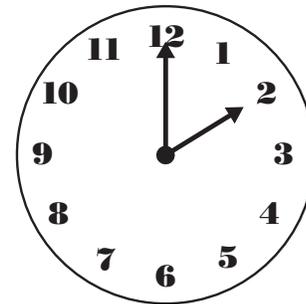
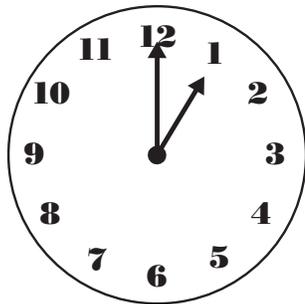
Duplicate one set per partnership on card stock, and cut apart.

9:00

10:00

11:00

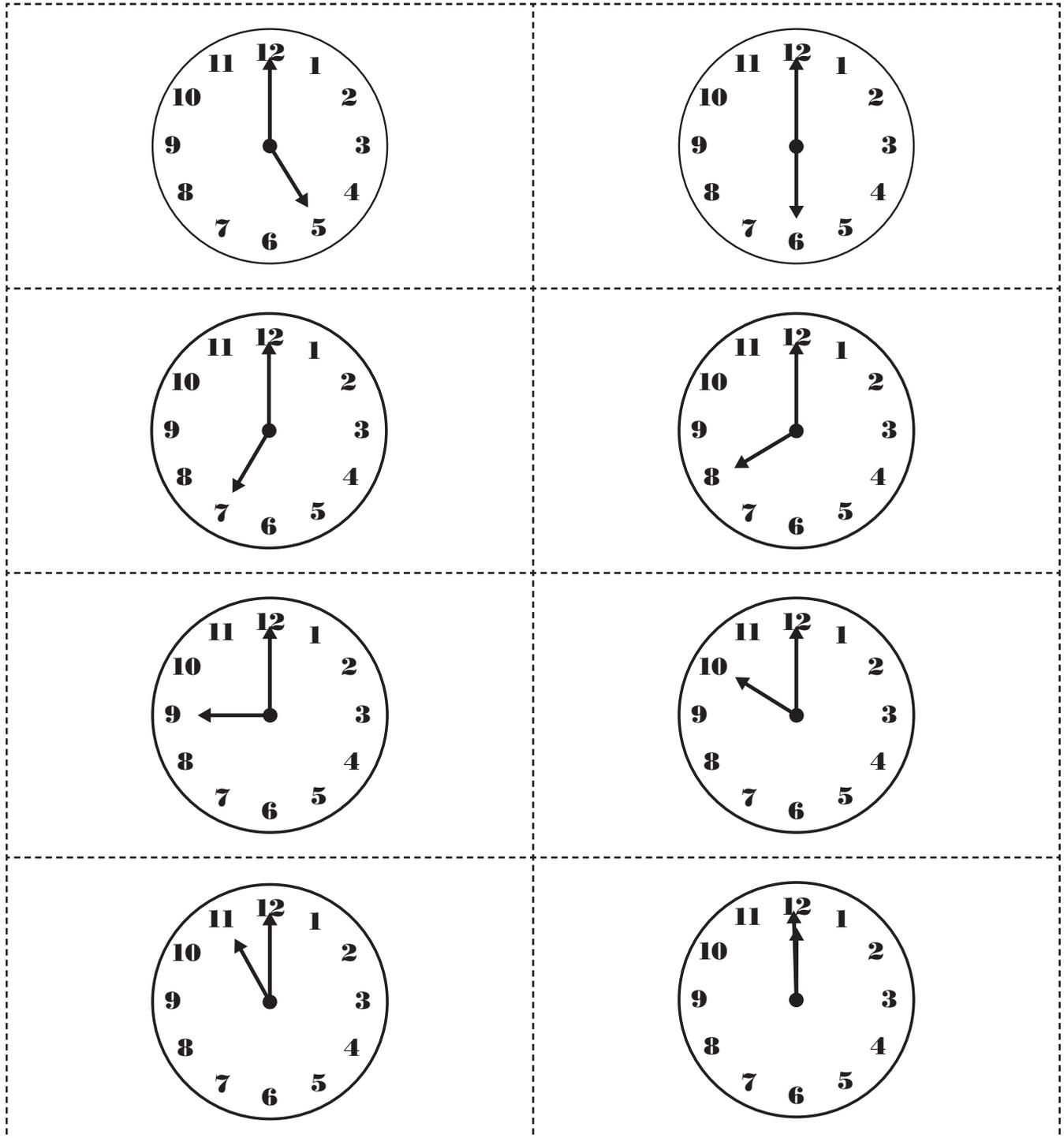
12:00



(2 of 3)

# Clocks

Duplicate one set per partnership on card stock, and cut apart.



