

A theme guide for kindergarten | Unit 15

Water Wonders



KinderCorner
2nd Edition
PLUS

***KinderCorner 2nd Edition Plus Theme Guide:
Unit 15***

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pitney bowes  



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Why *Water Wonders*?

Most children have loved water since they were babies. They are fascinated by water spiraling down as the toilet flushes, they love to splash in the tub, and you can always count on them to jump into the biggest puddles they can find. No matter what form it takes, water has always attracted the interest of young children. *Water Wonders* focuses on some of the basic characteristics and uses of water as it reinforces an understanding of the water cycle, which was introduced in *Winter Weatherland*. Students' thirst for knowledge about water will be quenched as they explore in the labs and make discoveries about the different forms that water can take.

Students will extend their knowledge of animals by exploring creatures that inhabit the water, particularly fish. They will discover how these creatures are similar to and different from people and other animals that students have studied previously. During the first part of the unit, students will learn about fish as pets and fish in the wild. They will explore the habitats of sea life and begin to learn about the food chain as it relates to the undersea world.

As the unit continues, students will develop an understanding of the importance of water to all living things. They will identify the many purposes of water. They will learn about water in their larger environment as it recycles from Earth's surface to the atmosphere and back again. And students will begin to understand the importance of caring for their planet's most wondrous natural element. The theme of caring for our planet and its resources will carry over to the following unit, *Earth Day Is Every Day*. Be sure to check the appendix for a note that will help you in preparing to implement unit 16.

Water Wonders *daily focus*

- Fish owners need to be knowledgeable about fish to care for them properly.
- Specialized anatomy allows fish to live in water.
- There are a variety of sizes, shapes, and colors among fish species.
- Fish and other creatures live in bodies of water all over the world.
- Fish are a vital link in the food chain.
- All living things need water.
- Water is used in many ways to sustain life and to do tasks.
- Water is found in one of three states: liquid, solid, or vapor.
- Water cycles naturally from Earth's surface to the atmosphere as vapor and then falls back to Earth again as precipitation.
- We have the ability and the important responsibility to care for water.

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.

Cognitive Domain

Students will:

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

Emotional/Personal Domain

Students will:

- demonstrate interest in classroom activities.
- persist in completing a challenging task.
- connect consequences to actions.

Language/Literacy Domain

Students will:

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

Mathematical Domain

Students will:

- construct a number line.
- identify the numbers before and after a selected number on a number line.
- identify missing numbers on a number line.
- count on from a given number.
- count back from a given number.
- count on and count back on a number line.
- solve problems.

Social Studies Domain

Students will:

- dramatize buying, selling, and manufacturing.
- begin to understand how society causes environmental changes.

Science Domain

Students will:

- ask science-related questions.
- predict outcomes.
- identify selected animals by known characteristics.
- expand their knowledge of the basic environmental and nutritional needs of animals.
- begin to develop a basic understanding of the properties of objects and materials (e.g., solids, liquids, and gasses).
- conduct organized experiments.
- collect, describe, and record information.

Interpersonal Domain

Students will:

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

Physical Domain

Students will:

- coordinate their eye-hand movements.
- engage in gross-motor activities, such as running and jumping forward, backward, and sideways, with control and coordination.

Vocabulary

Background Words			
Sea Animals	Fishing	Forms of Water	Readles
clam coral crab goldfish octopus plankton species tail	bait	liquid	cage
	hooks	solid	corn
	net	steam	cows
	Water Environments	vapor	flew
	beach	General	garden
cave	exhale	happy	
gutter	feature	hive	
ocean	filter	house	
river	healthy	radishes	
seashore	litter	sandwiches	
surface	skeleton	sheep	

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	
absorb	fish
aquarium	fresh water
bathe	gills
boil	pollute
camouflaged	repel
cycle	salt water
evaporate	seafood
fins	

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

Math Words
backward
count back
count on
forward
number line

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



STaR Words
broad
distant
drench
faint
gigantic
relax
skims
streams
surge
tide
twitchy

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

Peek at the Week 1

Lesson Component	Day 1	Day 2
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Including others Play a focus Brain Game.	Skill lesson: empathy
 Theme Exploration	Discuss what fish owners need to know to take care of their pets. Set up a classroom fishbowl.	Read <i>Creature Features: Fish</i> . Discuss fish anatomy.
 Rhyme Time	"Five Little Crabs" Identify initial and final sounds.	"Five Little Crabs" Blend sounds to make words.
 StAR	<i>Mr. Putter & Tabby Feed the Fish</i> Focus: questioning	<i>Mr. Putter & Tabby Feed the Fish</i> Retell: dramatization (puppets)
 Dramatic Play Lab	Housekeeping: Role-play in a home setting.	Going Fishing: Pretend to go fishing in a stream.
 Blocks Lab	Aquarium Store: Build small and large aquariums.	Aquarium Store
 Art Lab	Under-the-Sea Group Art Project: Create an underwater ocean scene.	Under-the-Sea Group Art Project
 Classroom Library Lab	Free Reading: Explore books independently or with a friend.	Water Creatures: Explore books about fish.
 Literacy Lab	Play School: Go Fish!: Play Go Fish.	Play School: Go Fish!
 Math Lab	Fish on the Line: Create a number line using fish.	Fish on the Line
 Computer/Media Lab	Free Exploration: Explore educational software, or listen to music with computers, CD players, or other digital devices.	Free Exploration
 Sand/Water Lab	Free Exploration: Explore the properties of sand and/or water by experimenting with a variety of tools.	Shells on the Beach: Find shells and other beach items buried in the sand, and match them to shapes drawn on paper.
 Science Lab	Observing Fish: Observe and draw pictures of fish in an aquarium.	Observing Fish
 Writing Lab	Free-Choice Writing: creative writing on topic of choice	Write Observations: Write observations about fish in an aquarium or bowl.
 15-Minute Math	Introduce It's Time activity.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Provide a bag of crackers for students to divide into fair shares. Play a variation of Duck, Duck, Goose.	Serve fish-shaped crackers with spread. Catch fish.
 KinderRoots	Shared Story: <i>Big Bob's Bad Day</i> Focus sound: /r/	Shared Story: <i>Big Bob's Bad Day</i> Focus sound: /r/
 Math Mysteries	Construct a number line.	Identify the numbers before and after a selected number on a number line.
 Let's Daydream	"Cats"	"The Salmon"
 Write Away	Write about how you take care of a fish.	Write about what you liked or what was interesting about the fish.
 Let's Think About It	Sequence the steps for setting up a fishbowl.	Compare fish and human anatomies using a Venn diagram.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: empathy	Empathy Play a focus Brain Game.	Class Council
Reread <i>Creature Features: Fish</i> . Discuss fish features such as size, shape, and color.	Discuss types of water on earth. Use a world map to identify areas with salt water, fresh water, cold water, and warm water.	Create a food chain.
“Five Little Crabs” Segment sounds in words.	“Five Little Crabs” Add phonemes to words.	“Five Little Crabs” Add phonemes to words.
<i>Sneakers, the Seaside Cat</i> Focus: fluency	<i>Sneakers, the Seaside Cat</i> Retell: summarization	Free Choice
Going Fishing	A Day at the Beach: Create a beach by the ocean.	A Day at the Beach
Aquarium Store	Aquarium Store	Aquarium Store
Under-the-Sea Group Art Project	Under-the-Sea Group Art Project	Under-the-Sea Group Art Project
Water Creatures	Water Creatures	Water Creatures
Play School: Go Fish!	Play School: Go Fish!	Play School: Go Fish!
Fish on the Line	Fish on the Line	Fish on the Line
Free Exploration	Free Exploration	Free Exploration
Shells on the Beach	Sand Castles: Build sand castles and other sand sculptures/structures.	Sand Castles
Observing Fish	Observing Fish	Observing Fish
Write Observations	Write Observations	Write Observations
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve a picnic snack. Play Hide and Seek.	Serve tuna sandwiches. Play group games.	Serve oyster crackers. Play Crab Tag.
Shared Story: <i>Big Bob’s Bad Day</i> Focus sound: /r/	Shared Story: <i>Big Bob’s Bad Day</i> Focus sound: /r/	Shared Story: <i>Big Bob’s Bad Day</i> Focus sound: /r/
Identify missing numbers on a number line.	Identify missing numbers on a number line.	Count on from a specified number on a number line.
“When Whales Exhale”	“The Seal”	“Sky, Sea, Shore”
Write about what you would look like if you were a fish.	Write about fish or another creature that lives in the sea.	Add a sentence to one written on days 1–4.
Draw pictures of fish from <i>Creature Features: Fish</i> .	Use <i>Creature Features: Fish</i> and a world map to identify places that fish live.	Review what students have learned about fish. 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	Helpful behavior Play a remembering Brain Game.	Skill lesson: Introduce the Cool Rule.
Theme Exploration	Revive a wilting plant by watering it. Conduct a capillary-action experiment with carnations. Read <i>A Cool Drink of Water</i> .	Read <i>I Am Water</i> . List and organize ways that people use water. Freeze water into different shapes.
Rhyme Time	"Drip Drop Drip" Blend sounds to make words.	"Drip Drop Drip" Blend sounds to make words.
STaR	<i>Rain Rain Rivers</i> Focus: critique	<i>Rain Rain Rivers</i> Retell: dramatization with water sounds
Dramatic Play Lab	Underwater Exploration: Explore under the sea.	Underwater Exploration
Blocks Lab	Underwater Construction: Build underwater structures or vehicles for underwater exploration.	Underwater Construction
Art Lab	Crayon-Resist Fish Paintings: Make fish paintings using a crayon-resist technique.	Crayon-Resist Fish Paintings
Classroom Library Lab	Free Reading: Explore a book independently or with friends.	Free Reading
Literacy Lab	Play School: Change a Letter: Play Change a Letter.	Play School: Change a Letter
Math Lab	Water Cycle Counting On: Count on using the Water Cycle Counting On workmat.	Water Cycle Counting On
Computer/Media Lab	Free Exploration: Explore educational software, or listen to music with computers, CD players, or other digital devices.	Sea Sites: Explore websites about the ocean and sea creatures.
Sand/Water Lab	Free Exploration: Explore properties of sand and/or water by experimenting with a variety of tools.	Water Filters: Make water filters with metal cans and sand.
Science Lab	Absorb or Repel: Determine whether materials absorb or repel.	Absorb or Repel
Writing Lab	Free-Choice Writing: Write about a topic of your choice.	Underwater Adventure: Write about an adventure that takes place under the sea.
15-Minute Math	Introduce the Paper Clip Weather Graph.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Serve cool water with a snack. Play Leapin' Lily Pads.	Serve celery stalks and spread. Play with boats and ducks.
KinderRoots	Shared Story: <i>A Day at the Farm</i> Focus sound: /ee/ and /ea/	Shared Story: <i>A Day at the Farm</i> Focus sound: /ee/ and /ea/
Math Mysteries	Count on from a specified number on a number line.	Count back from a specified number on a number line.
Let's Daydream	"Wilderness Rivers"	"April Rain Song"
Write Away	Write about what kinds of things or creatures you would like to see around the river.	Write about rain and how you feel when it is rainy outside.
Let's Think About It	Observe and discuss the plant and carnations from Theme Exploration. Take a Picture Walk through, and elaborate on the pictures in, <i>A Cool Drink of Water</i> .	Observe and discuss water frozen into various shapes. Dramatize the actions of people and animals in <i>I Am Water</i> .

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: Use the Cool Rule to eliminate class problems.	Including everyone Play a remembering Brain Game.	Class Council
Conduct a states-of-water experiment.	Conduct a water cycle experiment.	Discuss the consequences of polluting water and ways to protect water. Reread <i>A Cool Drink of Water</i> .
“Drip Drop Drip” Segment sounds in words.	“Drip Drop Drip” Produce rhyming words.	“Drip Drop Drip” Substitute phonemes.
<i>Water Dance</i> Focus: summarization	<i>Water Dance</i> Retell: summarization	Free Choice
Underwater Exploration	Underwater Exploration	Underwater Exploration
Underwater Construction	Underwater Construction	Underwater Construction
Melted-Ice Paintings: Paint with melting ice cubes and dry tempera-paint powder.	Melted-Ice Paintings	Melted-Ice Paintings
Free Reading	<i>Roll Over! A Counting Song</i> : Students act out counting back as they read <i>Roll Over! A Counting Song</i> .	<i>Roll Over! A Counting Song</i>
Play School: Change a Letter	Play School: Change a Letter	Play School: Change a Letter
Water Cycle Counting On	Water Cycle Counting On	Water Cycle Counting On
Sea Sites	Sea Sites	Sea Sites
Water Filters	Water Filters	Water Filters
Absorb or Repel	Absorb or Repel	Absorb or Repel
Underwater Adventure	Underwater Adventure	Underwater Adventure
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve graham crackers and cheese triangles. Play Freeze Tag.	Serve frozen juice on a stick. Play previously introduced games.	Serve fruit gelatin. Play favorite games.
Shared Story: <i>A Day at the Farm</i> Focus sound: /ee/ and /ea/	Shared Story: <i>A Day at the Farm</i> Focus sound: /ee/ and /ea/	Shared Story: <i>A Day at the Farm</i> Focus sound: /ee/ and /ea/
Count back from a selected number using a spinner and linking cubes.	Count on and count back on a number line.	Problem solving
“Rain Sizes”	“Rain Sound” “April Rain Song”	“Sea Song”
Write about your water experiment and discoveries.	Write about which you like better, rain or snow, and why.	Add a sentence to one written on days 1–4.
Reread <i>I Am Water</i> . Identify states of water in the book.	Play a water cycle game. Reread <i>Rain Rain Rivers</i> .	Review what students have learned about water. Play Agree or Disagree with new vocabulary.

You Will Need

Supplied by SFAF:

Books	STaR
S	<p><i>Mr. Putter & Tabby Feed the Fish</i> by Cynthia Rylant</p> <p><i>Sneakers, the Seaside Cat</i> by Margaret Wise Brown</p> <p><i>Rain Rain Rivers</i> by Uri Shulevitz</p> <p><i>Water Dance</i> by Thomas Locker</p>
	KinderRoots Shared Stories
	<p><i>Big Bob's Bad Day</i> by Laura Burton Rice, teacher and student copies</p> <p><i>A Day at the Farm</i> by Robert Slavin and Laura Burton Rice, teacher and student copies</p>
	Theme Exploration
	<p><i>Creature Features: Fish</i> by Sally Francis Anderson (SFAF Big Book)</p> <p><i>A Cool Drink of Water</i> by Barbara Kerley</p> <p><i>I Am Water</i> by Jean Marzollo</p>
O	Other
	<p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky</p> <p><i>Roll Over! A Counting Song</i> by Merle Peek</p>
Media	
M	<p>KinderCorner 2nd Edition Plus Media and Software flash drive</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 15</p>
Cards/Card Sets	KinderCorner
C	Phonics Picture Cards
	<p>Key cards: "t," "a," "u," "e," "m," "h," "r," "l," "n," "k," "p," "b," "s," "ee," and "ea"*</p> <p>Word/Sentence Picture Cards: #1, #2, #3, #6, #7, #8, #13, #14, #15, and #17</p>
	KinderCorner Activity Cards
	<p>Goldfish Bowl Sequence Picture Cards</p> <p>Go Fish Matching Picture Cards</p> <p>Sea Picture Cards</p>
	KinderCorner Rhyme Cards
R	<p>"Five Little Crabs"</p> <p>"Drip Drop Drip"</p>
	Other
O	<p>Green Word cards: "Hank's," "red," "him," "rabbit," "Rob's," "hugged," "rag," "rug," "rid," "ran," "tipped," "run," "beans," "geese," "needs," "seeds," "bees," "Granddad," "peeked," "seemed," "ears," "leaped," "peeled," "sneaked," "feed," "near," "screamed," and "stream"*</p> <p>Red Word cards: "day," "out," "saw," "gave," "his," "that," "faster," "go," "oh," "into," "may," and "they"*</p>
	<p>Letter-Blending Deck</p>

Posters	
	Fish anatomy poster The Water Cycle poster
Math Kit Items	
Transparent spinner Time Cutouts Analog Clock Pattern Digital Clock Pattern	Number Cards Bear counters Paper Clip Weather Graph
Other SFAF Items	
	Cool Kid certificates (four) KinderCorner Weekly Record Form for unit 15, 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>For Active Instruction</p> <p>Food coloring (red or blue)</p> <p>For Snack</p> <p>Fish-shaped crackers</p> <p>Peanut butter</p> <p>Cream cheese</p> <p>Jelly</p> <p>Sliced bread</p> <p>Lemonade</p> <p>Tuna salad</p>	<p>Oyster crackers</p> <p>Celery stalks</p> <p>Graham crackers</p> <p>American cheese</p> <p>Frozen juice on a stick</p> <p>Fruit gelatin</p> <p>Optional</p> <p>Fish (two or three) (fresh whole fish with scales, head, and tail intact)**</p>
	Office/Craft Supplies	
	<p>Craft sticks</p> <p>Sentence strips</p> <p>Index cards</p> <p>Sponges</p> <p>Self-stick notes</p>	<p>Paper clips</p> <p>Construction paper (white)</p> <p>Watercolor paint (blue)</p> <p>Tempera paint (blue)</p>
	General	
	<p>For Active Instruction</p> <p>Books about fish</p> <p>Fishbowl or aquarium</p> <p>Gravel</p> <p>Plants</p> <p>Fish</p> <p>Aerated water (enough for fishbowl)</p> <p>Aquarium thermometer</p> <p>Beanbag</p> <p>World map*</p> <p>Potted plant (drooping)</p> <p>Clear glass or vase</p> <p>White carnation, freshly cut, with leaves attached</p> <p>Paper towels</p> <p>Wax paper</p> <p>Eyedroppers</p> <p>Clear pitcher</p> <p>Pans (at least several inches high)</p> <p>Saucepan with lid</p> <p>Cookie sheet</p> <p>Ice cubes</p> <p>Hot plate</p>	<p>For Learning Labs</p> <p>Books about fish, the ocean, and water</p> <p>Pictures of fish</p> <p>Fish food containers (empty)</p> <p>Small nets</p> <p>Aquaria (various)</p> <p>String</p> <p>Single hole punch</p> <p>Pictures of fish</p> <p>Pictures of people fishing</p> <p>Blue bulletin board paper, towel, or blanket (blue)</p> <p>Twigs</p> <p>Crab claws</p> <p>Sand dollars</p> <p>Starfish</p> <p>Feathers</p> <p>Stones</p> <p>Sand shovel</p> <p>Props for a fishing trip (e.g., old hats, jackets, vests)</p> <p>Wooden dowels</p>

General (continued)	
Small magnets	Newspaper
Towels	Silk
Sunglasses	Plastic wrap
Empty containers of suntan lotion	Aluminum foil
Straw hats	Latex gloves
Kite(s)	Candle
Goggles	Eyedropper
Snorkel	Coffee cans (empty)
Face masks	Sand
Two-liter bottles (empty)	Leaves
Plastic tubing	Polystyrene pellets
Streamers (green and blue)	Dirt
Crepe paper (green and blue)	For Outside/Gross-Motor Play
Shells	Hoops
Paper towels	Plastic toy ducks
Cotton	Plastic toy boats
Optional Items	
Instructional clock (analog)	
Seashells	
Natural sponges	
Cooler	
Ice	
Bucket	
Whiffle balls	
Sieve	
Playground ball	

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

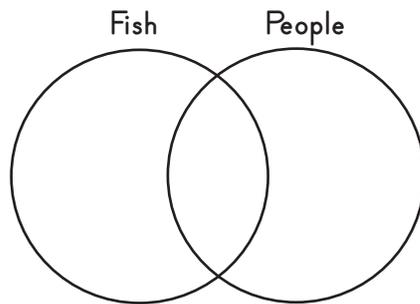
****Note:** Obtain a fresh fish from the supermarket. If possible, ask the seafood-counter attendant to slice the fish open to expose the backbone and the internal organs, but to keep the scales, head, and tail intact. Many stores will donate fish for your lessons if you ask.

To Be Prepared:

Day 1	
TE	<ul style="list-style-type: none"> • Label a piece of chart paper “Fish Facts.” • Make theme vocabulary word cards for “fish” and “aquarium.”* • Create fishbowl-care job cards. Write the following jobs on index cards: “feeding,” “cleaning the bowl,” and “checking the water temperature.” • Label the aquarium thermometer so the acceptable water temperature range of 65–72 degrees Fahrenheit is indicated. • Label six sentence strips with the steps for setting up a goldfish bowl. Label each strip with one of the following steps: “1. Clean goldfish bowl;” “2. Wash some gravel;” “3. Put some gravel in the goldfish bowl;” “4. Pour in a few inches of water;” “5. Place some plants in the gravel;” and “6. Fill the goldfish bowl almost to the top with water.”
RT	<ul style="list-style-type: none"> • Duplicate and cut out the First-or-Final Spinner (appendix). Tape it to a transparent spinner.
STaR	<ul style="list-style-type: none"> • Number the pages of <i>Mr. Putter & Tabby Feed the Fish</i>; the first page of story text is page 2.
LL	<ul style="list-style-type: none"> • Cut sponges into sea-life shapes (e.g., starfish, coral, sea grass, fish). • Write the Green Words from Shared Stories #17 and #18 on index cards. Use a green marker to write one word on each card. Create two cards for each word. • Write the Red Words from Shared Stories #17 and #18 on index cards. Use a red marker to write one word on each card. Create two cards for each word. • Duplicate the Fish on the Line page (appendix), one per student, and cut out the shapes. • Cut pieces of string forty inches long for the Fish on the Line activity, one string per student.
15-MM	<ul style="list-style-type: none"> • Remove the Equal Parts?/Half and Half poster and the Our Favorite Animals Graph from the 15-Minute Math bulletin board. • Prepare the It’s Time materials. Cut out the hour and minute hands, and assemble the analog clock with the paper fastener. Hang the laminated clocks in an area of the board where students can manipulate the hands of the analog clock. Prepare the time cutouts by cutting them out and placing them in a small plastic bag near the display.
Snack	<ul style="list-style-type: none"> • Place enough fish-shaped crackers in resealable plastic bags for groups of four students to share equally, one bag per group of four students.
MM	<ul style="list-style-type: none"> • Write the numerals 1–20 on separate four-by-six-inch index cards. • Cut a piece of bulletin board paper to eight inches by eighty inches. Draw an eighty-inch line lengthwise about two inches from the bottom of the paper. Attach it to the wall where students can see it; or draw an eighty-inch line on the chalkboard. • Duplicate the Number Line sheets (appendix), one per partnership. • Cut pieces of bulletin board paper to three inches by forty inches, one piece per partnership.
LTAI	<ul style="list-style-type: none"> • Duplicate theme-introduction letter for unit 15 (appendix), one per student

Day 2

- TE** • Make theme vocabulary word cards for “fins” and “gills.”*
- STaR** • Duplicate the *Mr. Putter & Tabby Feed the Fish Puppets* page (appendix), and cut out the puppets, one set per group of four students. Attach each puppet to a craft stick.
- LL** • Duplicate the Fish Shapes page (appendix), and cut out the fish shapes. Attach one paper clip to each fish.
- Create make-believe fishing poles by tying lengths of string to the ends of dowels or pencils. Attach a small magnet to the end of each string.
- Prepare for the sand/water lab by tracing around each shell on a large piece of paper before the shell is buried in the sand. Place the paper nearby. Add to the sand other items that could be found on the beach, such as twigs, crab claws, fish, sand dollars, starfish, feathers, stones, and a sand shovel, or other things that might be left by people after a day at the beach. Trace shapes for these items on paper as well. Add new items throughout the week.
- Outside** • (Optional) Create make-believe fishing poles by tying lengths of string to the ends of dowels or pencils. Attach large (open) paper clips to the end of each string to create a hook. The hooks should be large enough to catch in the holes in the whiffle balls.
- MM** • Duplicate the 5–14 Spinner page (appendix); cut out the spinner, and tape it to a transparent spinner for teacher use.
- Duplicate the 5–14 Spinner page (appendix), one per partnership. Cut out the spinners and arrows. Attach an arrow to the middle of each 5–14 Spinner with a brass fastener. For more effective spinners, use cardstock or another heavy paper for the arrows. These will be used throughout this unit, so laminate these materials if possible.
- LTAI** • Create a Fish and People Venn diagram by drawing two large overlapping circles on a piece of chart paper. Write “Fish” above the left circle and “People” above the right circle.