(3 of 3)

## Dear Family,

Most children love animals. In the unit *Fur & Feathers*, your child will build on that love and on what he or she learned about animals in *Buggy About Spring* and *City Gardens & Country Farms*. The unit will begin with a focus on pets and how to care for them and will expand to learning the characteristics of mammals and birds.

This unit focuses on major concepts regarding animals that include:

- Pets need special care.
- Mammals have backbones and hair, and they breathe air.
- Mammals give live birth and feed milk to their young.
- Birds and mammals have different characteristics.
- Each animal species has a habitat that best suits its needs.

Activities throughout the unit reinforce these concepts. Your child might help to build an animal habitat or a zoo in the blocks lab. In the art lab, your child might work on a group art project in which the children draw or paint wild animals in their environments or draw or paint portraits of the children's own pets and themselves caring for those animals. In the dramatic play lab, your child can work in a pretend zoo or animal hospital as he or she comes to understand that animals need to be cared for just as people do. As your child retells the story *Annie and the Wild Animals* in the classroom library lab, he or she will see why some animals make good pets, while others are better left in the wild. During the first week, the children will learn the poem "Best Pet Yet," which may start an interesting conversation about pets.

How can you help?

As with each unit, continue to share a book with your child each day. Remember to watch the Home Link show online with your child, and talk with him or her about school to reinforce the reading, math, and other skills that he or she is learning. Also, please sign and return the Read & Respond bookmark.

## Estimada familia:

La mayoría de los niños aman a los animales. En la unidad *Fur & Feathers (Piel y plumas)*, su niño se basará en que el amor y lo que aprendió acerca de los animales en *Buggy About Spring y City Gardens & Country Farms (Jardines de ciudad & granjas del campo)*. La unidad comenzará con un enfoque en las mascotas y cómo cuidar de ellos. Entonces, la unidad le enseñará las características de los mamíferos y las aves.

Esta unidad se centra en los conceptos principales relacionados con los animales, que incluyen:

- Las mascotas necesitan cuidados especiales.
- Los mamíferos tienen espinas dorsales y el pelo, y que respiran aire.
- Los mamíferos son vivíparos y se alimentan la leche a sus crías.
- Las aves y los mamíferos tienen características diferentes.
- Para cada especie animal, no es un hábitat que mejor se adapte a sus necesidades.

Actividades en la unidad refuerzan estos conceptos. Su niño podría ayudar a construir un hábitat de animal o un zoológico en el laboratorio de bloques. En el laboratorio de arte, su niño podría dibujar o pintar animales salvajes en su medio ambiente, o sus propias mascotas de los niños, o ellos mismos cuidando de los animales. En el laboratorio de juego dramático, su niño puede trabajar en un zoológico o hospital de animales él aprende que los animales necesitan ser cuidados al igual que la gente hace. A medida que su niño recuenta la historia de *Annie and the Wild Animals (Annie y los animales salvajes)* en el laboratorio de biblioteca, verá por qué algunos animales son buenas mascotas y otros se quedan mejor en el medio silvestre. Durante la primera semana, los niños aprenderán el poema “Best Pet Yet” (“La mejor mascota todavía”), lo que puede iniciar una interesante conversación acerca de los animales domésticos.

¿Como puedes ayudar?

Al igual que con cada unidad, continua a compartir un libro con su niño cada día. Recuerde que para ver el programa Home Link online con su niño, y hable con él de la escuela para reforzar la lectura, matemáticas y otras habilidades que está aprendiendo. También, por favor firme y devuelva el marcador de Lectura y responder.