Day 3

- GC** • Create paper shoe shapes by tracing a shoe on colored paper, one shoe per group of four students. Write a different feelings word on each shoe (e.g., “excited,” “upset,” “disappointed,” “afraid,” “thrilled,” etc.).
- TE** • Make a theme vocabulary word card for “camouflaged.”*
- STaR** • Number the pages of *Sneakers, the Seaside Cat*; the first page of story text is page 1.
- MM** • Create large number cards by writing the numerals 1–10 on separate sheets of 8" x 12" construction paper.

Day 4	
<p>TE</p>	<ul style="list-style-type: none"> • Create fish cards. Duplicate the Fish Shapes page (appendix), and cut out the large fish shapes. Glue each onto an index card. Label each card with either “Saltwater Fish,” “Freshwater Fish,” “Cold-Water Fish,” or “Warm-Water Fish.” Make enough for one card per partnership. • Make theme vocabulary word cards for “fresh water” and “salt water.”*
<p>KR</p>	<ul style="list-style-type: none"> • Duplicate and cut out the letter tiles (appendix).
<p>MM</p>	<ul style="list-style-type: none"> • Duplicate the Missing-Number Cards page (appendix), one strip of seven cards per partnership. Cut the cards apart, and place each lettered set in a small plastic bag.
<p>LTAI</p>	<ul style="list-style-type: none"> • Label each of ten index cards with one of the following bodies of water: “water,” “bay,” “reef,” “ocean,” “fishbowl,” “river,” “sea,” “cove,” “lake,” or “pool.”
Day 5	
<p>TE</p>	<ul style="list-style-type: none"> • Copy the largest fish shape on the Fish Shapes page (appendix), and make one or two more copies, enlarging them so you have two increasingly larger fish. Glue the fish onto individual index cards or sheets of construction paper. • Make a theme vocabulary word card for “seafood.”*
<p>MM</p>	<ul style="list-style-type: none"> • Fill small plastic bags with the Number Cards 2–18, one bag per partnership.
Day 6	
<p>TE</p>	<ul style="list-style-type: none"> • Make theme vocabulary word cards for “absorb” and “repel.”* • Number the pages of <i>A Cool Drink of Water</i>; the first page of story text is page 1.
<p>STaR</p>	<ul style="list-style-type: none"> • Number the pages of <i>Rain Rain Rivers</i>; the first page of story text is page 1.
<p>LL</p>	<ul style="list-style-type: none"> • Hang blue and green streamers or crepe paper in the dramatic play lab to create an under-the-sea atmosphere. • If you are using tempera paint for the art lab, make the paint very thin to ensure that the paint pigment does not adhere to the crayon on students’ papers. • Construct a data-collection chart for the science lab like the sample in the appendix. Choose various materials that either definitely absorb or definitely repel water. Some suggestions for absorbent materials are a paper towel, cotton, newsprint, silk, paper napkins, and facial and bathroom tissues. Some materials that repel might include wax paper, aluminum foil, plastic wrap, a magnifying glass, a dish, a latex glove, and a candle.
<p>15-MM</p>	<ul style="list-style-type: none"> • Duplicate the Water Cycle Counting On workmat (appendix), one per partnership. • Attach the Paper Clip Weather Graph (from unit 8) to the 15-Minute Math bulletin board.

Day 7	
GC	<ul style="list-style-type: none"> Place the hurdles poster where all can see it.
TE	<ul style="list-style-type: none"> Make a theme vocabulary word card for “bathe.”* Prepare sentence strips (four). Use a red marker to write one of the following on each strip: “People Use Water,” “Food,” “Cleaning,” or “Fun.” Prepare sentence strips (eleven). Use a black marker to write one of the following on each strip: “drinks,” “baths,” “cooking,” “ice for drinks,” “sledding,” “swimming,” “splashing,” “pools,” “fishing,” “boating,” or “watching.”
LL	<ul style="list-style-type: none"> Bookmark a number of child-friendly websites about the ocean and sea creatures on the computers available in the computer/media lab. Punch five to ten small holes in the bottom of each coffee can. Fill each coffee can with three inches of sand. The holes should be small enough to prevent the sand from pouring out the bottom of the can.
LTAI	<ul style="list-style-type: none"> Number the pages of <i>I Am Water</i>; the first page of story text is page 1.
Day 8	
STaR	<ul style="list-style-type: none"> Number the pages of <i>Water Dance</i>; the first page of story text is page 1.
LL	<ul style="list-style-type: none"> Freeze a tray of ice cubes with a craft stick in each cube. The sticks do not have to be entirely vertical.
MM	<ul style="list-style-type: none"> Fill small plastic bags with twenty linking cubes each, one bag per partnership. Duplicate the Bed Workmat page (appendix), one per partnership.
Day 9	
TE	<ul style="list-style-type: none"> Make a theme vocabulary word card for “cycle.”*
MM	<ul style="list-style-type: none"> Duplicate the Count On, Count Back Spinner page (appendix); cut out the spinner, and tape it to a transparent spinner for teacher use. Duplicate the Count On, Count Back Spinner page (appendix), one per partnership. Cut out the spinners and arrows. Attach an arrow to the middle of each Count On, Count Back Spinner with a brass fastener. For more effective spinners, use card stock or another heavy paper for the arrows.
Day 10	
TE	<ul style="list-style-type: none"> Make a theme vocabulary word card for “pollute.”*
LTAI	<ul style="list-style-type: none"> Gather the happy-or-sad-face sticks, or create new ones (unit 2 appendix).

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

Day 1 | Ready, Set...

Focus

Fish owners need to be knowledgeable about fish to care for them properly.

Materials	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 15, week 1 • Sign-in sheets (lines only) • Classroom Library Lab: Books about fish • Literacy Lab: Letter tiles • Math Lab: Analog clock (instructional or from unit 14)
Gathering Circle	<ul style="list-style-type: none"> • Brain Game materials for focus game of the Cool Kid's choice
Theme Exploration	<ul style="list-style-type: none"> • Fish Facts chart and marker • Goldfish Bowl Sequence Picture Cards • Prepared sentence strips (six) with steps for setting up a goldfish bowl on them • Fishbowl or aquarium • Gravel • Plants • Fish • Aerated water (enough for fishbowl) • Aquarium thermometer • Fishbowl-care job cards • Theme vocabulary word cards for "fish" and "aquarium" or IWB access
Rhyme Time	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • Sea Picture Cards: #9 (crab) • Go Fish Matching Picture Cards: sunfish, seahorse, goldfish, rainbow trout, bass, peacock flounder, yellow-eyed red snapper, and lionfish • First-or-Final Spinner (appendix) • Transparent spinner
STaR	<ul style="list-style-type: none"> • Trade book: <i>Mr. Putter & Tabby Feed the Fish</i>
15-Minute Math	<ul style="list-style-type: none"> • Time Cutouts • Analog Clock Pattern • Digital Clock Pattern • Paper fastener • Overhead marker • Instructional clock (optional) • Small plastic bag

Materials	
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Fish-shaped crackers in small plastic bags, one bag per group of four students
KinderRoots	<ul style="list-style-type: none"> • Shared Story (teacher and student copies): <i>Big Bob's Bad Day</i> • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards: "t," "a," "u," "e," "m," "h," and "r" or IWB access • Green Word cards: "Hank's," "red," "him," "rabbit," "Rob's," "hugged," "rag," "rug," "rid," "ran," "tipped," and "run" or IWB access • Red Word cards: "day," "out," "saw," "gave," "his," and "that" or IWB access
Math Mysteries	<ul style="list-style-type: none"> • Number Cards 1–20, one set • Numbered index cards (1–20) • Bulletin-board-paper number line (teacher) • Tape • Number Line sheet (appendix), one per partnership • Bulletin-board-paper number line, one per partnership • Scissors • Glue or glue sticks
Let's Daydream	<ul style="list-style-type: none"> • "Cats," <i>The 20th Century Children's Poetry Treasury</i>, page 51
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Prepared sentence strips (six) with steps for setting up a goldfish bowl on them • Goldfish Bowl Sequence Picture Cards • Fish Facts chart and marker • Read & Respond bookmarks • Theme-introduction letter for unit 15 (appendix), one per student • Home Link animal stamp: parrot

Learning Labs—Materials

Dramatic Play Lab | Housekeeping

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

Blocks Lab | Aquarium Store

- Pictures of fish
- Empty fish-food containers
- Small nets
- Aquaria of different sizes, gravel, rocks, plants, and related equipment
- Small and large cardboard boxes

Art Lab | Under-the-Sea Group Art Project

- Bulletin board paper
- Markers, crayons, tempera paint of various colors
- Paintbrushes
- Sponges, precut into shapes of sea life (e.g., starfish, coral, sea grass, fish)
- Tray or shallow container for paint
- Glue
- Tape
- Seashells of various sizes and shapes and natural sponges to be attached to the project (optional)

Classroom Library Lab | Free Reading

- Books about fish, the ocean, and water

Literacy Lab | Play School: Go Fish!

- Prepared Green and Red word cards

Math Lab | Fish on the Line

- Fish on the Line page (appendix), one per student
- String, one per student
- Single hole punch
- Roll of tape

Computer/Media Lab | Free Exploration

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

Sand/Water Lab | Free Exploration

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

Science Lab | Observing Fish

- Aquarium or fishbowl with fish
- Drawing paper, one piece per student
- Pencils and crayons, assorted colors
- Magnifying glasses (optional)

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

Homework

- Ask students if they read any books about animals over the weekend. Did they read about any mammals or birds?

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 strategies that you have introduced.

Available Activities**Classroom Library Lab**

- Include new theme-related books about fish.

Literacy Lab

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

Math Lab

- Place an analog clock in the lab. Encourage students to take turns making time to the hour and asking other students to name the time.

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 to 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 challenge.

Our Partner Challenge today is to tell your partner what you can do to include someone when you think he or she wants to join you when you're playing.

- Provide a moment for students to think about the challenge. Remind them that they will talk with their partners at snack time.
- Tell students they will earn pocket points when they tell how they will include others.

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 focus. Give the Focus signal.

- Invite the Cool Kid to select from among the following focus games: Telephone, Silly Sounds, Catch That Sound, or Who Stole the Honey Pot? Feel free to limit the choices if students have a difficult time choosing a game.
- Play the game now.
- Review the focus strategies (self-talk to remind oneself to listen, looking at the speaker, etc.).



T-P-S: How does this game help us to focus? What did you do to help you focus while you played the game?

- Continue to play this Brain Game throughout the day and 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 items in our classroom. T-P-S: **What do you think we will be talking about this week?**

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

Daily Message

Fish owners need to know about fish to take good care of 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:
 - **Sometimes sneaky “e” likes to sneak up behind words and make a vowel say its own name.** Underline the word “need.” WGR: **Say this word with me. Need. Is this a sneaky “e” word?** RWE: **No, this word has two “e”s, but they are in the middle of the word, between a pair of consonants. Let's look again.** Underline the word “take.” **Say this word with me. Take.** WGR: **Is this a sneaky “e” word?** *Yes. What does sneaky “e” do to the “a” in the middle of the word? It makes “a” say its own name.*
- Have students stretch and read the word “take.”

Theme Learning



- Explain the content of the Daily Message.

We have learned a lot about animals over the past couple of weeks. We know that some animals live with us, inside our homes. WGR: What do we call animals that live in our homes? *Pets*. Yes, last week you learned a lot about taking care of pets. Fish can be kept as pets, but they cannot be taken for a walk like a dog or brushed like a cat. People take care of pet fish in other ways. Our Daily Message tells us that fish owners need to know about fish to take good care of them. Today we are going to learn about fish and what they need to stay healthy.



- Direct students' attention to the Fish Facts chart.

As we think and learn about fish, we will be writing some fish facts on this chart. Let's start by thinking about what fish need to be healthy.

T-P-S: What do fish need to stay healthy? *Possible responses include: food, clean water, and a clean fish tank.* Write students' responses on the chart.

- Tell students that they will reread the list of fish facts and add new information to the list as they learn about fish this week.



From this discussion, you will gain valuable insight into students' existing knowledge about fish, which will help you decide what to make available to your class this week. Use a search engine to access excellent websites for you and your students to deepen their knowledge about topics of interest. The last page of *Creature Features: Fish* provides additional information about fish that can be used as a teacher resource.

- If an aquarium or fishbowl exists in the classroom, use the Goldfish Bowl Sequence Picture Cards and the prewritten sentence strips in the pocket chart to reinforce an understanding of how the aquarium was set up.
- If you need to set up an aquarium or fishbowl, engage students in the following activity.

Today we are going to set up an aquarium (or fishbowl). An aquarium is a clear container filled with water where fish are kept. The Goldfish Bowl Sequence Picture Cards and directions in the pocket chart show how to do this.

- Set up the aquarium or fishbowl as indicated. Model appropriate reading to perform a task by reading all the directions first.
- With students, be sure that the aquarium has all the elements mentioned to keep the fish healthy.
- Point out the thermometer, and note the temperature-range label.
- Assign aquarium-care jobs such as feeding, cleaning the bowl, and checking the water temperature. If there is not enough time to show the entire class how to do these jobs, you will have to meet with the students assigned to these jobs to instruct them individually.

Teacher's Note: In Theme Exploration on day 6, you will need a drooping plant to help teach the concept that all living things need water. Please set aside a plant that, after four or five days without water, will be easily revived.



- Play the digital dictionary videos for "fish" and "aquarium."

- 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 “fish” and “aquarium.”

Fish are animals that live in water. Fish have bones in their bodies and scales on their skin. I can make a sentence with the word “fish”:

Many fish live in ponds, rivers, and oceans.

An aquarium is a clear container filled with water where fish are kept. I can make a sentence with the word “aquarium”:

An aquarium is made of clear glass or plastic so people can see the fish inside.



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 “Five Little Crabs” by showing students a picture of a crab and describing the crustacean.

Today we will begin to learn a new rhyme about crabs. Crabs are animals with very hard shells that live in bodies of water such as oceans or bays. Crabs have ten legs, including two large claws, or pincers.



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



Five Little Crabs

Five little crabs crawling on the shore—(Hold up five fingers.)

Along came a wave, and that left four. (Make a wave with your arm.)

Four little crabs, run away from the sea—(Hold up four fingers.)

Along came a wave, and that left three. (Make a wave with your arm.)

Three little crabs with shells so new—(Hold up three fingers.)

Along came a wave, and that left two. (Make a wave with your arm.)

Two little crabs basking in the sun—(Hold up two fingers.)

Along came a wave and that left one. (Make a wave with your arm.)

One little crab resting on sea foam—(Hold up one finger.)

It wondered if the other crabs were looking for a home. (Hold up both hands out to the side.)

Develop Phonological Awareness—Identify Initial and Final Sounds

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

Today we will play the First or Final game. We will find the first and final sounds in the names of some fish. Display the First-or-Final Spinner, and point to the words as you say, **Remember, when the spinner lands on “first,” you say the first sound in the word. When the spinner lands on “final,” you say the last sound in the word.**

- Select a Go Fish Matching Picture Card, and show the image to students. Say the name of the fish pictured.

Teacher’s Note: Fish whose names are longer than one word should be shortened to the common name for the purposes of this activity (e.g., the peacock flounder should be referred to simply as flounder).



- Invite a student to spin the spinner. Announce to the class whether the spinner has landed on “first” or “final,” and repeat the name of the fish.

The spinner has landed on “first.” I am holding a goldfish. WGR: What is the first sound you hear in “goldfish”? /g/.



- Continue playing the game until each student has had a chance to spin the spinner.
- Award pocket points if most students are able to successfully identify the initial and final sounds of the given words.



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



TIMING GOAL: 20 minutes

STaR Words:

twitchy
faint
relax

Mr. Putter & Tabby Feed the Fish

Written by Cynthia Rylant

Illustrated by Arthur Howard

Mr. Putter and Tabby enjoy visiting the fish store, but for different reasons. Mr. Putter likes looking at fish because he used to have fish when he was a young boy. Tabby likes to look at fish because he finds them exciting. One day Mr. Putter decides to take three fish and a fishbowl home so he and Tabby can enjoy watching the fish swim around. The problem is that Tabby likes to watch the fish too much! Mr. Putter must find a solution to this problem that will make him, Tabby, and the fish happy.

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 is *Mr. Putter & Tabby Feed the Fish*. WGR: **What does the title of a story tell us?** *The name of the story.* **The author of the story is Cynthia Rylant.** WGR: **What does the author of a story do?** *Writes the words in a story.* **The illustrator for this story is Arthur Howard.** WGR: **What does an illustrator do?** *Makes the pictures.*



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

Point to the cover. T-P-S: **Talk with your partner about what you see on the cover of our book today.** *A man feeding fish and a cat looking at the fish.*

Remember, the title of our story is *Mr. Putter & Tabby Feed the Fish*.

T-P-S: **Think about the title and what you see on the book's cover. What do you think might happen in this story?**

- Introduce the story vocabulary words.

We're going to hear some new words in our story today. One word we will see a lot is "twitchy." "**Twitchy**" means moving with quick, sudden motions. Demonstrate. **Sometimes, when people or animals are nervous or excited, they move like this.**

"Faint" is also an important word in this story. "**Faint**" can have a number of meanings, but in this story, it means quiet. If you can barely hear a sound, such as a mouse running across the floor, that sound is **faint**.

Another word we will read in the story is "relax." When you relax, you calm down. As we lay down to take a nap, we **relax**, or calm down.

- Introduce the good-reader skill for today.



Questioning

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

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
 - **Page 6:** T-P-S: **How do you think the fish will help Mr. Putter feel like a boy?** *They will remind him of when he owned fish many years ago.*
 - **Page 9:** T-P-S: **I wonder what Tabby will do when they get home with the fish. What do you think Tabby will do?**
 - **Page 13:** After reading page 13, use your hand to show what "**twitchy**" looks like.
 - **Page 14:** **Mr. Putter and Tabby want to go to bed, but Tabby can't leave the fishbowl alone.** T-P-S: **What questions do you have after reading this part of the story?**

- **Page 17:** T-P-S: **Why does the pillowcase seem to solve the problem?**
Now Tabby can't see the fish. I wonder how long the pillowcase will work.
- **Page 19:** **The sound of Tabby batting the fishbowl is very faint.**
That's one of our vocabulary words. Remember, “faint” means quiet.
T-P-S: **Why do you think the sound is faint?**
- **Page 22:** **The story says Tabby's tail is very twitchy.** Use your hands to show me what “twitchy” looks like.
- **Page 29:** **Mr. Putter is getting tired of looking at an upside-down bucket.** T-P-S: **What questions do you have after reading this part of the story?**
- **Page 37:** **Zeke looks at the fish when he needs to relax.** “Relax” is another one of our vocabulary words. “Relax” means to calm down.

After Reading

T-P-S: **What were some questions you had while reading *Mr. Putter & Tabby Feed the Fish*? What were the answers?**

T-P-S: **How is the way Zeke acts around the fish different from the way Tabby acts? Zeke is *relaxed* around the fish, and Tabby is *twitchy*.**

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

The fish made Tabby twitchy, or jumpy. Let's make up a sentence using the word “twitchy.” T-P-S: **Talk to your partner about ideas that you have for our sentence.**

- Use students' ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the words “faint” and “relax.”
- 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, the props, and the rules they created for the scenario.

Example:

- **I'm going to set up a fish aquarium. Where do you think I should put it?**

Blocks Lab | Aquarium Store

Description:

- Students will build small and large aquariums.

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 that have been added to the blocks lab. Tell students that the blocks lab will be a special kind of pet shop called an aquarium store where just fish and fish supplies are sold.
- Tell students they can build small aquariums for goldfish or big aquariums for larger sea creatures.
- Encourage students to use supplies in the art lab to make fish and other sea creatures to use in their aquariums.

Facilitate Learning:

- Talk with students about how they will set up the aquarium store.
- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. For best results, jump in, and join the play as you interact with students.

Examples:

- (As a customer) **What should I keep my fish in? What will I need to take care of a pet fish?**
- (As a customer) **What are the steps for setting up a fishbowl?**

Art Lab | Under-the-Sea Group Art Project

Description:

- Students will create an underwater ocean scene as a group.

Purpose:

- This lab reinforces thematic concepts and will provide the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:

- Discuss with students the kinds of plants and creatures that can be found in the sea such as fish, crabs, and seaweed.
- Point out the new materials that you have added to the lab.
- Tell students that they can use the materials to create a sea-life scene of their choice.

- Point out one or two sponge shapes, and tell students they can use the sponge shapes, paint with brushes, or draw with crayons or markers to create their scene.
- Mention that students may decide as a group that they want to paint the background first. In that case, they may have to wait for the paint to dry before they can put animals and plants on the project.
- Suggest other pieces that they can work on while they are waiting for the paint to dry. Perhaps some students would like to make seaweed or grasses from green construction paper.

Facilitate Learning:

- Join students in creating an underwater ocean scene.
- Talk with students about the work and their artistic choices.

Examples:

- **I like the way you cut up the green paper to make seaweed. What made you think to do that?**
- **I want to make a shark. What color marker do you think I should use?**

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: Go Fish!

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use word cards to play Go Fish.

Purpose:

- This lab reinforces thematic concepts and 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 word skills.

When You Tour:

- Tell students that today in their imaginary classroom, they can play Go Fish with word cards.
- Explain the rules for this version of Go Fish. The rules are the same as regular Go Fish, but students will ask one another if they have specific word cards. Whoever has the most pairs at the end of the game wins.
- Have two students model playing one hand with you.

Facilitate Learning:

- Join students in playing Go Fish.
- Model word reading.

Math Lab | Fish on the Line

Description:

- Students will create a number line using fish.

Purpose:

- This lab reinforces thematic concepts and will provide the opportunity for students to order numbers and create number lines.

When You Tour:

T-P-S: **What do people catch fish with?** *Nets, fishing rods, hooks, fishing lines, etc.*

- Point out that there are fish and string in the lab.
- Tell students they will use the fish and the string to create a number line. Explain that they will pretend that they are fishermen. Show students that they will each have a bag of twenty fish. Students must write the numbers 1–20 on the fish, recording one number on each fish.
- When they are done writing the numbers on the fish, they will punch a hole at the top of each fish and attach the fish to the fishing line (or string.)
- Point out that they can secure the fish with the tape in the lab. Model how to do this by writing a few numbers on fish, using the hole punch to make a hole in each, and stringing on the fish. Then place a piece of tape around the fish and string at the top of each fish, over the top of the hole.
- Ask students to check one another's number lines to make sure the numbers are in the correct order.

Facilitate Learning:

- Join students in creating their fish-on-a-line number lines.
- Talk with students about the number lines as they work.

Examples:

- **I would like to make a number line. What number should I start with?**
- **I'm not sure what number comes after 11, can you help me?**
- **Can you check to make sure that the numbers in this number line are in the right order?**

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Sand/Water Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Example:

- **How is the water in this lab different from sea water? How is it the same?**

Science Lab | Observing Fish

Description:

- Students will observe and draw pictures of fish in an aquarium.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the properties of aquariums and fish.

When You Tour:

- Point out the aquarium and other materials that have been added to the lab.
- Explain to students that they will observe the fish in the aquarium (or fishbowl) and then draw and color as many details about the fish as they can.
- Encourage students to note the fish sizes, colors, gills, fins, etc. They may use magnifying glasses if they wish.

Facilitate Learning:

- Join students in observing the fish and drawing pictures.
- Ask questions, and make comments, that prompt students to note details about the fish and the aquarium.

Examples:

- **Look at the shape of that fin. I'm going to make sure to draw that.**
- **What did you notice about how the fish move through the water?**

Teacher's Note: Remind students not to tap on the aquarium's (or fishbowl's) sides or to touch the water. Also, have students save their pictures for use in the writing lab.

Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Examples:

- **What strategy could you use to write the word “fish”?**
- **Your description of a fishing trip had so many details. I really felt like I was there.**



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

15-Minute Math

TIMING GOAL: 15 minutes

Calendar

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



Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today’s date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **the** (date) **of** (month). Place the Yesterday card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week). **If yesterday was** (day of the week) **and today is** (day of the week), **then tomorrow must be** (day of the week). Place the Tomorrow card in the pocket 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. WGR: **What number do I need to write on the tape?** (*Current number of days.*) **Why?** *Because we've been in school ___ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school ___ days.**

Ten-Frames

- Add a dot to the ten-frame, and say how many dots there should be. Invite students to count aloud the number of dots with you 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

- 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?** *Reply.* **Can you think of another combination for 3 that is not on the poster?** *Answers will vary.* Record the combination in the third column.

It's Time

This activity introduces telling time. You will display the time on both kinds of clocks: analog and digital. By using a geared instructional clock, students will see that the hands move clockwise around the numbers to show time passing. They will also see that while the minute hand moves all the way around the clock, the hour hand advances just one hour. When the minute hand points right at 12, an hour has just passed, and a new hour begins.

Teacher's Note: You might like to use an instructional clock instead of the laminated analog clock for this activity.

Teacher's Note: It is important that you emphasize to your students that the It's Time activity does not show true time. Tell your students that they will use make-believe to practice showing time on the analog and digital clocks. When you first model the activity, you may want to point to the wall clock in the classroom and explain that it shows actual time. The time on the wall clock is not the same as the time shown on the instructional clocks.

- Ask students if they notice anything new on the 15-Minute Math board. *Clocks.* Agree, point to the analog clock, and say, **This is an analog clock.** Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 1:00. WGR: **What number is the hour hand pointing to? 1. What number is the minute hand pointing to? 12. What time is it?** *One o'clock.*
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "1:00" on the digital clock.



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



- Seat students in groups of four. Distribute one bag of crackers to each group. Tell the class that each student in a group must have an equal, or fair, share. Students should then decide how they will distribute the crackers. When all students have crackers, have them count how many they have. Tell them to eat two crackers. **WGR: How many crackers do you have left?** Encourage students to tell you about the fish crackers, the number they have, etc. using complete sentences and the new vocabulary that has been introduced.
- Invite students to talk with their partners about the Partner Challenge.

Our Partner Challenge today is to tell your partner what you can do to include someone when you think he or she wants to join you when you're playing. Allow students time to talk with their partners and share their ideas.
- As you monitor their conversations, comment on their ideas, supporting their efforts to include others.
- Award pocket points when students tell how they will include others.



Outside/Gross-Motor Play

- When you go outside, play a variation of the game Duck, Duck, Goose, substituting the words “goldfish” and “cat” for “duck” and “goose.”
- Take the opportunity on days 1–10 to note students who run with increasing control.



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



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Story Introduction

Video Words:

garden	rug
radishes	rag
hugged	tipped
patted	out
pet	run

Previewing

- Show the cover of *Big Bob's Bad Day*. Introduce the title, author, and illustrator of the story.

When we read our new story, we will find out more about Bill's dog Big Bob. In this story, Big Bob is going to get in trouble a lot.

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

- Show the Word Play video segment.



Making Predictions

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



T-P-S: Have you ever had a pet that kept getting in trouble? What kinds of things did your pet do to get in trouble?

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

T-P-S: What do you think could have happened to make Big Bob have such a bad day? Do you think his day will get any better, or will it just keep getting worse?



- 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/, /u/, /e/, /m/, and /h/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /r/. **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 /r/.



Stretch and Read

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

- Show the Sound and the Furry video segment.

Now it's your turn.

- Have students stretch and read the Green Words as you point to the sounds on each word card.



Green Words:

Hank's	rag
red	rug
him	rid
rabbit	ran
Rob's	tipped
hugged	run

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.

hid → had → bed → bad → Dad

Red Words:

day	gave
out	his
saw	that

Say-Spell-Say

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

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

Readles:

garden	cage
radishes	happy
house	

Readles

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

- Show the readle "garden" on page 5 of the Shared Story. **When we see this picture, we will say, "Garden."** 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



- Hold up the Number Cards for the numbers 1–20 in a random order. Select students to identify the number on each card. Award pocket points if students are able to successfully count to 20.
- Have students count to 20 aloud.



Active Instruction



- Place the numbered index cards on the edge of the chalkboard in a random order. Point to each card, and ask students to identify the number on each card.

T-P-S: **Are these cards in order? How do you know?**



RWE: **No. The numbers are not in order. When we count, we always start with the number 1, then the number 2, and so on. The numbers should always go in this order.**



- Show students the line you have drawn on the piece of bulletin board paper. Tell students that you will now put the numbers in order.

Let's put these numbers in order and make a number line. Which number should go first? 1.

- Tape the card with the number 1 written on it at the beginning of the number line.

What number comes after 1? 2.

- Tape the card with the number 2 next to the card with the number 1. Continue in the same manner until the number cards are in order 1–20.

This is a number line from the number 1 to the number 20.

Partner Practice

- Tell partners that they will make their own number lines. Show students a copy of the Number Line sheets, a long strip of bulletin board paper, scissors, and glue.

Today you and your partner will make your own number line for the numbers 1–20. You will work with your partner to build a number line. Cut out the pieces of the number line, and then you will take turns placing the numbers, in order, on the bulletin board paper that will be the number line. Do not glue the numbers down until you have them all in order and you and your partner agree that all the numbers are in the correct order.

- Give each partnership a copy of the Number Line sheet, a long strip of bulletin board paper, scissors, and glue.
- Allow partners time to create their number lines. As students work, circulate, and ask questions such as “What number comes next on your number line? How do you know?” “Can you count to 20 with me?” and “What number comes after 7?”

Teacher's Note: If you are able to, laminate the number line that each partnership creates. These number lines will be used throughout this entire unit during partner practice.

Recap

- Select several partnerships to share and explain their number lines. Award pocket points if partnerships placed the numbers in the correct order.
- Review the concept of a number line.

T-P-S: What is a number line? *A number line is a line of numbers that are in counting order.*

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





Let's Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

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

Introduce the Poem

Today’s poem is about how cats love to sleep—anywhere. Listen for all the different cat sleeping places the poet Eleanor Farjeon mentions in her poem “Cats.” You might be reminded of cats you know.

- Read the poem more than once so students have time to picture the cats.



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 fish. You are going to write about how to take care of a fish.

T-P-S: How do you take care of a fish?

- Share an example that applies to you.

I think that I will write a sentence that says, “Fish need clean water.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “Fish need clean water.”

- **The first word is “fish.” I’m going to draw a picture for “fish.”** Draw a picture of a fish.
 - **“Need.” What sounds do you hear in “need”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **The next word is “clean.” What sounds do you hear in “clean”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **The last word is “water.” I hear some sounds that I know in “water.” I hear /w/, /t/, and /r/.** Write each letter as you say the sound.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing

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



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



Let's Think About It

TIMING GOAL: 20 minutes

tps

rwe

Theme-Learning Recap

- Review the learning focus of the day.

Today we began to learn about fish and what fish owners need to do to take good care of their pets. T-P-S: What is one thing that fish need to stay healthy? RWE: Yes, fish have some very special needs. They need the right amount of food. They need clean water that is not too hot or too cold. They need a clean aquarium or fishbowl.

Let's review what needs to be done to set up an aquarium (or goldfish bowl).

- Read each direction in the pocket chart. Take the Goldfish Bowl Sequence Picture Cards from the pocket chart, and randomly distribute them to six students.
- Invite those students to stand, holding the cards in front of them so the rest of the group can see them.

T-P-S: Which is the picture that shows the first step for setting up a goldfish bowl?
- Ask the student who is holding that card to stand to the right of the others, facing the class.
- Invite the class to use thumbs up/thumbs down to indicate whether they agree that this is the first step. If all are in agreement that this is the correct card, proceed with the next step. If not, help students come to a consensus about which card is correct. When all students are in agreement, ask which step is next. Invite the student with that picture to stand to the left of the student holding the card with the empty bowl.
- Continue in this fashion until all the pictures are in the appropriate order. Confirm by rereading the directions in the pocket chart.
- If time permits and students are ready for more of a challenge, redistribute the cards. This time ask students with the cards to place themselves in the correct order. Engage the rest of the group in determining whether students are in the proper order, using the directions in the pocket chart as a guide. (While students with the cards are arranging themselves, recite a rhyme, or sing quietly with the other students.)
- Review the information on the Fish Facts chart. Invite students to share other fish facts they may know, and add those details to the chart.
- Invite students who have visited the art lab to point out and share their contributions to the under-the-sea group art project.

Vocabulary Review



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



One of our new words today is “fish.” Fish are animals that live in water and have scales on their skin. T-P-S: When did we see, hear, or use the word “fish” today?

Our other new word today is “aquarium.” An aquarium is a clear container filled with water where fish are kept. When did we see, hear, or use the word “aquarium” 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:

fish
aquarium

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Fish water.	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, Fish swim in water.</i>
The student responds in a complete, but not very elaborate, sentence. Fish need food.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about why fish need food?



- 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 to include someone when you think he or she wants to join you when you're playing.



- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to report to the class. Award pocket points when students tell how they will include 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.).
- Distribute a theme-introduction letter to each student. Tell students they will find today's Home Link show online when they click on the parrot.
- **Read & Respond: Share a book with someone in your family 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

Specialized anatomy allows fish to live in water.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Word/Sentence Picture Cards: #1, #2, #3, #6, #7, #8, #13, #14, #15, and #17
Theme Exploration	<ul style="list-style-type: none"> SFAF Big Book: <i>Creature Features: Fish</i> Fish anatomy poster Optional: <ul style="list-style-type: none"> Fresh whole fish with scales, head, and tail intact Cooler or other container of ice Convenient hot-water source, pan of soapy water, or antibacterial hand gel or soap Paper towels Theme vocabulary word cards for “fins” and “gills” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive
STaR	<ul style="list-style-type: none"> Trade book: <i>Mr. Putter & Tabby Feed the Fish</i> <i>Mr. Putter & Tabby Feed the Fish</i> Puppets page (appendix)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<p>Fish-shaped crackers with peanut butter or cream cheese Teacher’s Note: Check for allergies!</p> <ul style="list-style-type: none"> Optional: <ul style="list-style-type: none"> Bucket (or other large container) Make-believe fishing poles with large (open) paper clips attached to the ends of the strings Whiffle balls
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>Big Bob’s Bad Day</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “t,” “a,” “u,” “m,” “h,” and “r” or IWB access Green Word cards: “Hank’s,” “red,” “him,” “rabbit,” “Rob’s,” “hugged,” “rag,” “rug,” “rid,” “ran,” “tipped,” and “run” or IWB access Red Word cards: “day,” “out,” “saw,” “gave,” “his,” and “that” or IWB access

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Number Cards 1–20, one set • Numbered index cards (1–20) • Bulletin-board-paper number line (from day 1) • Beanbag • 5–14 Spinner (appendix), one per partnership • Transparent spinner • Student number lines (from day 1), one per partnership
Let’s Daydream	<ul style="list-style-type: none"> • “The Salmon,” <i>The 20th Century Children’s Poetry Treasury</i>, page 42
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let’s Think About It	<ul style="list-style-type: none"> • Fish and People Venn diagram and marker • SFAF Big Book: <i>Creature Features: Fish</i> • Home Link animal hand stamp: monkey

Learning Labs—Additional Materials

Dramatic Play Lab Going Fishing
<ul style="list-style-type: none"> • Props for a fishing trip (e.g., old hats, jackets and/or vests with pockets) • Pictures of fish and/or of people fishing • Blue bulletin board paper, towel, or blanket (to serve as a stream or pond for fishing) • Fishing poles (dowels or pencils with a length of string attached and a small magnet at the end) • Fish Shapes sheet (appendix)
Classroom Library Lab Water Creatures
<ul style="list-style-type: none"> • SFAF Big Book: <i>Creature Features: Fish</i> • Books about fish, the ocean, and water
Sand/Water Lab Shells on the Beach
<ul style="list-style-type: none"> • Trade book: <i>Sneakers, the Seaside Cat</i> • Paper with tracings • Seashells • Beach items (e.g., twigs, crab claws, fish, sand dollars, starfish, feathers, stones, sand shovels) • Sieve (optional)

Science Lab | Observing Fish

- Optional:
 - Fresh whole fish with scales, head, and tail intact
 - Cooler or other container of ice
 - Convenient hot-water source, pan of soapy water, or antibacterial hand gel or soap
 - Paper towels

Writing Lab | Write Observations

- Fish/aquarium drawings from the science lab

Day 2

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 1

Literacy Lab

- Same as day 1

Math Lab

- Same as day 1

Computer/Media Lab

- Same as day 1

Writing Lab

- Same as day 1

Other

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

Observe Student Progress

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

Phonemic Awareness: Auditory Segmentation

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

Beginning Reading

- This week find out whether your students can sound out the words “rabbit” and “tipped.” You will also watch to see whether they can read the sentence “Big Bob had a bad day.”
- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

Emergent Writing

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

Math

- Show a number line with the numbers 1–20. Ask the student to close his or her eyes. Cover the numbers 8 and 14 on the number line using your finger, manipulatives, or pieces of paper. Ask the student to open his or her eyes. Ask the student to identify the missing numbers. Repeat with the numbers 11 and 19.



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 fish 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 the concept of empathy by identifying how others feel based on visual and auditory cues.



- Engage students in determining how the person pictured on one of the Word/Sentence Picture Cards feels. Hold up card #6, and describe what's happening in this illustration. Move around the circle with the card so all can see the expression on the girl's face.

The girl is watching the doctor take care of her dog. Look carefully at her face. T-P-S: How do you think she feels? T-P-S: What clues do you see in the picture that help you know that she feels worried (or other appropriate feelings word that students named)?

- Add any new feelings words to the Feelings Tree.
- Point out that looking at someone's face can help you to better understand how he or she feels.



When you look at the illustration and see what's happening, you think about how you would feel in this situation to tell how the girl feels. Looking at someone's face can help us to know how he or she feels, but we can use other clues too. I'm going to pretend that I am the girl in this picture. Listen carefully to what I say. Use an excited voice, hold your posture in a positive manner, and smile while you say, I am so worried about my dog; I hope he'll be okay. WGR: Do you think I feel worried? No. T-P-S:

Why? My voice, body, and face all gave you clues that I am happy, not worried. Turn to your partner, and use your voice, face, and body to show that you feel worried about the dog.

Partner Practice

- Have students use visual cues to identify people’s feelings.
- Create groups of four by combining partnerships. Randomly distribute one Word/Sentence Picture Card to each group of students, and have them briefly describe the actions of the people pictured on their cards. Have students talk in their groups to decide how the person in each picture feels. Encourage students to use new feelings adjectives such as “worried,” “excited,” “proud,” “upset,” etc.

Look at the card that your group has. Talk with friends in your group about what’s happening in the picture. You will decide how the person on your card feels.



- Use the sharing sticks to select students to name the feelings they think are depicted in the pictures and how they arrived at their determinations. After the student describes the card, select another student from the group, and ask, **How do the friends in your group think this person feels? Why do you think the person feels this way?** You may want to question students in each group to find out whether they were all in agreement about how they think the person on their card feels. You might ask, “Did everyone in your group agree at first about how the person on your card feels?” “What other feelings did the people in your group think the person on your card may have?” or “How do you know the person feels this way?”
- Invite students to look at their cards again and imagine that they are the persons pictured. Encourage groups to work together to think of sentences that tell how they would feel if they were the persons pictured. Allow time for students to formulate sentences.
- Use the sharing sticks to select students to tell their sentences using appropriate expressions to convey their feelings.

Now think about how you would use your voice and body to let others know how you feel. Practice so everyone in your group has a turn to say the sentence in a way that lets others know how he or she feels.

- Conclude the activity.

When we look at someone’s face and listen to his or her voice, it helps us to better understand how that person feels. When we can understand his or her feelings, it helps us to work better with him or her.

Partner Challenge

- Introduce today’s Partner Challenge.

Our Partner Challenge today is to tell your partner why it’s important to look at someone’s face when he or she talks to you.

- Provide a moment for students to think about the challenge and ask any questions they may have. Remind them that they will talk about the challenge later.

- Tell students they will earn pocket points when they look at their partners while they talk with them about the challenge.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What are some important things you have to do to take care of fish?

We began learning about fish yesterday. I wonder if we will learn about fish today too. Our Daily Message will give us a clue about what we are going to learn about. Let's see what it says.

Daily Message

Fish bodies are made for living in the water.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **I see a sneaky “e” word in today’s Daily Message. Listen as I read the message again.** Reread the message, gliding your hand under the message as you read it. **WGR: What word has sneaky “e” at the end of it? “Made.”**
 - Cover the “e” in “made.” **Without the “e,” the letters “m,” “a,” “d” say “mad.” When sneaky “e” joins the letters, what happens to “a”? RWE: “A” gets scared and says its name. When you add sneaky “e” to “mad,” you get “made.”**



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that fish bodies are made for living in the water. We know that fish have scales on their skin. T-P-S: What else do you know about fish bodies? Answers will vary.

- Introduce the Big Book *Creature Features: Fish*.

Today we will read the book *Creature Features: Fish* to help us learn about fish bodies. We will see how a fish’s body is specially made for living in the water. You may notice ways in which fish bodies and our bodies are the same and ways in which they are different. Look carefully at the pictures while you listen to the words. The words and pictures in this book will help you learn about fish and how they are like us and different from us.

- Display the fish anatomy poster. Begin reading *Creature Features: Fish*.
 - **Page 3: We just read about fish fins and tails.** Point to the fins and tails on the fish in the picture. T-P-S: **How do you think fins and tails help fish live in the water?** *They help fish swim.* Point out the fins on the fish anatomy poster.
 - **Page 4: Fish have bony skeletons.** Point to the skeleton. T-P-S: **How does this make fish like people?** *People also have skeletons.*
 - **Page 5:** Point to the scales in the picture. **Scales cover fish bodies. The book describes fish scales as tiny shields. Soldiers use shields to protect themselves.** T-P-S: **How do you think scales help fish?** *Scales protect fish.* Refer to the fish anatomy poster.
 - **Page 6:** Point to the fish gills. **Gills help fish to breathe in water just like lungs help people to breathe air. Let’s take a deep breath in and feel our lungs fill up with air. Then let the air out again. Breathe. Our bodies keep in the oxygen from the air and breathe out the parts of the air that we don’t need. Ready?** Model breathing in and out along with students. WGR: **Could you feel your lungs fill up with air?** *Yes.* Point out the gills on the fish anatomy poster.
 - **Page 7:** Point to the fish eyes. **Fish have eyes that don’t close or blink.** T-P-S: **How does this make fish similar to and different from people?** *People also have eyes, but we can close and blink our eyes.*

- Finish reading the book.

You learned a lot of information about fish from this book. You also learned how fish and people are the same and different. This afternoon during Let’s Think About It, we will write about those similarities and differences.

- If you have a fresh whole fish, continue with the following instructions.

Today I have a surprise for you.

- Take the fish out of the cooler or container.

Let’s see what you remember about the fish’s body that helps it live in water.

- Point to the scales on the fish. Invite students to touch the fish to help them understand how scales and slime feel. Restate the importance of the scales on the fish’s body.

Today and tomorrow you will be able to touch and examine the fish some more in the science lab.

- Review the names of the fins, and show students how to pull them open. Encourage students to name the fins, emphasizing the dorsal and pelvic fins and the tail.
- Point out and lift the gill cover on the fish.

When you see the fish in the science lab, gently pull open the gill cover, and look at the gills inside.

- Pick up the fish, and show how the body can move back and forth to swim.

- If filleted, open the fish to show the skeleton. Discuss the features that students share with fish, including a backbone, a head, eyes, and nostrils (for smelling).

Teacher’s Note: Remember to return the fish to a refrigerator or cooler until lab time and to move the fish anatomy poster to the science lab. Be sure to wash your hands, and have students who handled the fish wash their hands thoroughly.



- Play the digital dictionary videos for “fins” and “gills.”
- 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 “fins” and “gills.”

“Fins” are the thin flat part of a fish’s body that helps it swim. I can make a sentence with the word “fins”:

The fish moved its fins as it swam across the aquarium.

Gills are the parts of the fish’s body that help it breathe. I can make a sentence with the word “gills”:

Fish use gills to breathe instead of lungs.



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 “Five Little Crabs.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



Develop Phonemic Awareness—Auditory Sound Blending

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

/c-r-a-b/	<i>crab</i>	/r-u-n/	<i>run</i>	/s-e-a/	<i>sea</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? Mr. Putter & Tabby Feed the Fish.

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

WGR: The illustrator is Arthur Howard. 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 “twitchy.” What does “twitchy” mean? *Moving with quick, sudden motions.*

T-P-S: Can you think of a sentence that uses the word “twitchy”? 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 “faint.” *The word “faint” means quiet.*
- Repeat this process with the word “relax.” *The word “relax” means calm down.*

Story Retell

- Place students in groups of four by combining partnerships. Distribute one set of puppets to each group. Invite each student to take one puppet.
- Name the characters that the puppets represent. Confirm that students know which puppet they each have so they know which character each of them will be.
- Read the story, stopping on the following pages for students to dramatize their characters’ parts.
 - **Page 7:** Mr. Putter and Tabby watching the fish
 - **Page 13:** Tabby batting the fish
 - **Page 16:** Mr. Putter and Tabby going upstairs to bed
 - **Page 22:** Tabby acting twitchy
 - **Page 32:** Mr. Putter and Tabby taking the fishbowl to Mrs. Teaberry’s
 - **Page 35:** Mr. Putter and Tabby saying goodbye to the fish
 - **Page 37:** Zeke looking at the fishbowl and relaxing
 - **Page 39:** Mr. Putter and Tabby sleeping



- If time and interest permit, have students switch characters, and read the story again. This will give students who are the fishbowl or Zeke for the first reading the opportunity to have more active parts during the second reading.
- Conclude the activity by asking students to pretend that they are Tabby, and ask if there is a pet other than fish that they would like to have and why.

T-P-S: Tabby, is there a pet other than fish that you would like to have? 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 | Going Fishing

Description:

- Students will pretend to go fishing in a stream.

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 for a fishing trip.
- Tell students that they may use the fishing poles to go fishing.
- Suggest that after students have caught all the fish, they can count them and sequence them by size.

Facilitate Learning:

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

Example:

- **I want to catch the biggest fish in the stream. What should I use for bait?**

Blocks Lab | Aquarium Store

Description:

- Students will build small and large aquariums.

When You Tour:

- Remind students that they can build small aquariums for goldfish or big aquariums for larger sea creatures.

Art Lab | Under-the-Sea Group Art Project

Description:

- Students will create an underwater ocean scene as a group.

When You Tour:

- Remind students that they can use the materials to create a sea-life scene of their choice.

Classroom Library Lab | Water Creatures

Description:

- Students will have the opportunity to explore books about fish.

Purpose:

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

When You Tour:

- Point out *Creature Features: Fish*.
- Open the book to pages 12 and 13.
- Ask students where they have seen these pictures before. If no one recognizes them as smaller versions of the pictures in the book, explain to students what the pictures are. Tell them that when they are in this lab, they can look at these small pictures and locate the pages on which the larger pictures appear.

Facilitate Learning:

- Talk with students as they explore *Creature Features: Fish*.
- Ask students why they think the fish have the names that they do.
- Talk with students about the special features of these fish.

Literacy Lab | Play School: Go Fish!

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use word cards to play Go Fish.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Go Fish with word cards.

Math Lab | Fish on the Line

Description:

- Students will create a number line using fish.

When You Tour:

- Remind students that they will use the fish and the string to create a number line.
- Model how to do this if necessary.
- Ask students to check one another's number lines to make sure that the numbers are in the correct order.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open.

Sand/Water Lab | Shells on the Beach

Description:

- Students will find shells and other beach items that are buried in the sand and match them to shapes drawn on paper.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to explore the properties of shells, sand, and other items found on beaches.

When You Tour:

- Ask students if they have ever found things such as seashells on the beach.
- Tell students there are shells and other items found at the beach that are buried in the sand in the sand table.
- Tell students they can dig for the shells and other items in the sand table and then match them to the traced shapes. Show students how a sieve can also be used to find items.

Facilitate Learning:

- Join students in finding the shells and other items and in matching them to the shapes on the paper.
- A timer can be used to make this activity more like a game.
- Ask questions that will help students to think about the properties of the shells and the other items. For best results, jump in, and join the play as you interact with students.

Example:

- **Look, I found a crab claw! How would you describe its texture?**

Science Lab | Observing Fish

Description:

- Students will observe and draw pictures of fish.

When You Tour:

- Remind students that they can observe the fish in the aquarium (or fishbowl) and then draw and color as many details about the fish as they can.

Teacher's Note: Remind students not to tap on the aquarium (or fishbowl) sides or to touch the water. Have students save their pictures for use in the writing lab.

- If you have added a fresh fish to the lab, point out the fish and the cooler. Remind students of the proper handling techniques from Theme Exploration.

Writing Lab | Write Observations

Description:

- Students will write observations about the fish in an aquarium or bowl.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to practice informational writing.

When You Tour:

- Explain that in this lab, students can write their observations about the fish in the aquarium (or fishbowl) on the drawings that they made in science lab, or they can write their observations on a new piece of paper and attach it to their pictures.

Facilitate Learning:

- Join students as they write their observations.
- Encourage students to use appropriate writing strategies.

Examples:

- **Writing the sounds that you know is a great strategy for spelling the word “mouth.”**
- **What strategy can you use to spell the word “gills”?**
- Take this opportunity on days 1–10 to note which students demonstrate increasing facility with the process of writing.



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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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? Reply. Can you think of another combination for 4 that is not on the poster? Replies.** Record the combination in the third column.

It’s Time

- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 2:00. WGR: **What number is the hour hand pointing to? 2. What number is the minute hand pointing to? 12. What time is it? Two o’clock.**

- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write “2:00” on the digital clock.



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 fish-shaped crackers with peanut butter or cream cheese.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner why it’s important to look at someone’s face when he or she talks to you.

- Allow students time to talk about the challenge. As you monitor their conversations, take note of their interactions.
- Award pocket points when students look at their partners while they talk with them about the challenge.



Outside/Gross-Motor Play

- If you were able to acquire the optional materials, use them to create a fishing hole. Fill the bucket (or other large container) with whiffle balls. Students can catch the pretend fish by hooking the paper clip onto the hole on a whiffle ball and bringing the ball out of the bucket.
- Take this opportunity on days 2–5 to note which students coordinate their eye-hand movements.



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:

Hank’s
red
him
rabbit
Rob’s
hugged
rag
rug
rid
ran
tipped
run



Word Presentation

Read sounds.

- Use the key cards to guide practice with /t/, /a/, /u/, /m/, /h/, and /r/.
- Show the Animated Alphabet video segment for /r/.

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:
run → ran → rat → hat → hut

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.

Red Words:

day gave
out his
saw that

Readles:

garden cage
radishes happy
house

Guided Group Reading

Review



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

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

Guided Group Reading

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

Discussion Questions

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



T-P-S: **What is the first mess that Big Bob makes?** *He makes a mess of his rug.*

T-P-S: **Why does Meg get mad at Big Bob?** *He picks up Peg.*

T-P-S: **Why does Meg's mom give Big Bob a dog bone?** *She knows Big Bob is trying to help.*

Roo's Request



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

Use KinderRoo to make this request:

Look on page 5. Point to something in the picture that shows a mess. Tell your partner in a complete sentence what caused the mess.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Celebration

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



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



Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Place the numbered index cards on the chalkboard ledge in random order. Select three or four students to come up and place the cards, in order, 1–20 and tape them to the bulletin board paper on the wall.



- Award pocket points if students are able to successfully order the numbers.
- Point to the number line.



WGR: **What is this called?** *A number line.*

Active Instruction



- Tell students that they will learn about the number line again today. Point to each number on the number line, and have students say each number aloud. Take the number line down off the wall, and place it on the floor.
- Tell students that you will play a game using the number line. Show students the number line on the floor and the beanbag.

We are going to play a game called Before and After. I am going to pick someone to come up and toss the beanbag onto the number line. We are going to name the number that the beanbag lands on. Then we are going to say what number comes before and what number comes after that number.

- Select a student to come up and toss the beanbag onto the number line.

WGR: **What number did the beanbag land on? What number comes before? What number comes after?** *Answers will vary depending on toss.*

- Select two or three students to come up and toss the beanbag, asking students to identify the number the bag lands on and the numbers that come before and after the identified number.

Partner Practice

- Tell partners they will play a similar game. Show students a number line and the 5–14 Spinner.

One partner will spin the 5–14 Spinner. The other partner will put his or her finger on that number on the number line that you made yesterday. The partner pointing to the number will tell which number comes before the number and which number comes after.

- Select a student to act as your partner. Model two rounds of the game for students so they understand the directions.
- Give each partnership the number lines that they made yesterday and a 5–14 Spinner.
- Allow partners time to play several rounds of the game. As students work, circulate, and ask questions such as, “What number comes before this number?” and “What number comes after this number?” as you point to numbers on the number line.

Recap



- Spin the 5–14 Spinner. Select a student to tell what number comes before the number that you spun. Select a student to tell what number comes after the number that you spun.



- Award pocket points if students can identify the numbers that come before and after the number that you spun.



- Review the concept of the placement of numbers on a number line.

T-P-S: How does knowing what numbers come before and after each number help us to create a number line? *If we know what numbers come before and after each number, we can put the numbers in the correct order on the number line.*



TRANSITION

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 Salmon,” *The 20th Century Children’s Poetry Treasury*, page 42

Introduce the Poem

Today we talked about fish that do not live in fish tanks. Most baby fish come from fish eggs. Different species of fish lay their eggs, or spawn, in different ways. The salmon leave the sea to swim many miles up rivers to spawn. To swim against the fast flow of the river water, the strong salmon have to jump high above the water. In the poem “The Salmon,” the poet Douglas Florian uses several different words that mean jump to describe the special way that salmon move upstream. Listen for the special words, and let them make a picture in your mind.



TRANSITION

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.

We've been talking more about fish. Today you were able to touch, smell, and look at a real fish. Write about what you liked best about the fish or what you found interesting.

T-P-S: What did you like best or find most interesting about the fish?

Teacher's Note: If students did not get to experience a real fish, invite them to write about something new they learned about fish today.

- Share an example that applies to you.

I think that I will write a sentence that says, "I liked touching the fish."

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, "I liked touching the fish."

- **The first word is "I." This word is on the word wall. I'll copy it.**
Write "I."
 - **"Liked" is the next word. What sounds do you hear in the word "liked"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"I liked touching the fish." "Touching" is the next word. What sounds do you hear in "touching"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"The." "The" is also on the word wall. Let's use Say-Spell-Say to help us write and remember this word.** Prompt students to use Say-Spell-Say. Write "the."
 - **"Fish" is the last word. I can draw a picture for fish.** Draw a picture of a fish.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let's Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

Today we learned about how fish bodies are made for living in the water. We also compared fish and people and talked about how we are similar to and different from fish. We saw how fish have many special body parts that people do not have.

- Display the Fish and People Venn diagram.

We can use a Venn diagram to record how fish and people are alike and different. Remember, we used a Venn diagram to compare mammals and birds in our last unit.



- Display the Big Book *Creature Features: Fish*.

As we take another look through our book about fish, I would like to write about the ways that people and fish are similar to and different from each other. I will write this information on a Venn diagram to organize the ideas. Point to the part of the Fish circle that doesn't overlap with the People circle. **If we want to write information that is just about fish, we will write it in this part of the circle.** Point to the part of the People circle that doesn't overlap with the Fish circle. **If we want to write information that is just about people, we will write it in this part of the circle.** Point to the overlapping part of the circles. T-P-S: **Remember our mammals and birds Venn diagram. What kind of information do you think we will write here?** *Information that is the same for fish and people. Let's look through the book to find the information that you want to put on the Venn diagram.*
- Take a Picture Walk through *Creature Features: Fish*, stopping to compare and contrast information and to add information to the Venn diagram.
 - **Page 1:** WGR: **Where do fish live?** *In water.* **Where do you and other people live?** *On land.* **Do fish and people live in the same place?** *No.* T-P-S: **If fish and people live in different places, where should I write the information?** *Replies.* In the Fish circle, write "live in water." In the People circle, write "live on land." Be careful not to write in the overlapping area.
 - **Page 2:** **People give birth to live babies.** WGR: **Do fish give birth to live babies?** *No.* **What do fish do?** *Lay eggs.* In the Fish circle, write "lay eggs." In the People circle, write "give birth to live babies."
 - **Page 3:** T-P-S: **What body parts do fish use to move around?** *Tails and fins.* **What body parts do people use to move around?** *Legs.* In the Fish circle, write "tails and fins." In the People circle, write "legs."
 - **Page 4:** Point to the skeleton. T-P-S: **What is one way that fish and people are alike?** *Fish and people have bones/skeletons.* In the overlapping part of the circles, write "bones/skeletons."
 - **Page 5:** WGR: **What covers people's bodies?** *Skin.* **What covers fish bodies?** *Scales.* In the Fish circle, write "scales." In the People circle, write "skin."
 - **Page 6:** T-P-S: **What do fish use to breathe?** *Gills.* **What do we use to breathe?** *Lungs.* In the Fish circle, write "gills." In the People circle, write "lungs." **We know fish breathe underwater using their gills, and people breathe above water using their lungs; however, both people and fish need oxygen. Fish just get oxygen from the water, and people get it from the air.** Write "oxygen" in the overlapping part of the circle.
 - **Page 7:** Point to the fish eyes. WGR: **What is one body part that both fish and people have?** *Eyes.* T-P-S: **How are fish and human eyes different?** *Fish eyes stay open and never blink. People can close their eyes and blink.* Write "eyes" in the overlapping part of the circles. Write "don't close/blink eyes" in the Fish circle and "close/blink eyes" in the People circle.
 - **Page 10:** Point to the boy. WGR: **What is one thing that both fish and people do?** *Swim.* Write "swim" in the overlapping part of the circles.
- Point to the words recorded in the overlapping area as you summarize how fish and people are alike.

- Tell students they are going to talk with their partners about how fish and people are different.

Let’s look at how fish and people are different. One person in each partnership will talk about fish, and the other partner will talk about people.

- Assign one member of each partnership to talk about fish and the other to talk about people.

Everybody take a minute to look at the information in your part of the circle (fish or people). If you are in the fish group, tell your partner what you learned. Pause while students share. If you are in the people group, tell your partner what you learned. Pause while students share.

You sure learned a lot of information about fish and people and how they are the same and different!

Vocabulary Review



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

Our new words today are “fins” and “gills.”

Fins are the thin flat parts of a fish’s body that help it swim. T-P-S: When did we see, hear, or use the word “fins” today?

Gills are the part of the fish’s body that help it breathe. When did we see, hear, or use the word “gills” 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:

fins
gills

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Fish swim fins.	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, Fish swim with their fins.</i>
The student responds in a complete, but not very elaborate, sentence. Fish have fins.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about how fish use their fins?



- 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's important to look at someone's face when he or she talks to you.

- Provide a moment for students to review their responses to the challenge.
- Use the sharing sticks to select students to give their responses. Award pocket points when students look at their partners while they review the 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 monkey for today's show.
- **Read & Respond: Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the monkey stamp to place an animal image on each student's hand as a reminder to watch today's Home Link show.

Day 3 | Ready, Set...

Focus

There are a variety of sizes, shapes, and colors among fish species.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Paper shoe outlines, one shoe per group of four students
Theme Exploration	<ul style="list-style-type: none"> SFAF Big Book: <i>Creature Features: Fish</i> Theme vocabulary word card for “camouflaged” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive
STaR	<ul style="list-style-type: none"> Trade book: <i>Sneakers, the Seaside Cat</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	Peanut-butter-and-jelly sandwiches cut into quarters Teacher’s Note: Check for allergies! <ul style="list-style-type: none"> Lemonade
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>Big Bob’s Bad Day</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “t,” “a,” “u,” “m,” h,” and “r” or IWB access Green Word cards: “Hank’s,” “red,” “him,” “rabbit,” “Rob’s,” “hugged,” “rag,” “rug,” “rid,” “ran,” “tipped,” and “run” or IWB access Red Word cards: “day,” “out,” “saw,” “gave,” “his,” and “that” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Bulletin-board-paper number line (from day 1) Large number cards for 1–10 (teacher) Student number lines (from day 1), one per partnership Self-stick notes, two or three per partnership
Let’s Daydream	<ul style="list-style-type: none"> “When Whales Exhale (Whale Watching),” <i>The 20th Century Children’s Poetry Treasury</i>, page 57
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students’ writing journals <i>Writing Development Feedback Guide</i>

Additional Materials Needed Today	
Let's Think About It	<ul style="list-style-type: none">• SFAF Big Book: <i>Creature Features: Fish</i>• Paper• Markers or crayons• Fish anatomy poster• Fish Facts chart and marker• Home Link animal hand stamp: koala

Day 3

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 2

Literacy Lab

- Same as day 2

Math Lab

- Same as day 2

Computer/Media Lab

- Same as day 2

Writing Lab

- Same as day 2

Other

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



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

Home Link Debrief



- Invite children to share what they remember from last night’s Home Link show.
T-P-S: In last night’s story, how did Mateo participate in the Dolphin Games?
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of successful answers.

Active Instruction

- Expand on the concept of empathy by introducing the idea that people can feel differently about things.
When we learned about friends, we said that people may like different things and still be good friends. Children can also feel differently about the same thing and still be friends.
- Use the following scenario to point out that two people can feel very differently about the same thing.

As you listen carefully to this little story, think about the children’s feelings. Jake and Kari are walking to school. On the way, they see Mr. Russell walking Roxy, his big German shepherd. Kari is very excited when she sees the dog. Her uncle has a very friendly German shepherd that looks just like Roxy, and Kari plays with the dog when she visits her uncle. Kari wants to go pet Mr. Russell’s dog. When Jake sees the dog coming toward them, he gets very nervous. Jake doesn’t know any dogs, and Mr. Russell’s dog is very big. He wants to cross the street to get away from the dog.



T-P-S: How does Kari feel about Roxy? Why do you think she feels this way? Allow time for students to talk and share their answers.

T-P-S: **How does Jake feel about Roxy? Why does he feel this way?** Allow time for students to talk and share their answers.

Both children see the same dog, but they feel very differently about her.

T-P-S: **Why is this?**

Partner Practice

- Have students work in groups to take on another person’s feelings about a situation.

We’re going to think some more about how people feel differently about things. Think about how you would feel if this happened to you.

- Present the following situation.

Your parents think you are old enough to take care of a pet. They are excited to give you the pet they bought for you, and you can’t wait to see what it is. They hand you a special animal container, and when you look inside, you see a snake. Use your body to show how you feel about getting a snake for a pet.

- Pause while students demonstrate their feelings. Encourage them to go beyond facial expressions. Select several students to demonstrate how they feel without using any words, and have the others guess which feeling the student is demonstrating. Have each student who is demonstrating to confirm how he or she feels. Ask them to explain why they feel the way they do. Encourage them to use feelings words such as “excited,” “upset,” “afraid,” “disappointed,” etc. to expand beyond “happy,” “sad,” or “angry.” Post any new feelings words on the Feelings Tree.
- Create groups of four students by placing students who share the same feeling about getting a snake as a pet together.

Now we’re going to try to act out a feeling about the pet snake that is different from ours.

- Distribute a paper shoeprint with a feelings word printed on it to each group of students. Tell them the name of the feeling on their shoe. Invite students to take turns standing on the shoe as they think about the feeling written on it.

Not everyone felt the same way about getting a snake for a pet. Review the feelings that students expressed earlier. **Think about the feeling on your group’s shoe. T-P-S: What would you do with your body to show this feeling? Talk with the friends in your group to decide how to show the feeling on your shoe.**

- Allow enough time for students to think about how to show the feelings on their shoes. Select several students to demonstrate the feeling on their group’s shoe.
- Have the others try to guess the feeling that the students demonstrate. Ask the group that is demonstrating, **Is it easy or hard to show feelings that are different from yours about the pet snake? Why?** T-P-S: **How does trying out someone else’s feelings help you to better understand that someone can feel differently from you about something? Trying to understand someone else’s feelings helps us when we have conflicts. It can help us see things the way the other person sees them.**

Partner Challenge

- Introduce today’s Partner Challenge.

Our Partner Challenge is to tell your partner how you feel when you dress up in a costume or pretend to be someone else in the dramatic play lab.

- Provide a moment for students to think about the challenge and to ask any questions they have about it. Remind them they will have time to talk about the challenge with their partners at snack.
- Tell students they will earn pocket points when they look at their partners and listen carefully to help them better understand what their partners tell them.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: Yesterday we learned about fish bodies. What is one fish body part that helps them to live underwater?

Let’s read the Daily Message to find out more about fish.

Daily Message

Fish species come in many sizes, shapes, and colors.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **I see two words from our Daily Message that have sneaky “e” in them. The words “sizes” and “shapes” both have sneaky “e.” We know this because the “e” in these words makes the vowel that comes before it say its own name.**
 - **Usually sneaky “e” words end with “e.” WGR: What letter do the words “sizes” and “shapes” end with? “s.” T-P-S: What do we know when a word ends with an “s”? RWE: When a word like “size” or “shape” ends with an “s,” we know that the author is talking about more than one object. In this case, our Daily Message is telling us about many sizes and many shapes.**
 - **The word “come” looks like it might be a sneaky “e” word, but it isn’t. We can tell because the “o” in “come” does not say its name.**



Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us that fish species come in many sizes, shapes, and colors. We learned about the word “species” last week. We know that a species is a group of animals that is the same in many important ways. There are thousands of different species of fish that each looks a little different from the next. Today we will read the book *Creature Features: Fish* again. As we read the book, I would like for you to pay close attention to the many sizes, shapes, and colors of the different fish that we see.



- Begin reading *Creature Features: Fish*.
 - **Page 1:** The first page of this book says almost the same thing as the Daily Message. Listen while I read it again to hear what is the same in the book and the Daily Message. Reread page 1. The Daily Message says, “Fish species come in many sizes, shapes, and colors.” This page in *Creature Features: Fish* says that there are many creatures of different colors, shapes, and sizes in the water. At the end of the page, the question asks whether these creatures could be fish. T-P-S: How do you think we can tell whether creatures that live in the water are fish?
 - Yesterday you learned about many of the characteristics, or features, that make animals fish. The title *Creature Features: Fish* tells us that the creatures in this book have fish features. Let’s read on to find out what they are.
 - **Page 2:** Point to the cluster of eggs below the fish. These creatures have laid tiny orange eggs. They are watching the eggs to keep them safe so they can hatch into colorful fish just like their parents.
 - **Page 3:** WGR: Which fish feature does this page discuss? *Fins*.
 - **Page 4:** Remember this page shows the bony skeletons of two kinds of fish.
 - **Page 6:** Point to the fish on the page. Look at the fish on this page. What do you notice about their colors? *They are almost the same color as the rocks.*
 - **Page 8:** Here are two more very colorful creatures that live in the water. The book tells us that they are camouflaged, which means that their colors and shapes help them to blend into their environments. This makes the animal hard to see, so it is safer from other animals that want to eat it.
 - **Page 11:** This fish really has a different shape!
 - **Pages 12 and 13:** Invite students to look at all the different colors, shapes, and sizes of the fish they saw in this book. This book will be in the classroom library lab along with other books that have pictures of fish. When you look at these books, you will see many, many fish of different colors, shapes, and sizes.



- Play the digital dictionary video for “camouflaged.”
- 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 “camouflaged.”

The word “camouflaged” means having the same colors and shapes as things around you. When something is camouflaged, it is easier to hide. I can make a sentence with the word “camouflaged”:

The fish was camouflaged because it blended in with the coral at the bottom of the ocean.



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 “Five Little Crabs.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



Develop Phonemic Awareness—Auditory Sound Segmenting

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

crab	/c-r-a-b/	run	/r-u-n/	sea	/s-ea/
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- Award pocket points if students are able to successfully produce the sounds in each word.



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



TIMING GOAL: 20 minutes

STaR Words:

seashore

crept

tide

Sneakers, the Seaside Cat*Written by Margaret Wise Brown**Illustrated by Anne Mortimer*

In this book, a cat named Sneakers takes a trip with his family to the seashore for the first time. Sneakers discovers various kinds of sea life on his seaside adventure. Rich illustrations bring the text alive with colorful beach scenes.

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 *Sneakers, the Seaside Cat*. It is written by Margaret Wise Brown. T-P-S: What do we call the person who writes the book? *The author*. The illustrator is Anne Mortimer. What does an illustrator do? *Makes the pictures*.

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

Remember that our story today is called *Sneakers, the Seaside Cat*. "Seaside" is another name for beach. Let's take a close look at the cover. T-P-S: Tell your partner what you see on the cover. *A cat, water, fish, shells, seaweed, and sand*. Do you think the cat lives at the beach? What might the cat be doing at the beach?

- Introduce the story vocabulary words.

We will see some new words in our story today. The first word is "seashore." "Seashore" means the shore by a sea or the beach. In the story, Sneakers goes on a trip with his family to the seashore.

We will also see the word "crept." Crept means to have crept up to something or someone. When you have crept up to something, you have moved toward it very slowly and quietly. You may have crept up to birds before so you could see them better.

Another important word in the story is "tide." The tide is when the ocean rises up and goes down each day. If you build a sand castle by the edge of the water when the tide is low, it will get knocked down a few hours later at high tide, as the ocean water rises and moves up the beach.



Modeling fluent reading

- Introduce the good-reader skill for today.

When good readers read something aloud, they read it fluently. That means that they read smoothly and with good expression, as if they are talking. As I read today, listen to see if I am reading fluently.

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.
- Have students lie down on their backs and close their eyes as if they are resting on the beach. Read the entire book without stopping to ask questions or to discuss the text, so students can picture the images created with the words.
- Have students open their eyes and sit up.

T-P-S: **What did the seashore look like to you?**

Let's turn to the beginning of the book, and I'll show you the pictures that show (or read it again to see) how the seashore looked to Sneakers the cat. Start showing the pictures and/or reading from the beginning.

- **Page 6: Sneakers is using his senses at the beach. What kinds of things does he smell? What does he hear?** *Sneakers smells the sea and the pine trees. He hears the boom, boom, boom of the sea pounding on the rocks.*
- **Page 10: Shrimp are very small animals that live at the seashore. Many animals like seagulls, crabs, and shrimp live on or near the beach.**
- **Page 12:** Read the page smoothly and expressively. T-P-S: **Did I sound smooth and expressive when I read that page? Did I sound like I was talking?**

Remember that “crept” is one of our vocabulary words. The text says that Sneakers crept up to the seashell and looked inside. I think Sneakers crept up slowly and quietly to the seashell because he wasn't sure if there was something living inside. Some creatures, like hermit crabs and clams, live inside of seashells. Imagine what Sneakers would have done if a crab had popped out of the seashell!

- **Pages 13–16:** T-P-S: **What do you think Sneakers will do the next time he comes across a crab at the beach? Why?**
- **Page 19: The story says that it was low tide and all around was seaweed. T-P-S: Who can remember what “tide” means? *When the ocean moves up and down the beach.***
- Read the last page robotically, slowly, and in a monotone voice. T-P-S: **Did I sound smooth and expressive when I read that page? Did I sound like I was talking? No. Good readers read fluently. They read smoothly and with good expression.** Reread the page fluently.

After Reading

T-P-S: **What would be your favorite thing to do at the seashore?**

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

In the story, Sneakers crept up to a seashell. Let's make a sentence using the word "crept." T-P-S: **Talk to your partner about ideas you have for our sentence.**

- Use students' ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the words "seashore" and "tide."



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 | Going Fishing

Description:

- Students will pretend to go fishing in a stream.

When You Tour:

- Remind students that they may use the fishing poles to go fishing.

Blocks Lab | Aquarium Store

Description:

- Students will build small and large aquariums.

When You Tour:

- Remind students that they can build small aquariums for goldfish or big aquariums for larger sea creatures.

Art Lab | Under-the-Sea Group Art Project

Description:

- Students will create an underwater ocean scene as a group.

When You Tour:

- Remind students that they can use the materials to create a sea-life scene of their choice. Ask students to describe some of the fish in the art project.

Classroom Library Lab | Water Creatures

Description:

- Students will have the opportunity to explore books about fish.

When You Tour:

- Remind students that they can explore books about fish and other sea creatures.

Literacy Lab | Play School: Go Fish!

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use word cards to play Go Fish.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Go Fish with word cards.

Math Lab | Fish on the Line

Description:

- Students will create a number line using fish.

When You Tour:

- Remind students that they will use the fish and the string to create number lines.
- Model how to do this if necessary.
- Ask students to check one another's number lines to make sure that the numbers are in the correct order.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open.

Sand/Water Lab | Shells on the Beach

Description:

- Students will find shells and other beach items that are buried in the sand and match them to shapes drawn on paper.

When You Tour:

- Remind students that they can dig up and match the shells and other beach items.

Science Lab | Observing Fish

Description:

- Students will observe and draw pictures of fish.

When You Tour:

- Remind students that they can observe the fish in the aquarium (or fishbowl) and then draw and color as many details about the fish as they can.

Teacher's Note: Remind students not to tap on the aquarium (or fishbowl) sides or to touch the water. Have students save their pictures for use in the writing lab.

- If you have added a fresh fish to the lab, point out the fish and the cooler. Remind students of proper handling techniques.

Writing Lab | Write Observations

Description:

- Students will write observations about the fish in an aquarium or bowl.

When You Tour:

- Remind students that they can write their observations about the fish in the aquarium (or fishbowl) on the drawings they made in the science lab, or they can write their observations on a new piece of paper and attach it to their pictures.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations



- Point to the poster. WGR: **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? Reply. Can you think of another combination for 5 that is not on the poster? Replies.** Record the combination in the third column.

It's Time

- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 3:00. WGR: **What number is the hour hand pointing to? 3. What number is the minute hand pointing to? 12.** What time is it?
Three o'clock.
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "3:00" on the digital clock.



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 peanut-butter-and-jelly-sandwich quarters and lemonade. Tell students that people often eat peanut butter sandwiches and drink lemonade on a picnic. Ask them what they would pack for a picnic at the beach.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge is to tell your partner how you feel when you dress up in a costume or pretend to be someone else in the dramatic play lab.

- Allow students time to talk about pretending to be someone else. As you monitor their conversations, encourage them to describe the costumes or tell what they were pretending about. Encourage them to use a variety of feelings words related to the situation.



- Award pocket points when students look at their partners and listen carefully to help them better understand what their partners tell them.

Outside/Gross-Motor Play

- Invite students to play a game of Hide and Seek. Have the seeker practice putting himself or herself in another's place by thinking about where he or she would hide and then looking for the hiders there.



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



KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Green Words:

Hank's
red
him
rabbit
Rob's
hugged
rag
rug
rid
ran
tipped
run



Red Words:

day gave
out his
saw that

Readles:

garden cage
radishes happy
house



Word Presentation

Read sounds.

- Use the key cards to guide practice with /t/, /a/, /u/, /m/, /h/, and /r/.
- Show the Animated Alphabet video segment for /r/.

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:
rug → rag → ran → tan → tap

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

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

Guided Partner Reading

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

T-P-S: Today before we read the story about Big Bob and Peg again, take a moment to retell the story with your partner.

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

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

Roo's Request



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

Use KinderRoo to make this request:

Look on page 6. Read the last sentence with your partner. Tell your partner in a complete sentence why the cage tipped.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Celebration

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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Point to a number on the number line. Select a student to tell the number you are pointing to. Select a student to tell the numbers that come before and after the number you are pointing to. Repeat with several other numbers.
- Award pocket points if students are able to successfully tell which numbers come before and after the number you selected.
- Point to a number on the number line.

Is the number before this one more or less? *Less.* Is the number after this one more or less? *More.*

Active Instruction



- Tell students that they will help you make a number line. Select ten students to come up to the front of the room. Give each student a number card; use only the numbers 1–10. Place students in order, 1–10, so students form a number line. Direct the class's attention to the students at the front of the room.

What do you see? *A number line.*



- Have students compare this number line with the ones they created earlier.

T-P-S: How is this number line like the ones that you made with your partners? *The numbers are in order and in a line.*

- Have students count from 1–10. Point to each number in the number line as they say it.

- Take the number cards from students, but ask them to remain standing in a line.

I'm going to give some of the number cards back to these students in the number line, but I'm not going to give all the cards back. You are going to tell me which numbers are missing.

- Return the 1, 3, 4, 5, 6, 7, 9, and 10 cards to the appropriate students in the number line.

T-P-S: Look at the number line carefully. Which numbers are missing?
How do you know? *The number 2 and the number 8 are missing. The numbers before and after help us to know.*

- Take the number cards back, and select ten different students to help you. Ask students to form a line. Give students the numbers 2, 3, 4, 5, 7, 8, 9, and 10.

T-P-S: Look at the number line carefully. Which numbers are missing?
How do you know? *The number 1 and the number 6 are missing. The numbers before and after help us to know.*

- Explain that knowing which numbers come before and after each number can help us to identify the missing numbers.

Partner Practice

- Tell students they will play a similar game with their partners. Show students a number line from day 1 and the self-stick notes.

You and your partner will guess the missing numbers. One partner will close his or her eyes. The other partner will place two or three self-stick notes on the number line that you made. When the numbers are covered up, the other partner will open up his or her eyes and tell which numbers are missing. Then you will switch roles.

- Select a student to act as your partner. Model one or two rounds of the game for students if needed.
- Give each partnership the number lines they made on day 1 and a 5–14 Spinner.
- Allow partners time to play several rounds of the game. As students work, circulate, and ask questions, such as “What numbers are missing? How do you know?,” as you point to the missing numbers on the number line.

Recap



- Ask students to cover their eyes. Use one of the student number lines and self-stick notes to cover the numbers 3, 12, and 14. Have students open their eyes, and select a student to share each missing number and how he or she figured it out.
- Award pocket points if students can identify the missing numbers and explain their thinking.



- Review the concept of finding missing numbers.

T-P-S: How does knowing which numbers come before and after each number help us to identify missing numbers? *If we know which numbers come before and after each number, we can figure out the number that goes between the two.*



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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “When Whales Exhale (Whale Watching),” *The 20th Century Children’s Poetry Treasury*, page 57

Introduce the Poem

You know that most fish have gills to breathe underwater, but today’s poem is about a gigantic ocean-living mammal called a whale, which doesn’t have gills. Remember, whales have lungs, as we do. To breathe, a whale must swim up to the ocean’s surface. It breathes out, or exhales, air and moisture from its lungs through a blowhole on the back of its head. When the air is very cool, the spray looks more like a fountain of water, so some people call it a spout.

Listen to the words that Constance Levy uses in her poem “When Whales Exhale” to describe how whales exhale.



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 fish. Imagine that you are a fish. Write about what you look like. Think about how big or small you are and what colors you are.

T-P-S: If you were a fish, what would you look like?

- Share an example that applies to you.

I think that I will write a sentence that says, "I would be a big blue fish."

- Review previously introduced emergent-writing strategies.

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, "I would be a big blue fish."

– **The first word is "I." "I" is on the word wall, so I can copy it.**

Remember that when we write the word "I," it is always a capital, or uppercase, letter. Write "I."

– **"Would" is the next word. What sounds do you hear in "would"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.**

– **"Be." I remember how to write "be." Write "be."**

– **"I would be a big blue fish." "A" is also on the word wall, so I can copy it. Write "a."**

– **The next word is "big." We can use Stretch and Spell to write "big." Prompt students to use Stretch and Spell. Write "big."**

– **"Blue." Do you hear sounds that you know in "blue"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.**

– **The last word is "fish." I can draw a picture for "fish." Draw a fish.**

- 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 thinking about the way each species of fish is different and special. There are thousands of types of fish that live in the great oceans, bays, lakes, rivers, coves, reefs, and pools of the world, and each type has its own colors, shape, and size.

This morning I read the book *Creature Features: Fish* to you. Let’s take a quick peek at the fish you saw this morning to remember their interesting colors, shapes, and sizes.

- Take a quick Picture Walk through the book, stopping on pages 12 and 13. Point out each fish, mentioning its name, color, shape, size, and/or something interesting about it. For example, while showing the scorpion fish, you could say something like, “These fish use camouflage to stay hidden.”

- Tell students they can pick one or more fish from the book and draw a picture of it or them.

T-P-S: **Talk with your partner about which fish you want to draw.**

- Pass out paper and markers or crayons. Encourage students to pay special attention to the shapes and colors of the fish that they draw.
- Tell students to write the names of the fish at the top of the paper before they start drawing their fish pictures.
- Point to the fish anatomy poster. Suggest that students can label the body parts on their fish if they would like.
- Review the Fish Facts chart, and invite students to contribute additional details. Add any new facts to the list.
- Invite students who have visited the art lab to point out and share their contributions to the under-the-sea group art project.

Vocabulary Review



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

Our new word today is “camouflaged.” The word “camouflaged” means having the same colors and shapes as things around you. T-P-S: When did we see, hear, or use the word “camouflaged” 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:
camouflaged

- 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. Fish camouflaged.	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, Some fish are camouflaged.</i>
The student responds in a complete, but not very elaborate, sentence. Fish are camouflaged.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell me about how fish are camouflaged?



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to tell your partner how you feel when you dress up in a costume or pretend to be someone else in the dramatic play lab.

- Provide a moment for students to review their discussions from snack.
- Use the sharing sticks to select students to talk about pretend experiences. Award pocket points when students look at their partners and listen carefully to help them better understand what their partners tell them.
- 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

Fish and other creatures live in bodies of water all over the world.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Trade books: <i>Mr. Putter & Tabby Feed the Fish</i> and <i>Sneakers, the Seaside Cat</i>; Shared Story: <i>Big Bob's Bad Day</i>
Gathering Circle	<ul style="list-style-type: none"> Brain Game materials for this week's selected Brain Game (see day 1)
Theme Exploration	<ul style="list-style-type: none"> World map or IWB access Prepared fish cards Stick pins or tape Theme vocabulary word cards for "fresh water" and "salt water" or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Manipulatives or counters, four for the teacher and four per student Key cards: "l," "n," "r," "k," and "p"
STaR	<ul style="list-style-type: none"> Trade book: <i>Sneakers, the Seaside Cat</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Tuna-salad sandwiches cut into quarters
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>Big Bob's Bad Day</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: "t," "a," "u," "m," "h," and "r" or IWB access Green Word cards: "Hank's," "red," "him," "rabbit," "Rob's," "hugged," "rag," "rug," "rid," "ran," "tipped," and "run" or IWB access Red Word cards: "day," "out," "saw," "gave," "his," and "that" or IWB access Letter tiles for "r" (appendix) Letter tiles (from all previous units)
Math Mysteries	<ul style="list-style-type: none"> Bulletin-board-paper number line (from day 1) Large number cards 1–10 (from day 3) Sentence strips, one per partnership Missing-Number Cards (appendix), one set per partnership

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> • “The Seal,” <i>The 20th Century Children’s Poetry Treasury</i>, page 56
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • SFAF Big Book: <i>Creature Features: Fish</i> • Index cards (ten), each prewritten with “water,” “bay,” “reef,” “ocean,” “fishbowl,” “river,” “sea,” “cove,” “lake,” or “pool” • Home Link animal hand stamp: leopard

Learning Labs—Additional Materials

Dramatic Play Lab A Day at the Beach
<ul style="list-style-type: none"> • Props for a day at the beach (e.g., towels, sunglasses, empty containers of suntan lotion, straw hats) • Buckets, shovels • Kite(s) • Seashells • Trade book: <i>Sneakers, the Seaside Cat</i>
Sand/Water Lab Sand Castles
<ul style="list-style-type: none"> • Beach-type sand toys for digging, making sand molds, and carrying water

Day 4

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Mr. Putter & Tabby Feed the Fish* and *Sneakers, the Seaside Cat* in a prominent place in the library. Invite students to explore the books. Also place a few copies of *Big Bob's Bad Day* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 3

Math Lab

- Encourage students to hide numbers on the number line and to have other students guess the missing numbers.

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

Other

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



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

Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.
T-P-S: **What is a word that begins with the letter "r"?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of successful answers.

Partner Challenge

- Introduce the Partner Challenge.
Today's Partner Challenge is to tell your partner why understanding how someone else feels is important.
- Provide a moment for students to think about the challenge and ask any questions they may have.
- Tell students they will earn pocket points when they use active-listening skills to better understand what their partners tell them.

Brain Game



- Play this week's Brain Game.
- Review this week's focus game, adding more challenge if students are ready.
T-P-S: **How does (name of game) help us exercise our mind muscles?**
Demonstrate the Focus signal (hands held in front of your eyes as if you are using binoculars). 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 focusing help us to understand how others feel?**



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **Would a bright yellow fish be camouflaged in a muddy pond? Why or why not?**

We have been learning about fish all week. Let's see what our Daily Message will tell us about fish today.

Daily Message

Fish live in water.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - Point to the word “live.” T-P-S: **Is the “e” in “live” a sneaky “e”?** *No. How do you know? It doesn't make “i” say its name.*
 - Have students stretch and read the word “in.”



Theme Learning




- Explain the content of the Daily Message.

Our Daily Message tells us that fish live in water. There are many different kinds of water. Let's talk about the different kinds of water that fish live in.
- Display a world map. Orient students by pointing out where on the map or globe your school is located.

Water covers most of the earth. Point to the oceans. **These are oceans.** Point to the continents. **These are land. Look at how much of the earth is covered by water.** Point to the Great Lakes. **Water also covers the earth in lakes, ponds,** (Point to the Mississippi River.) **and rivers.**

Fish live in all these types of water; however, the water is very different depending on where it is located.

For example, ocean water is different from river and lake water. Ocean water is salt water. This means the water has salt in it, and we can't drink it. Rivers and lakes have fresh water. Fresh water does not have salt in it, and people and animals can drink it if it is clean.

Water in different parts of the world is also different temperatures. Point to the equator. The area around the middle of the earth is called the equator. Temperatures around the equator are usually hotter than in other parts of the world. So the water around the equator in the ocean and in rivers and lakes is warmer.

Point to the North Pole and the South Pole. This is the North Pole and the South Pole. These are areas, or habitats, where animals such as polar bears and penguins live. WGR: What do you think the temperature on land is like in these areas? Cold. What do you think the water temperature is like at the North and South Poles? Cold.

- Display the fish cards, and read what is on each card (saltwater fish, freshwater fish, cold-water fish, or warm-water fish).
- Distribute one card to each partnership. Make sure that students know which cards they have.
- Tell students to discuss with their partners where their fish might live.
- Use sharing sticks to select partnerships to come to the map and point to the area where their fish might live. If possible, pin, or tape, each fish card to the map. Have each partnership explain why they chose that location.
- Collect the cards, and pass them out to partnerships again.
- Continue the activity as long as time and interest allow.
- Play the digital dictionary videos for “fresh water” and “salt water.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.



Today we learned about two kinds of water: “fresh water” and “salt water.”

Fresh water is water that does not contain salt. I can make a sentence with “fresh water”:

Deer drink the fresh water from the river.

Salt water is water that contains salt. I can make a sentence with “salt water”:

We played in the warm salt water when we went to the beach.



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 “Five Little Crabs.” Encourage them to do the physical motions that accompany the rhyme.
- Start the video to hear the audio and see the hand motions, or read the words and model the motions.

Develop Phonemic Awareness—Phoneme Addition

- Say the word “cab.” Ask students to break it down with you. Model arranging counters from left to right in front of you as you sound out /c-a-b/. Point to each of the counters as you say it fast.
- Remind students that sounds can be added to the beginning or end of a word to create a new word. Tell students that sounds can also be added to the middle of a word to create a new word.



I took a cab with a crab. I took a cab with a crab. Cab...crrrab...cab....crrrab. T-P-S: **What do you notice about these words? T-P-S: What sound do “cab” and “crab” start with? /c/. What sound do “cab” and “crab” end with? /b/. Are these words the same? No. RWE: No. Even though these words share the same first and final sounds, they are not the same. “Crrrab” has an extra sound—/r/.**

- Demonstrate adding a counter between the first and second counters of “cab.”
- Sound out “crab,” pointing to the counters as you say each sound.
- Repeat this process with the phrase “I have two true friends.” Demonstrate adding the /r/ sound between the /t/ and /oo/ sounds to form “true.”
- Tell students that today they will play Add a Middle Sound. Explain to students how the game is played.



Today we are going to play a game called Add a Middle Sound. This game is similar to games we have played before except that instead of adding a sound to the beginning or end of a word, we will add a sound in the middle of the word. I will say a word, and then you will make a new word by adding a sound to the middle of it. If the word is “so” and I say, “Add the /l/ sound (Hold up the key card for “l.”) to the middle of the word,” you would say, “Slow.” WGR: If the word is “so” and I ask you to add the /n/ sound (Hold up the key card for “n.”) to the middle of the word, what word would you make? “Snow.”

- Have students work in pairs to play Add a Middle Sound. Encourage students to first sound out the original word with their counters and then to add a counter to the middle of the word as they sound out the new word.

Ready? The word is “go.” Hold up the key card for “l.” T-P-S: **Add /l/ to “go.”** “Glow.” **Great. Let’s try another sound.** Hold up the key card for “r.” T-P-S: **Add /r/ to “go.”** “Grow.”

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

Word	Add	New Word
sip	/l/, /n/, /k/	<i>slip, snip, skip</i>
pay	/l/	<i>play</i>
fat	/l/	<i>flat</i>
tap	/r/	<i>trap</i>
dip	/r/	<i>drip</i>
sun	/p/	<i>spun</i>

- Congratulate students for their efforts.
- Award pocket points if several students are able to successfully add sounds to form new 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?
Sneakers, the Seaside Cat.

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

WGR: The illustrator is Anne Mortimer. 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 “seashore.” What does “seashore” mean? *The beach.*

T-P-S: Can you think of a sentence that uses the word “seashore”? 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 “tide.” *The word “tide” means when the ocean rises up and goes down each day.*
- Repeat this process with the word “crept.” *The word “crept” means to have moved slowly and quietly, usually down low to the ground.*

Story Retell

- Explain that students will summarize the story *Sneakers, the Seaside Cat*.

Yesterday we read *Sneakers, the Seaside Cat*. 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 *Sneakers, the Seaside Cat*.

- 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 1–4: 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 “Why is there a picture of a house in the mountains in this book about the seashore?”



- 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 to make 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 5–8
- Pages 15–18
- Pages 19–22

- When you get to the end of the book, read the sentences, in order, 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 it 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 | A Day at the Beach

Description:

- The dramatic play area will be a beach by the ocean.

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 you have added to the lab.
- Tell students they can pretend that they are spending a day at the beach.

- Page through *Sneakers, the Seaside Cat*, and ask students about what they can do at the beach.

T-P-S: **What are some things you can do at the beach?** *Go swimming, lie in the sun, look for shells, etc.*

Facilitate Learning:

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

Examples:

- **I'm going to read a book on the beach. What are you going to do?**
- **Do you know where the suntan lotion is? I don't want to get sunburned.**

Blocks Lab | Aquarium Store

Description:

- Students will build small and large aquariums.

When You Tour:

- Remind students that they can build small aquariums for goldfish or big aquariums for larger sea creatures.

Art Lab | Under-the-Sea Group Art Project

Description:

- Students will create an underwater ocean scene as a group.

When You Tour:

- Remind students that they can use the materials to create a sea-life scene of their choice. Ask students to describe some of the sea creatures, other than fish, in the art project.

Classroom Library Lab | Water Creatures

Description:

- Students will have the opportunity to explore books about fish.

When You Tour:

- Remind students that they can explore books about fish and other sea creatures.

Literacy Lab | Play School: Go Fish!

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use word cards to play Go Fish.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Go Fish with word cards.

Math Lab | Fish on the Line

Description:

- Students will create number lines using fish.

When You Tour:

- Remind students that they will use the fish and the string to create number lines.
- Encourage students to hide some of the fish with their hands and to ask others in the lab to guess the missing numbers.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open.

Sand/Water Lab | Sand Castles

Description:

- Students will build sand castles and other sand sculptures/structures.

Purpose:

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

When You Tour:

- Point out the items that have been added to the lab.
- Tell students they can build sand castles and other sand sculptures and structures like people do at the beach.
- Add some water to the sand so it will stick together.

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:

- **I’m going to make a sand cave. What tools do you think I should use?**
- **How did the sand change when we added water?**

Science Lab | Observing Fish

Description:

- Students will observe and draw pictures of fish.

When You Tour:

- Remind students that they can observe the fish in the aquarium (or fishbowl) and then draw and color as many details about the fish as they can.

Teacher’s Note: Remind students not to tap on the aquarium (or fishbowl) sides or to touch the water. Have students save their pictures for use in the writing lab.

- If you have added a fresh fish to the lab, point out the fish and the cooler. Remind students of proper handling techniques.

Writing Lab | Write Observations

Description:

- Students will write observations about the fish in an aquarium or bowl.

When You Tour:

- Remind students that they can write their observations about the fish in the aquarium (or fishbowl) on the drawings that they made in the science lab, or they can write their observations on a new piece of paper and attach it to their pictures.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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? Reply. Can you think of another combination for 6 that is not on the poster? Replies.** Record the combination in the third column.

It's Time

- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 4:00. WGR: **What number is the hour hand pointing to? 4. What number is the minute hand pointing to? 12. What time is it? Four o'clock.**
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "4:00" on the digital clock.



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 sandwiches that you have prepared. Show the tuna can. Be sure to reserve a few chunks of tuna for students to see. Encourage conversation among students about what they are eating for snack.
- Invite students to talk about the Partner Challenge.

Today’s Partner Challenge is to tell your partner why understanding how someone else feels is important.

- Allow time for students to talk about the challenge. As you monitor their discussions, award pocket points when you observe them using active-listening skills. Point out which skill they’re using by saying something such as “I notice you use Say-It-Back to be sure that you heard what your partner told you correctly,” or “I heard you ask your partner a question about what she told you to make sure that you understood her.”
- Award pocket points when students use active-listening skills to better understand what their partners tell them.



Outside/Gross-Motor Play

- Encourage students to engage in group games. Are they including others in their play? If students aren’t being included, ask what they can do to let others know that they want to play. Remind those involved in group play about the class rule “Include everyone,” if there are students who wish to join a group game who aren’t being included.



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:

Hank’s
red
him
rabbit
Rob’s
hugged
rag
rug
rid
ran
tipped
run



Word Presentation

Read sounds.

- Use the key cards to guide practice with /t/, /a/, /u/, /m/, /h/, and /r/.
- Show the Animated Alphabet video segment for /r/.

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:
rid → rod → rot → hot → hat

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

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

Red Words:

day gave
out his
saw that

Readles:

garden cage
radishes happy
house



Partner Reading

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

Roo's Request



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

Use KinderRoo to make this request:

Look on pages 8 and 9. Use the words "hugged" and "patted" to tell your partner what is happening in the story.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Partner Story Questions

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



Stretch and Count/Stretch and Spell

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

- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side by side to form a word.

red

rag

hit

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



- Ask students to close their eyes. While their eyes are closed, cover, or remove, the numbers 3, 9, 11, 15, and 19 on the number line. Have students open their eyes.
- Select a student to share one of the numbers that is missing from the number line.



- Award pocket points if students are able to successfully tell which numbers are missing.



- Reflect on the concept of finding missing numbers.

T-P-S: How were you able to figure out which numbers were missing?

Looking at the numbers that come before and after the missing numbers helped us to figure out which numbers were missing.

Active Instruction



- Tell students that they will work with the number line again today. Select ten students to come up to the front of the room. Give each student a number card; use only the numbers 1, 3, 4, 6, 7, 9, and 10. Place students in a line in random order. Direct the class’s attention to the students at the front of the room.

T-P-S: Is this a number line? How do you know? *No, it is not a number line. The numbers are not in order. Some numbers are missing.*

- Ask the class to help you place the students in the correct order.

I want you to help me put these numbers in the right order. If we come to a missing number, we will leave a spot for that number.



- Have the student with the number 1 come to the front of the line.

WGR: **What number should come next? 2. Do you see a number 2? No.**

- Explain that you will leave a space for the number 2. Have students continue telling you which numbers come next in the sequence. Leave spaces for the numbers that are missing.

WGR: **Which numbers are missing? 2, 5, and 8.**

Partner Practice

- Tell partners that they will play a similar game. Show students the Missing-Number Cards and the sentence strip.

You and your partner will get a bag with numbers in it. You will take turns placing the number cards, in order, on the number line, but some of the numbers are missing. You will have to leave a space for the numbers that are missing. When you think you have your numbers in order and you have left spaces for the missing numbers, you will glue your numbers to a sentence strip to make your number line. You will use the marker to write in the missing numbers.

- Select a student to act as your partner. Model ordering a few cards and leaving spaces for missing numbers if needed.
- Give each partnership the Missing-Number Cards, a marker, a sentence strip, and glue.
- Allow partners time to create their number lines. As students work, circulate, and ask questions, such as “What numbers are missing? How do you know?,” as you point to the missing numbers on the number line.

Recap



- Select several partnerships to share their number lines that had missing numbers with the class. Award pocket points if partners correctly ordered the numbers and filled in the correct missing numbers.



- Review the concept of finding missing numbers.

T-P-S: **How did you figure out the missing numbers?** *We left spaces for the missing numbers, and then we looked at the numbers that come before and after each number. This helped us to figure out the numbers that were missing.*



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 Seal,” *The 20th Century Children’s Poetry Treasury*, page 56

Introduce the Poem

Today we talked about different creatures that live in the water. I’d like to share a poem with you today about another creature that lives in the water but can also come on land. The name of the poem is “The Seal” by Conrad Aiken.



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



Write Away

Copy a Word

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 fish and other creatures that live in water. You are going to write about fish or another creature that lives in the sea.

T-P-S: What creatures live in the sea?

- Share an example that applies to you.

I think that I will write a sentence that says, “Crabs have sharp claws.”

- Review previously introduced emergent-writing strategies.

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “Crabs have sharp claws.”

- **The first word is “crabs.” We can use Stretch and Spell to write “crabs.”** Prompt students to use Stretch and Spell. **I need to make sure to use a capital, or uppercase, “C” when I write “crabs” 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 “Crabs.”
 - **“Have.” What sounds do you hear in “have”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Sharp” is the next word. I hear a few sounds that I know in “sharp.” I hear /sh/, /r/, and /p/.** Write each letter as you say the sound.
 - **The last word is “claws.” Do you hear any sounds that we’ve learned in “claws”?** Prompt students to use Stretch and Spell. Write any letters that students say. **I also need to remember to put a period after this word because it is the end of the sentence.**
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing

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



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



Let's Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

Today we talked about how fish live in different kinds of water all over the world. This morning we talked about four types of water where fish live: fresh water, salt water, warm water, and cold water. We are going to take another look at our book *Creature Features: Fish* and see what other bodies of water fish live in.



- Read the large print on page 1.

WGR: Where are these creatures? *In the water.*

- Hold up the card with the word “water” written on it. Prompt students to find the word “water” on page 1. Use the sharing sticks to select a student to match the word on the card with the word in the book.
- Continue reading each page in the same manner, highlighting the words “bay,” “reef,” “ocean,” “fishbowl,” “river,” “sea,” “cove,” “lake,” and “pool.”
- Review which bodies of water have salt water (oceans) and which have fresh water (river, lakes, ponds).
- Play a game of Freshwater Fish/Saltwater Fish with students. Divide students into two groups. Tell one group they are freshwater fish and the other group they are saltwater fish. Explain that you are going to point to and name places on the world map. If saltwater fish live in those places, the saltwater students will act as if they are swimming. If freshwater fish live in those places, the freshwater students will act as if they are swimming.
- Invite students to share their observations of the classroom’s fishbowl or aquarium. Prompt students with questions such as “Does our fishbowl contain salt water or fresh water?” “What do the fish do most of the time?” and “What happens when we feed the fish?”
- Invite students who have visited the art lab to point out and share their contributions to the under-the-sea group art project.

Vocabulary Review



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



Today we learned about **fresh water** and **salt water**.

Fresh water is water that does not contain salt. T-P-S: **When did we see, hear, or use “fresh water” today?**

Salt water is water that contains salt. T-P-S: **When did we see, hear, or use the word “salt water” 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:

fresh water

salt water

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Fish in fresh water.	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, Some fish live in fresh water.</i>
The student responds in a complete, but not very elaborate, sentence. I like fresh water.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell me more about why you like fresh water?



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to tell your partner why understanding how someone else feels is important.



- Provide a moment for students to review the challenge.
- Use the sharing sticks to select students to give their responses. Award pocket points when students use active-listening skills when they review the challenge with their partners.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the 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

Fish are a vital link in the food chain.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Paper shoe outlines (from day 3)
Theme Exploration	<ul style="list-style-type: none"> Sea Picture Cards: #2, #3, #4, and #7 (one of each, except two of #3) Fish Shapes page (appendix) Theme vocabulary word card for “seafood” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Manipulatives or counters, four per student and four for teacher modeling Key cards: “t,” “l,” “r,” “n,” and “p”
STaR	<ul style="list-style-type: none"> Storybook for free-choice day
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Oyster crackers
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>Big Bob’s Bad Day</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “t,” “a,” “u,” “m,” h,” and “r” or IWB access Green Word cards: “Hank’s,” “red,” “him,” “rabbit,” “Rob’s,” “hugged,” “rag,” “rug,” “rid,” “ran,” “tipped,” and “run” or IWB access Red Word cards: “day,” “out,” “saw,” “gave,” “his,” and “that” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Bulletin-board-paper number line (from day 1) Numbered index cards 1–20 (from day 2) Bear counters, one per partnership Small plastic bags of Number Cards 2–18, one bag per partnership Student number lines (from day 1), one per partnership
Let’s Daydream	<ul style="list-style-type: none"> “Sky, Sea, Shore,” <i>The 20th Century Children’s Poetry Treasury</i>, page 59

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Fish shapes from Theme Exploration • Sea Picture Cards from Theme Exploration • Fish Facts chart and marker

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 4

Literacy Lab

- Same as day 4

Math Lab

- Same as day 4

Computer/Media Lab

- Same as day 4

Writing Lab

- Same as day 4

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

Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show. Write the word “red” 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 the concept of empathy.

T-P-S: How would you feel if I told you we have to stay inside for recess? Point out different responses. Select students with different responses, and ask them to tell why they feel the way they do. This week we learned that people can feel differently about things. For example, not everyone feels the same way about staying inside during recess. You might be happy about staying in because you want to read a story, but your friend might be sad because he wants to play with you outside. If you know your friend is sad, you can think about why he feels sad and offer to read the book together.

- Use a sad voice, slouch your shoulders, and say, **It’s time for a story.**



T-P-S: What does my voice tell you about how I feel? RWE: We also learned that looking at someone’s face and listening to the tone of his or her voice can help us to understand how he or she feels.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no class problems that you need to address, use the activity from day 3 in which students have to respond to a situation with a feeling that differs from their own. Use a situation that fits your class so students can experience walking in another’s shoes in an authentic situation.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: If you were a freshwater fish, would you rather live in the ocean or a river?

Yesterday we learned about the different kinds of water that fish live in. Let's see what the Daily Message will tell us about fish today.

Daily Message

Fish are food for other fish, other creatures, and people.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **WGR: What punctuation marks do you see in our Daily Message today? Commas and a period. Correct. Remember that when we read, commas tell us to pause, and periods tell us to stop. One way that we use commas is to separate items in a list. In our Daily Message, the list is “other fish,” “other creatures,” and “people.” If there were no commas in this sentence, we would read it this way. Read the Daily Message quickly, without pausing. That might be hard to understand, so the commas help us to make sense of the sentence.**



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that fish are food for other fish, other creatures, and people. T-P-S: Who here has eaten fish before?

Today we are going to learn about what fish eat and what, or who, eats fish. To help us think about this, we will use some of the Sea Picture Cards and other cards to form a food chain. We will think about what each creature depends on for food and nourishment.

- Randomly select seven or eight students to come to the front of the room. Distribute the two or three progressively larger fish cards, two plankton cards, and the shrimp, woman-with-a-fishing-pole, and sun cards to those students. As you distribute each card, ask the students to stand in a line (from left to right, as the class views them), showing the cards.

We have two plankton cards today. One for phytoplankton (fi-to-plank-ton), or “wandering plants,” and one for zooplankton (zo-plank-ton), or “wandering animals.” Some of the tiny creatures shown are phytoplankton, and some are zooplankton floating together in the water. The zooplankton eats the phytoplankton. We also have cards for various sizes of fish, a shrimp, a person, and the sun.

- Invite students to help you figure out how the line of creatures forms a food chain.

Help me figure out how this line of creatures forms a food chain. T-P-S: What does the woman catch and eat? *Fish. Yes, she eats the larger fish.* Direct the student with the woman-fishing card to link arms with the student who has the large-fish card. T-P-S: What do you think the larger fish eats? *Smaller fish. Yes.* Invite the student holding the picture of the larger fish to link arms with the student holding the smaller-fish card, forming a chain. Continue in the same manner as you use Think-Pair-Share to ask the following questions. What do you think the smaller fish eat? *Smaller creatures such as shrimp. Yes.* What do the smaller creatures eat? *Zooplankton. Yes!* What does zooplankton eat? *Phytoplankton. Yes.* Remember, phytoplankton is like plants. What do you think helps the phytoplankton to grow? *Sun. Hold up your light, sun!* The student with the sun card holds it toward the plankton cards. **The sun helps the phytoplankton so it can grow nice and green.**

- Visually reinforce the concept of the food chain by having all students stand and link their arms.

T-P-S: **What would happen if there were some poisons in the water that killed the phytoplankton?** Direct the student holding that card to sit down.

- Lead students to the understanding that a break in the food chain causes the higher life forms to eventually die out.



This is one way that extinction of a species happens. When a species’s food sources are no longer available, the species dies out. When we eat fish and shellfish, we are part of that food chain; we are connected to the sea. T-P-S: What seafood do you (or other people) eat? RWE: Some of us may eat shrimp, crabs, fish that we catch, fish that we buy at the store, prepared fish, such as fish sticks, or canned tuna fish, like we did for snack yesterday. We eat a variety of foods including fish. Fish and other seafood is the main source of nutrition for many people around the world, especially those who live near the water.



- Play the digital dictionary video for “seafood.”
- 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 “seafood.”

Seafood is fish and other sea animals that people eat. I can make a sentence with the word “seafood”:

Crabs, shrimp, and fish are three types of seafood.



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 “Five Little Crabs.” Encourage them to do the physical motions that accompany the rhyme.
- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



Develop Phonemic Awareness—Phoneme Addition

- Say the word “bed.” Ask students to break it down with you. Model arranging counters from left to right in front of you as you sound out /b-e-d/. Point to each of the counters as you say it fast.
- Remind students that sounds can be added to the middle of words to create new words.



Say, **Bed...brrrread...bed....brrrread**. T-P-S: **What do you notice about these words? What sound do “bed” and “bread” start with? /b/. What sound do “bed” and “bread” end with? /d/. Are these words the same? No. No. Even though these words share the same first and final sounds, they are not the same. What extra sound does “brrrread” have? /r/.**

- Demonstrate adding a counter between the first and second counters of “bed.”
- Sound out “bread,” pointing to the counters as you say each sound.
- Tell students that they will play Add a Middle Sound again today. Remind students how the game is played.



Today we are going to play Add a Middle Sound. As we play, we will add sounds to the middle of some words. I will say a word, and then you will make a new word by adding a sound to the middle of the word. If the word is “sun” and I tell you to add the /t/ sound (Hold up the key card for “t.”) to the middle of the word, you would say “stun.” WGR: If I say “cap” and ask you to add the /l/ sound (Hold up the key card for “l.”) to the middle of the word, what word would you make? “Clap.”

- Have students work in pairs to play Add a Middle Sound. Select words and sounds from the following list, holding up the key card for each sound that you want students to add to the existing word. Encourage students to use their counters to help them segment and blend the sounds.

Word	Add	New Word
cop	/r/	<i>crop</i>
fog	/r/	<i>frog</i>
pan	/l/	<i>plan</i>
sag	/n/	<i>snag</i>
sap	/n/	<i>snap</i>
sell	/p/	<i>spell</i>



- Congratulate students for their efforts.
- Award pocket points if several students are able to successfully add sounds to form new words.



TRANSITION

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.



TRANSITION

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



TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | A Day at the Beach

Description:

- The dramatic play area will be a beach by the ocean.

When You Tour:

- Remind students that they can pretend they are spending a day at the beach.

Blocks Lab | Aquarium Store

Description:

- Students will build small and large aquariums.

When You Tour:

- Remind students that they can build small aquariums for goldfish or big aquariums for larger sea creatures.

Art Lab | Under-the-Sea Group Art Project

Description:

- Students will create an underwater ocean scene as a group.

When You Tour:

- Remind students that they can use the materials to create a sea-life scene of their choice.

Classroom Library Lab | Water Creatures

Description:

- Students will have the opportunity to explore books about fish.

When You Tour:

- Remind students that they can explore books about fish and other sea creatures.

Literacy Lab | Play School: Go Fish!

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use word cards to play Go Fish.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Go Fish with word cards.

Math Lab | Fish on the Line

Description:

- Students will create a number line using fish.

When You Tour:

- Remind students that they will use the fish and the string to create number lines.
- Encourage students to hide some of the fish with their hands and to ask others in the lab to guess which numbers are missing.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open.

Sand/Water Lab | Sand Castles

Description:

- Students will build sand castles and other sand sculptures/structures.

When You Tour:

- Remind students that they can build sand castles and other sand sculptures and structures like people do at the beach.

Science Lab | Observing Fish

Description:

- Students will observe and draw pictures of the fish in an aquarium.

When You Tour:

- Remind students that they can observe the fish in the aquarium (or fishbowl) and then draw and color as many details about the fish as they can.
- If you have added a fresh fish to the lab, point out the fish and the cooler. Remind students of proper handling techniques.

Writing Lab | Write Observations

Description:

- Students will write observations about fish in an aquarium or bowl.

When You Tour:

- Remind students that they can write their observations about the fish in the aquarium (or fishbowl) on the drawings that they made in the science lab, or they can write their observations on a new piece of paper and attach it to their pictures.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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? Reply. Can you think of another combination for 7 that is not on the poster? Replies.** Record the combination in the third column.

It’s Time

- Remind students that the short hand points to the hour and the long hand points to the minute. Set the clock to 5:00. WGR: **What number is the hour hand pointing to? 5. What number is the minute hand pointing to? 12. What time is it? Five o’clock.**
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write “5:00” on the digital clock.



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 oyster crackers. Ask students why they think these are called oyster crackers. Ask a question such as “Do these crackers look like oysters?” Show students the package the crackers came in. Is there a clue on the package?

Outside/Gross-Motor Play

- Play Crab Tag. In this game, students must move like crabs to avoid being caught. The crab walk is done on hands and feet, tummy up. Another variation is to have students work in pairs to make crabs by standing back to back with a partner, bending over, and reaching under one’s own legs to hold his or her partner’s hands. The pair then moves in either direction.



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



TIMING GOAL: 30 minutes

Warm-Up

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:

Hank's
red
him
rabbit
Rob's
hugged
rag
rug
rid
ran
tipped
run



Red Words:

day gave
out his
saw that

Readles:

garden cage
radishes happy
house



Word Presentation

Read sounds.

- Use the key cards to guide practice with /t/, /a/, /u/, /m/, /h/, and /r/.
- Show the Animated Alphabet video segment for /r/.

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:
run → ran → rat → cat → cot

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

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

Partner Reading

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

Roo's Request



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

Use KinderRoo to make this request:

Look at page 12. Tell your partner in a complete sentence how Big Bob's day ended.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Stretch and Count/Stretch and Spell

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

rug

ran

ham

- 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.

Big Bob ran to Mom.

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



- Ask students to close their eyes. While their eyes are closed, cover, or remove, the numbers 5, 10, 13, 16, and 20 on the number line. Have students open their eyes.



- Select a student to share one of the numbers that is missing from the number line.
- Award pocket points if students are able to successfully tell which numbers are missing.



- Reflect on the concept of finding missing numbers.

T-P-S: How were you able to figure out which numbers were missing?

Looking at the numbers that come before and after the missing numbers helped us to figure out which numbers were missing.

Active Instruction

- Tell students that they will count a little differently today. Select ten students to come up to the front of the room. Give each student one of the Number Cards 1–20. Place students in numerical order to form a number line. Direct the class’s attention to the students at the front of the room.

We are going to play a number game called Count On. I am going to select a number from the number line. The student that has that number is going to sit down. Then we will count on from that number to the number 20. Let’s try it!



- Ask the student with the number 6 to sit down.
- Have students identify where they will begin counting.

WGR: Where will we start counting? 6.

- Have students count aloud with you from 6 to 20, pointing to each number as they count.
- Ask the student holding the number 6 to stand up. Tell the student holding the number 11 to sit down. Have students count aloud with you from 11 to 20.

Partner Practice

- Tell partners that they will practice counting on. Show students the number lines that they made, a bag with the Number Cards 2–18, and a bear counter.

You and your partner will get a bag with Number Cards in it. One partner will pick a number and place the bear counter on that number on the number line. The other partner will then count from that number to 20, moving the bear counter as he or she counts. Then you will switch roles. Be sure to listen carefully as your partner counts to make sure that he or she begins counting with the right number and does not skip any numbers.

- Select a student to act as your partner. Model selecting a card and counting on. Purposely skip a number.



WGR: Did I skip any numbers? Yes. Which number did I skip? Answer will vary depending on the number you skipped when counting. Let me try again.

- Count correctly this time from the number selected to the number 20. Switch roles with your student partner.
- Give each partnership the Number Cards, their number lines, and a bear counter.
- Allow partners time to practice counting on. Circulate, and assist as needed. Listen as students count on.

Recap



- Using one of the partnerships' number lines, select a student to count on from the number 8. Select another student to count on from the number 13. Award pocket points if students are able to correctly count on from each number.
- Review the concept of counting on.



T-P-S: How was our counting different today? We didn't start at the beginning with number 1. We started with other numbers on the number line.



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

- “Sky, Sea, Shore,” *The 20th Century Children’s Poetry Treasury*, page 59

Introduce the Poem

Today I chose a poem called “Sky, Sea, Shore” to read to you. I chose this poem because I like the way the author Daphne Lister put the words together. When you listen to the words in “Sky, Sea, Shore,” you will hear many /s/ sounds just like you hear in the title “Sky, Sea, Shore.” Also, listen to hear a word that begins with /sh/ like “shore.” The word is “shell.”



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

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

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

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

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let's Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

Today we learned about how fish are an important part of the food chain. A food chain shows how creatures are connected. People are part of the food chain and eat fish as seafood. T-P-S: What do big fish eat? *Smaller fish.* What do smaller fish eat? *Other sea creatures.* What helps plankton grow? *The sun.* RWE: **Humans, fish, plankton, and the sun are all connected by one food chain.**

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

This week we learned about how to set up an aquarium as a place for fish to live. We also talked about how fish bodies are made for living in the water. T-P-S: What do fins and gills help fish to do? *Fins help fish to swim. Gills help fish to breathe underwater.* We saw that fish come in many sizes, shapes, and colors. Some fish are even camouflaged. T-P-S: Why does being camouflaged help some fish to hide? *They look like the things around them.* We also learned that some fish live in salt water, and some live in fresh water. T-P-S: Which kind of water do people and animals drink? *Fresh water.*

- Quickly place students in groups of five or six, and have them form a circle with their groups.
- Tell students that they will play a game of Telephone with the new words they have learned this week. Remind students how to play the game as needed.
- Quietly say, **Fish live in oceans and rivers**, to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their groups. Have students give a thumbs down if the message changed in their groups.
- Continue playing several rounds of Telephone, using the following theme vocabulary words in short sentences.

aquarium	fins
gills	camouflaged
fresh water	salt water
seafood	

- Review the Fish Facts chart.
T-P-S: **What new information can we put on our chart?**
- Invite students who have visited the art lab to point out and share their contributions to the under-the-sea group art project.

Vocabulary Review

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

Our new word for today is “seafood.” Seafood is fish and other sea animals that people eat. T-P-S: When did we see, hear, or use the word “seafood” 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:
seafood

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Fish seafood.	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, Fish is one kind of seafood.</i>
The student responds in a complete, but not very elaborate, sentence. Seafood tastes good.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us about what kind of seafood you like?



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

Cool Kid Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure



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

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

Day 6 | Ready, Set...

Focus

All living things need water.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 15, week 2 • Classroom Library Lab: Theme-related books about water and the water cycle • Math Lab: Bulletin-board-paper number line (from day 1)
Gathering Circle	<ul style="list-style-type: none"> • Brain Game materials for the game of the Cool Kid's choice: <ul style="list-style-type: none"> – What Is Missing?—tray, several familiar objects, cloth to cover the tray – 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)
Theme Exploration	<ul style="list-style-type: none"> • Potted plant (drooping) • Water for the plant • Water in a clear glass or vase, strongly colored with blue or red food coloring • White carnation, freshly cut, with leaves attached • Water in a clear glass, colored (any) • Eyedropper • Paper towel • Wax paper • Trade book: <i>A Cool Drink of Water</i> • Theme vocabulary word cards for “absorb” and “repel” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • Joey puppet
STaR	<ul style="list-style-type: none"> • Trade book: <i>Rain Rain Rivers</i>
15-Minute Math	<ul style="list-style-type: none"> • Paper Clip Weather Graph • Paper clips
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Cool water • Hoops

Additional Materials Needed Today	
KinderRoots	<ul style="list-style-type: none"> • Shared Story (teacher and student copies): <i>A Day at the Farm</i> • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards: “b,” “a,” “p,” “m,” “s,” “r,” “ee,” and “ea” or IWB access • Green Word cards: “beans,” “geese,” “needs,” “seeds,” “bees,” “Granddad,” “peeked,” “seemed,” “ears,” “leaped,” “peeled,” “sneaked,” “feed,” “near,” “screamed,” and “stream” or IWB access • Red Word cards: “faster,” “go,” “oh,” “into,” “may,” and “they” or IWB access
Math Mysteries	<ul style="list-style-type: none"> • Bulletin-board-paper number line (from day 1) • Bear counters, one per partnership • 5–14 Spinner (from day 2), one per partnership • Student number lines (from day 1), one per partnership
Let’s Daydream	<ul style="list-style-type: none"> • “Wilderness Rivers,” <i>The 20th Century Children’s Poetry Treasury</i>, page 58
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let’s Think About It	<ul style="list-style-type: none"> • Potted plant from Theme Exploration • White carnation from Theme Exploration • Trade book: <i>A Cool Drink of Water</i> • Read & Respond bookmarks • Home Link animal hand stamp: lion

Learning Labs—Additional Materials

Dramatic Play Lab Underwater Exploration
<ul style="list-style-type: none"> • Props for underwater exploration (e.g., goggles, snorkels, face masks, empty two-liter bottles, plastic tubing) • Materials to create props for the area to be explored (e.g., big cardboard boxes to create caves or sunken ships) • Streamers, crepe paper (blue and green) • Shells • Paper fish from the art lab • Yarn • Tape

Blocks Lab | Underwater Construction

- Tool kit
- Blocks

Art Lab | Crayon-Resist Fish Paintings

- White construction paper
- Crayons (various colors)
- Blue watercolor paint (recommended)
- Blue tempera paint (thinned)
- Paintbrushes
- Scissors

Classroom Library Lab | Free Reading

- Books about fish, the ocean, and water

Literacy Lab | Play School: Change a Letter

- Letter-Blending cards, separated into decks of vowels and consonants

Math Lab | Water Cycle Counting On

- Water Cycle Counting On workmat (appendix), one per partnership
- Bear counters
- 5–14 Spinner (from day 2), one per partnership
- Bicolored counters

Computer/Media Lab | Free Exploration

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

Sand/Water Lab | Free Exploration

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

Science Lab | Absorb or Repel

- Various absorbent materials (e.g., paper towel, cotton, newsprint, silk, paper napkins, facial tissue, bathroom tissue)
- Various repellent materials (e.g., wax paper, aluminum foil, plastic wrap, a magnifying glass, a dish, a latex glove, a candle)
- Water
- Eyedroppers
- Prepared data-collection chart
- Pencils

Writing Lab | Free-Choice Writing

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

Day 6

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

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

Available Activities

Classroom Library Lab

- Include new theme-related books about water and the water cycle.

Literacy Lab

- Same as day 5

Math Lab

- Place the large number line in the lab, and let students hop along the number line and practice counting on.

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 to type new poems or stories. If possible, allow students to print out their work.

Writing Lab

- Same as day 5

Other

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

Observe Student Progress

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

Beginning Reading

- This week find out whether your students can sound out the words “sneaked” and “near.” You will also watch to see whether they can read the sentence “They planted seeds.”
- 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 include others when engaged in Learning Labs, outdoor play, or other activities without prompting.

Math

- Show a number line for the numbers 1–20. Give the student a bear counter (or other manipulative). Explain to the student that you will play a counting game. You will say a number, and he or she will place the manipulative on that number on the number line. Then he or she will count on from that number to 20. For example, if you say, “2,” the student should place the bear counter on the 2, and then he or she should count on, “3, 4, 5, . . .,” to 20. Once the student understands the task, check to see whether the student can count on to 20 from 5 and then from 9. Students must be able to count on from both numbers to demonstrate mastery of the skill.

- Tell the student that now you will play the game again, except this time he or she will count backward from the number that you say. Use 10 as an example to explain the game. Once the student understands the task, check to see whether he or she can count backward from 4 and then from 7. Students must be able to count back from both numbers to demonstrate mastery of the skill.
- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



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

Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Partner Challenge

- Introduce the Partner Challenge.

Our Partner Challenge today is to do something to help someone. You will tell your partner what you did to help and how it made you feel.
- Encourage students to go beyond the members of the class. They may be able to help an adult in the building by holding a door, picking up dropped papers, carrying a package, etc.
- Tell students they will earn pocket points when they help someone today. Be on the lookout for students who are helping others throughout the day. Comment on how they helped when you award pocket points.

Brain Game

- Introduce this week’s Brain Game.

This week we will play a Brain Game that helps us to 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 to 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



T-P-S: What are some ways that water is important?

You have some great ideas about ways that water is important! Our Daily Message will tell us more about why water is very important.

Daily Message

All living things need water.

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



- Reinforce literacy objectives by pointing out the following:
 - **Please point to the beginning of the sentence.** Pause. WGR: **Which word is the first word in the sentence?** “All.” Yes, “all.” **Please point to the end of the sentence.** Pause. WGR: **How can you tell that this is the end of the sentence?** *The period.* Yes, the period marks the end of the sentence.
 - WGR: **Is today’s Daily Message a question?** No. **No, today’s message does not ask a question. How do we know this sentence is not also a question?** *There is no question mark at the end of the sentence.*

Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that all living things need water. Let's think about this. WGR: **Do people need water?** RWE: **Yes, people need water to drink and keep their bodies healthy.** WGR: **Do mammals need water?** RWE: **Yes, animals also need water to drink.** WGR: **Do fish need water?** RWE: **Yes, fish need water to swim in.** WGR: **Do plants need water?** RWE: **Yes, plants need water to grow. People, mammals, fish, and plants are all living things, and they all need water.**



- Use the wilted plant to further explain the importance of water to plants.

Here is a plant that has not been watered since last week. T-P-S: **How can I tell that this plant has not been watered in a while?** *It is wilted. Yes, look at the wilted leaves.* T-P-S: **What will eventually happen to the plant if it does not receive water?** *It will die. Yes, it will not be able to live.*

T-P-S: **How does the water get into the plant?** RWE: **Plants absorb water through their roots.** WGR: **Please say the word “absorb.” “*Absorb*.”** **The roots, as you know, are under the soil, so I will pour the water into the soil, where it will trickle down to the roots. The roots will absorb the water up into the plant.**

- Water the plant.
- Encourage students to observe the plant throughout the day.

Try to remember to look at the plant throughout the day. This afternoon we will see if it looks less wilted before we go home. I hope it does.

- Introduce the following capillary-action experiment.

Wouldn't it be interesting if we could see the plant absorb water? We did an experiment a few weeks ago when we placed a celery stalk in a glass of colored water. T-P-S: **Who remembers what happened during that experiment?** *The celery stalk turned blue (or red).* **We are going to try this experiment again, but this time we will use a flower. Just like the celery, this carnation will absorb the colored water in the glass. We will be able to see the colored water move up the stem of the carnation throughout the day, and then tomorrow we'll take a closer look at it.**

- Place a freshly cut white carnation in a glass of water to which blue or red food coloring has been added. Let it sit for a day, and the petals of the flower will show the color.
- Point to the paper towel.

I have another way that we can see how water is absorbed. I have colored this water so you can easily see it being absorbed by the paper towel. Watch as I place a few drops of water on the paper towel.

- Place a few drops of colored water on the paper towel.

T-P-S: **What is happening?** RWE: **Yes, the water is being absorbed, which means the towel is taking the water into it. This paper towel is very absorbent. It absorbs the water easily.**

- Show students the wax paper.

Let’s see how absorbent some other materials are. Let’s try this wax paper. T-P-S: **Tell your neighbor if you think the wax paper will absorb the water.**

- Place a few drops of colored water on the wax paper.

WGR: Is the wax paper absorbent? No. No, it did not absorb the water at all. In fact, the water just rolled right off the wax paper, didn’t it? The wax repelled the water.

In the science lab this week, you will be able to continue this experiment to find out which materials absorb water and which repel water.

When we swallow water, it is absorbed into the cells of our body. T-P-S: **What would happen if we didn’t have water to drink? *We could drink milk or juice.* Yes, we could drink milk or juice, but those are still partly water. If a person had nothing to drink at all, he or she would get very thirsty and after a week or so, would not be able to live. Just like the plant and all other living things, our bodies need water to live.**

I have a beautiful book to share with you today called *A Cool Drink of Water*. It shows people from all around the world enjoying a cool drink of water.

- Read the book. Allow students plenty of time to enjoy each picture. Remind them that the book will be available during lab time and during Let’s Think About It. Be sure that you have absorbed the last two pages to foster an enriching discussion about the photos later in the day.
- If there is time, serve a cool cup of water to each student.
- Play the digital dictionary videos for “absorb” and “repel.”
- 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 “absorb” and “repel.”

The word “absorb” means to take in liquid. I can make a sentence with the word “absorb”:

I used a washcloth to absorb the spilled water.

“Repel” means to keep out. Repel is the opposite of absorb. I can make a sentence with the word “repel”:

My raincoat will repel the water that falls on 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

- Introduce the rhyme “Drip Drop Drip.”

Today we will begin to learn a new rhyme about water and some of the sounds that it makes as it falls from the sky or the faucet.

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



Drip Drop Drip

Drip, drop, drip, drip, drip.

Fill your glass (Pretend to pour water into a glass.), **and take a sip.** (Take a sip.)

Drop, drip, drop, drop, drop.

See a puddle (Point to a puddle.), **take a hop.** (Jump into the puddle.)

Splash, splish, splash, splash, splash.

Fill the tub, and take a bath. (Pretend to scrub body with a washcloth.)

Splish, splash, splish, splish, splish.

Throw a penny (Toss a penny.), **make a wish.** (Cross your fingers.)

Plop, plip, plop, plop, plop.

Wash the floor with your new mop. (Pretend to mop the floor.)

Plip, plop, plip, plip, plip.

Hop into a sailing ship! (Hop with both feet, and wave good-bye.)

Develop Phonemic Awareness—Auditory Sound Blending

- Introduce the activity.

We are learning all about water this week. Water comes in many different shapes and sizes. Water falls from the sky as rain and fills up our lakes and oceans. Joey is going to help us practice some water words.

- Introduce Joey to the class, and tell students that Joey will say a water word in Joey Talk. Demonstrate by having Joey say “rain” in Joey Talk. Challenge students to say it fast.



- Tell students that after Joey says a word, they will use Think-Pair-Share to say it fast. Select students to share their responses. A list of suggested words follows:

puddle pool
 lake river
 creek stream
 ocean surf
 pond



- Award pocket points if most students are able to successfully blend the sounds in the given words.



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



TIMING GOAL: 20 minutes

STaR Words:

stream
 surge

Rain Rain Rivers

Written and illustrated by Uri Shulevitz

A young girl wakes to the sound of rain pattering outside. She imagines where it is raining throughout the town (down roofs and street gutters) and the countryside (on hills and into ponds). Rain swells streams that feed rivers that run to the sea. Rainfall brings water to plants and animals and even makes mud that children enjoy.

Interactive Story Reading

Before Reading



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

The name of our story is *Rain Rain Rivers*. WGR: What is another word for the name of a story? *Title*. The author and illustrator is Uri Shulevitz. What did he do for this story? *He wrote the words and 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 front cover of the book. **Remember, the title of the story is *Rain Rain Rivers*. Look closely at the cover. T-P-S: What do you think the story will be about based on the title and by looking closely at the picture on the cover?** Restate some of students’ responses, and ask students to support their predictions.

- Introduce the story vocabulary words.

The word “**stream**” will be an important word in this story. Another word for **stream** is “**flow**.” When water **streams**, it flows. After a light rain, water **streams** down the gutters into the sewer.

“**Surge**” will also be an important word in this story. “**Surge**” means move forward quickly. When it is raining very heavily, water might **surge**, instead of stream, into the gutter.

- Introduce the good-reader skill for today.



Critique

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

During Reading



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

Page 3: Let’s make the sound of rain pattering on a roof. Tap your fingers on the board. Tap your fingers or hands on the floor or your lap.

Page 5: T-P-S: So far, what is your favorite part of the story? Is it something that’s happened, the illustrations, or something else?

Page 8: There’s our vocabulary word—“**stream**.” Remember, “**stream**” means flow, so when the story says, “Streams **stream** in the gutters,” it means streams flow in the gutters.

Page 15: T-P-S: Now which part of the story is your favorite? Why?

Page 17: I just read the word “**streaming**.” If “**stream**” means flow, then “**streaming**” means flowing. Point to the picture. T-P-S: Where is the water **streaming**? *Down a hillside.*

Page 20: The story says that waves **surge**. “**Surge**” is one of our vocabulary words. It means move forward quickly.

Page 25: T-P-S: If you were a bird, how would the rain make you feel? Why?

Page 27: Point to the puddles on the page. T-P-S: What do you think the girl means when she says she will “jump over pieces of sky in the gutter”? What are the “pieces of sky in the gutter”? *The “pieces of sky” are the puddles reflecting the sky.*

After Reading

T-P-S: What was your favorite part of the story? Explain why you liked that part of the story the most.



T-P-S: Why is rainfall so important? RWE: Yes, all living things—all the plants, animals, and people too—must have water to live and grow.

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

In the story, the water streams down gutters and hillsides. T-P-S: Who can remember what “stream” means? *Flow*. Let’s make a sentence together using the word “stream.” T-P-S: Work with your partner to make up a sentence using the word “stream.”

- 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 “surge.”



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 | Underwater Exploration

Description:

- Students will pretend to be scuba divers exploring under the sea.

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:

- Hold up the face mask, snorkel, and goggles, and ask if anyone knows what they are used for. If no one knows, explain that this is equipment people wear when they go underwater to explore. The goggles and face mask are used to keep the water out of a person's eyes while underwater. The snorkel is used to help a diver breathe underwater.
- Explain that today in the dramatic play lab, students will pretend to be scuba divers exploring under the sea.
- Take a Picture Walk through theme-related books that depict life in the ocean.
- Point out the new materials in the lab. Ask students how they can use the materials to create props for under the sea.

Facilitate Learning:

- Students may need ideas about how to use the materials to create props for under the sea.

Examples:

- **I wonder what we can use to make a sea cave. Maybe we can use a cardboard box.**
- **These plastic tubes and bottles would make great scuba tanks.**
- Ask students questions that prompt them to think about what undersea exploration would be like.

Examples:

- **I wonder what it would be like to explore an underwater cave. What do you think?**
- **What sea creatures do you think we'll see?**

Blocks Lab | Underwater Construction

Description:

- Students will build structures underwater or vehicles for underwater exploration.

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 structures underwater or vehicles for underwater exploration.
- Encourage students to make and use props from the dramatic play lab such as the goggles or materials to make scuba equipment.
- Ask questions such as “How would building underwater be different from building on land?” *You would need breathing equipment. You'd have to swim everywhere, etc.*

Facilitate Learning:

- Talk with students about the structures and vehicles that they can build.

Examples:

- **I want to build an underwater laboratory. Where should I put it?**
- **What kind of vehicle could we build for exploring underwater?**

Art Lab | Crayon-Resist Fish Paintings

Description:

- Students will make fish paintings by drawing the fish with crayons and painting over the drawing with thin tempera paint.

Purpose:

- This lab reinforces thematic concepts and will provide the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:

- Point out the new materials that you have added to the lab.
- Tell students they can use the crayons and paints to make crayon-resist pictures of fish.
- Demonstrate how to press down heavily with a crayon to color a fish design.
- Paint over the entire paper.
- Point out how the crayon repels the paint, so the paper does not absorb it.
- Tell students that this art technique is called crayon resist because the wax from the crayon resists absorbing the liquid paint.
- Suggest that students can cut out the fish and use them in the dramatic play lab to create the underwater scene if they would like.

Facilitate Learning:

- Join students in creating crayon-resist pictures of fish.
- Encourage students to experiment with this artistic technique.

Example:

- **I wonder what would happen if we use more or less pressure when we draw with the crayon. What do you think would happen?**

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: Change a Letter**Description:**

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use letter cards to play Change a Letter.

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 word skills.

When You Tour:

- Tell students that today in their imaginary classroom, they can play Change a Letter.
- Explain that students will sit in a circle to play the game. One student will use the letter cards to make a word with two consonants and a vowel in the middle.
- The next student will pick a letter from the deck, replace one letter to make a new word, and read the new word. The new word can be a real or nonsense word.
- Students will vote on whether the new word is real or nonsense.
- The next student in the circle will pick another letter card and use it to make a new word.
- Have two students model playing one round with you.

Facilitate Learning:

- Join students, and play Change a Letter.
- Model correctly stretching and reading the words.

Math Lab | Water Cycle Counting On

Description:

- Students will count on using the Water Cycle Counting On workmat.

Purpose:

- This lab allows students to practice counting on from numbers other than 1.

When You Tour:

- Show students the Water Cycle Counting On workmat.
- **T-P-S: What do you notice about this workmat?** *It shows the water cycle. It has numbers on it. The numbers are in order, 1–20.*
- Explain that students will practice counting on using the Water Cycle Counting On workmat. Show students the 5–14 Spinner. Tell students that they will work with partners. Explain that the first partner will spin and place the bear counter on the corresponding number on the workmat. Then that partner should count on from that number to 20. The next partner will spin and do the same. Whoever spins the lowest number gets a bicolored chip. If that person does not count on correctly, the other partner earns the chip. The partner with the most chips at the end of lab time wins!
- Model playing a round with a student partner.



Facilitate Learning:

- Join students as they play.

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Sand/Water Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Example:

- **Tell me about the sand sculpture you're making.**

Science Lab | Absorb or Repel

Description:

- Students will determine whether materials absorb or repel water.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore the absorbent and repellant properties of various materials and to record data.

When You Tour:

- Point out the materials and chart that have been added to the lab.
- Explain that students will work like scientists to discover which materials absorb water and which repel water.
- Suggest that they use the magnifying glasses to observe the absorption clearly.
- Show the chart, and read the question, "Which are absorbent?" Point to and name the materials listed on the chart.
- Ask students to predict, in their minds, which materials they think will absorb water. Explain that after they test each material, they can place a tally mark in the appropriate column on the chart.

Facilitate Learning:

- Join students in testing the materials.
- Ask questions and make comments that prompt students to think about the materials and the process to test the materials' absorbent and repellant properties.

Examples:

- **I want to test the wax. My guess is that it will repel the water. What do you think?**
- **How are the absorbent materials alike?**

Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Examples:

- **I like how you drew a picture for the word “coral.” That was a good strategy.**
- **What strategy could you use to write the word “have”?**



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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? Can you think of another combination for 8 that is not on the poster?** Record the combination in the third column.

It's Time



- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 6:00. WGR: **What number is the hour hand pointing to? 6. What number is the minute hand pointing to? 12. What time is it? Six o'clock.**
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "6:00" on the digital clock.

Paper Clip Weather Graph

- Ask students if they notice anything new on the 15-Minute Math bulletin board. *The weather graph from the weather unit.* Explain that they are going to make another weather graph. T-P-S: **Do you think the weather that we record on our graph this month will be the same as the weather we recorded during the winter? Yes/No. What do you expect to be different? Answers will vary. Share with your partner what kind of weather you think we'll have the most days of this month.**

- Ask students to think about today’s weather. If possible, walk students to a window, or take a quick visit outside. Ask students which picture on the weather graph is most like today’s weather. After students have decided, attach a paper clip below the appropriate weather picture.

Teacher’s Note: You might like to assign a student each day (or week) to be the weather reporter. The weather reporter would be responsible for reporting each day’s weather during 15-Minute Math and for attaching paper clips to the appropriate weather pictures on the weather graph.



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 cool water with snack. Continue to talk with students about the animals that live in water, encouraging the use of the newly introduced theme and STaR vocabulary.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to do something to help someone. Tell your partner what you did to help and how it made you feel.

- Allow time for students to talk about their helping experiences. As you monitor their conversations, ask questions about whom they helped and how they helped. Encourage them to use a variety of feelings words such as “proud,” “friendly,” “important,” etc.
- Point out some of the instances in which you gave pocket points when students were helpful today. Continue to award pocket points throughout the remainder of the day when you observe helpful behavior. Be sure to comment on what the student did to help someone else.

Outside/Gross-Motor Play

- Randomly place hoops on the playground so students can jump from one to another in a game of Leapin’ Lily Pads. Tell students that they can leap like frogs from one lily pad to another. You can vary the game by numbering the pads and having students jump from one to the next in numerical order.
- Take this opportunity to observe which students can jump as they move from one lily pad to another. Can they jump forward, backward, and sideways with increasing control and coordination over greater distances?



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

Video Words:

granddad
farm
farmer
seeds
helped
plant
beans
near
corn
sneaked
peeked
faster



Teacher's Note: The Warm-Up section in this lesson was removed to provide additional time to introduce /ee/ and /ea/ during Word Presentation.

Story Introduction

Previewing

- Show the cover of *A Day at the Farm*. Introduce the title, author, and illustrator of the story.

In today's story, we will meet Bill's granddad, who is a farmer. Bill and Meg will visit his granddad and help around the farm.

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

- Show the Word Play video segment.

Making Predictions

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

T-P-S: If you visited a farm, what might you see?

T-P-S: What do people do on farms?

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

T-P-S: How do you think the kids will help Bill's granddad?

- 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 /b/, /a/, /p/, /m/, /s/, and /r/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key cards for the focus sounds /ee/ and /ea/. **Today we're going to learn two new ways to make the long e sound. We will see these sounds a lot in our story words.**

- Point to the /ee/ card.

We have seen these letters together before. Remember that when we see “ee” in a word, the two “e”s together make the /ee/ sound, like in “tree.” Let’s look at the picture card that will help us to learn the sound for “ee.” This is a picture of a tree. I can see the letters “ee.” When I see the picture, I say, “See the tree.” Let’s practice saying “See the tree.”

- Say each word in the phrase, and ask students to repeat it. Stretch the /ee/ sound in each word.

- Point to the /ea/ card.

When we see “ea” in a word, these two letters also make the /ea/ sound, like in “tea.” Look at the picture card that will help us to learn the sound for “ea.” When I see the letters “ea” together, I think “Time for tea,” like the tea in the picture. Let’s practice saying “Time for tea.”

- Say each word in the phrase, and ask students to repeat it. Stretch the /ea/ sound in each word.

Let’s watch our funny cartoons that will help us to learn the sounds.
Show the Animated Alphabet segments for the focus sounds /ee/ and /ea/.

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 segments for /ee/ and /ea/.

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.

rat → rap → ran → fan → fat

Green Words:

beans
geese
needs
seeds
bees
Granddad
peeked
seemed
ears
leaped
peeled
sneaked
feed
near
screamed
stream



Red Words:

faster
go
oh
into
may
they

Say-Spell-Say

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

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

Readles:

corn
cows
flew
hive
sheep
sandwiches

Readles

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

- Show the readle “corn” on page 2 of the Shared Story. **When we see this picture, we will say, “Corn.”** 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.

 An icon of a cartoon mouse head with large eyes, looking at a circular dial with numbers 1 through 9.

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

- Point to the number 9 on the number line. Select a student to count on to the number 20.
- Repeat with several other numbers on the number line.
- Award pocket points if students are able to count on from the selected numbers.
- Review the concept of counting on.



WGR: Which way do we count on the number line if we are counting on? Forward.

Active Instruction

- Tell students that they will practice counting on again. Take the number line off the wall, and place it on the floor.

We are going to play Count On again today. I am going to pick a student to help me. I will say a number from the number line. The student will hop next to the numbers on the number line as we count on to the number 20.

- Select a student to come up beside the number line on the floor.

I would like for you to start counting with the number 13.

- Prompt the student to stand next to the number 13 on the number line.
- Have students identify where they will begin counting.



WGR: Where will we start counting? 13.

- Have students count aloud with you from 13 to 20, prompting the student to hop from number to number as the class counts.
- Ask the student to sit back down. Select another student. Repeat with the numbers 6, 15, and 4.

Partner Practice

- Tell partners that they will practice counting on again today. Show students the number lines that they made, the 5–14 Spinner, and a bear counter.

You and your partner will get a 5–14 Spinner, the number line you made, and a bear counter. One partner will spin the spinner and place his or her bear counter on that number on the number line. Then the other partner will help to count on from that number to 20. Then you will switch roles.

- Select a student to act as your partner. Model spinning a number and counting on if necessary.
- Give each partnership a 5–14 Spinner, their number lines, and a bear counter.
- Allow partners time to practice counting on. Circulate, and assist as needed. Listen as students count on.

Recap

- Use the 5–14 Spinner to select a number, and select a student to count on from that number. Repeat with several other students.
- Award pocket points if students are able to correctly count on from each number.
- Review the concept of counting on.



T-P-S: What happens to the numbers when we count on? *The numbers get bigger.*



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

- “Wilderness Rivers,” *The 20th Century Children’s Poetry Treasury*, page 58

Introduce the Poem

Because we talked about the importance of water to all living things, I chose a poem about one of the places where water can be found—a river. The name of our poem is “Wilderness Rivers” by Elizabeth Coatsworth. In this poem, you will hear about many different animals—some that would drink water from a river, and some that would be too far away to drink from a river. Listen, and enjoy the way the poet describes rivers in the wilderness.



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 how all living things need water. Imagine that you are standing by a river. You are going to write about the things or creatures you would like to find or see around the river.

T-P-S: What would you see around a river?

- Share an example that applies to you.

I think that I will write a sentence that says, “I would like to see frogs.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, "I would like to see frogs."

- **The first word is "I."** I can copy that word from the word wall. Write "I."
 - **The next word is "would."** What sounds do you hear in "would"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"I would like to see frogs."** "Like" is the next word. I hear the /l/ and /k/ sounds in "like." I also hear the letter "i" says its name. This is probably a sneaky "e" word. Write "like," and point out the sneaky "e" at the end.
 - **"To."** I remember how to write "to." Write "to."
 - **"See."** I'm going to draw a picture for "see." Draw an eye.
 - **"Frogs" is the last word. Let's use Stretch and Spell to write "frogs."** Prompt students to use Stretch and Spell. Write any letters that students say.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

We are learning about how important water is to all living things. T-P-S: Why do people and animals need water? RWE: Yes, people and animals need water to drink. Water helps to keep bodies healthy. T-P-S: Why do plants need water? RWE: Yes, plants need water to keep them healthy too. Without water, plants begin to wilt and can die.

- Remind students of the drooping plant from Theme Exploration.

This morning I watered this plant, which has been so wilted and droopy. You told me it looked sick. It hadn’t been watered in over a week.

T-P-S: How is the plant different now from the way it was earlier today? Encourage students to use explicit language to compare the plant’s appearance now with the way it looked previously. T-P-S: What happened to make it less wilted? RWE: Yes, the plant absorbed the water it needed to stay alive.

- Remind students of the experiment with the white carnation and the colored water.



Let’s see if the carnation is absorbing the colored water. WGR: Has the water traveled up the stem? How can you tell? Be sure that all students have an opportunity to see the colored water in the carnation. Tomorrow we will take another look at the carnation to see how well it has absorbed the water.

- Take this opportunity to observe which students are expanding their knowledge of the basic environmental and nutritional needs of selected plants and animals.
- Display *A Cool Drink of Water*.

Here is that beautiful book again, *A Cool Drink of Water*. It reminds us of how precious water is to all people around the world. Some of these people have a very hard time finding clean water to drink, and so they must carry it long distances to their homes. One of the last pages has some information about each photograph in the book. If you have questions about any of the pictures, please ask. I might be able to give you the information from what I read.

- Take a Picture Walk through *A Cool Drink of Water*. Encourage discussion of and response to the intriguing pictures. Use the notes on pages 27 and 28 to provide more information about any pictures that particularly interest students.

Vocabulary Review



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

One of our new words today is “absorb.” The word “absorb” means to take in liquid. T-P-S: When did we see, hear, or use the word “absorb” today?

Another new word is “repel.” “Repel” means to keep out. T-P-S: When did we see, hear, or use the word “repel” 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:

absorb
repel

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Absorb water.	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 use a sponge to absorb water.</i>
The student responds in a complete, but not very elaborate, sentence. Plants absorb water.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about how plants absorb water?

- 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 did to help someone and how it made you feel.



- Provide a moment for students to review what they talked about during snack.
- Use the sharing sticks to select students to tell about their helping experiences. Encourage them to use a variety of feelings words such as “proud,” “friendly,” “important,” etc.
- Point out some of the instances in which you gave pocket points when students were helpful today. Continue to award pocket points throughout the remainder of the day when you observe helpful behavior. Be sure to comment on what the student did to help someone else.
- 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

Water is used in many ways to sustain life and to do tasks.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Playground ball (optional) Hurdles on the Path to Teamwork poster (unit 14 appendix) Paper (optional) Markers (optional)
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>I Am Water</i> Pocket chart Prepared sentence strips (fifteen), each with one of the following written on it: “People Use Water,” “Food,” “Cleaning,” “Fun,” “drinks,” “baths,” “cooking,” “ice for drinks,” “sledding,” “swimming,” “splashing,” “pools,” “fishing,” “boating,” and “watching” Water in a clear pitcher Several containers of different shapes and sizes in which to make ice Carnation (from day 6) Theme vocabulary word card for “bathe” or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>Rain Rain Rivers</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<p>Celery stalks filled with peanut butter or cream cheese Teacher’s Note: Check for allergies!</p> <ul style="list-style-type: none"> Plastic toy ducks or boats Water to make a puddle
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>A Day at the Farm</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “b,” “a,” “s,” “p,” “ee,” and “ea” or IWB access Green Word cards: “beans,” “geese,” “needs,” “seeds,” “bees,” “Granddad,” “peeked,” “seemed,” “ears,” “leaped,” “peeled,” “sneaked,” “feed,” “near,” “screamed,” and “stream” or IWB access Red Word cards: “faster,” “go,” “oh,” “into,” “may,” and “they” or IWB access

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Trade book: <i>Roll Over! A Counting Song</i> • Bear counters , one per partnership • 5–14 Spinner (from day 2), one per partnership • Student number lines (from day 1), one per partnership
Let's Daydream	<ul style="list-style-type: none"> • “April Rain Song,” <i>The 20th Century Children’s Poetry Treasury</i>, page 58
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Pocket chart with sentence strips from Theme Exploration • Trade book: <i>I Am Water</i> • Ice shapes from Theme Exploration • Pan (at least several inches high) • Water in a pitcher, colored with food coloring • Several containers of different shapes and sizes in which to make ice • Home Link animal hand stamp: walrus

Learning Labs—Additional Materials

Computer/Media Lab Sea Sites
<ul style="list-style-type: none"> • Computer(s) connected to the Internet • Bookmarked websites about the ocean or sea creatures
Sand/Water Lab Water Filters
<ul style="list-style-type: none"> • Several coffee cans with five to ten small holes punched in the bottom of each • Sand • Bucket • Pitcher • Dark paper torn into small pieces, crumbled-up leaves, polystyrene pellets, dirt, or other materials that can be filtered out of the water

Day 7

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 6

Literacy Lab

- Same as day 6

Math Lab

- Same as day 6

Computer/Media Lab

- Same as day 6

Writing Lab

- Same as day 6

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.

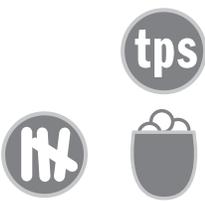


Gathering Circle

TIMING GOAL: 20 minutes

Routine
<ol style="list-style-type: none"> 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: **Can you show your partner how you danced to the “Aloha Oe” song in last night’s show?**
- Use the sharing sticks to select two or three children to share their dance moves with the whole class. Award pocket points in recognition of students’ efforts.

Active Instruction



- Introduce the Cool Rule: We treat others the way we want to be treated. Have the hurdles poster where all can see it.
- Use the following scenario to have students think about their feelings and how they would like to be treated in the situation.
- Invite two partnerships to come act out the first scenario. Assign one student to be Maya and the other three to be the group that is playing ball. Provide a ball for students to pass around (optional). Tell students to act out the story as you tell it.

Listen to this little story, and think about how you would feel if you were Maya. Maya sees some students playing with a ball on the playground. She goes over to join them. The other students see her coming and move away with the ball because they don’t want her to play. Pause while the actors take the ball and move away. Ask the student playing the role of Maya, **How do you feel when the students don’t include you?** Ask the class to pretend that they are Maya, and ask, T-P-S: **If you were Maya, how would you want the other students to treat you?**

Let’s act the story out again. Tell the three students who are playing ball, **Think about how Maya felt when you didn’t want to play with her.** T-P-S: **Now when you see Maya coming toward you, what can you do differently? Act out what you will do.** Pause while students act this out.

- Thank the actors for their help. Tell students they will work with their partners on the next scenario.

Partner Practice

- Invite students to work with their partners to act out the following scenario.

Let's all act out another situation.

- Quickly assign one member of each partnership to be Asia and the other to be Jonas. Invite them to act out the story as you tell it. You may want to distribute some paper and markers to each partnership as props for acting out this scenario. Be sure to substitute other names if any students in your class have the names in the scenario.



Asia is in the art lab, working very hard to make a special card for her mother. She has figured out exactly what materials she needs to make the card, and she has the paper, new markers, scissors, and decorations in front of her for this project. There is more of each of these things on the art shelf. Jonas comes over and takes the markers and decorations that Asia has for her card and starts to make something with them. Pause while students playing the role of Jonas take their partners' art materials. Ask the partners playing the role of Asia, **How do you feel when Jonas takes your things? Use the sharing sticks to select students to answer. **How would you want Jonas to treat you? Tell your partner what you would want him or her to do instead.****

- Have students switch roles, and repeat the story and questions above.
- Point to the wording on the back of Betty's shirt on the hurdles poster.



This says, "We treat others the way we want to be treated." Think aloud, I wonder what this means, "We treat others the way we want to be treated." T-P-S: What do you think it means?

We will call this the Cool Rule. It's cool because when everyone uses it, it really works. When you know how you feel in a situation, you can think about how others might feel. You can treat others the way you want to be treated. Today when you work and play with your friends, remember to use the Cool Rule.

Partner Challenge

- Introduce the challenge.

Today's Partner Challenge is to treat someone the way you would like to be treated. Later, you will tell your partner about it.

- Provide a moment for students to think about the challenge and ask any questions they may have. Encourage students to take opportunities outside the classroom to use the Cool Rule.
- Tell students they will earn pocket points when they treat others in a way that shows how they want to be treated. Be on the lookout for behavior that indicates that students are treating others well. Award pocket points when you observe them treating others well, commenting on the behavior and how it demonstrates the Cool Rule.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

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T-P-S: **What are some ways that people get water to drink?**

Yesterday we learned that all living things need water! Let's see what Our Daily Message says about water today.

Daily Message

People use water in many ways

- Write the Daily Message in front of students, reading each word as you finish writing it. Do not use any end punctuation. 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?** *It's missing a period at the end.*
 - T-P-S: **I see a sneaky "e" word in today's message. Which word has a sneaky "e"?** *"Use."* RWE: **Yes, the word "use" has a sneaky "e."** If necessary, point out that sneaky "e" likes to sneaks up on vowels that are between consonants and vowels that are next to just one consonant, like in the word "use."

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Theme Learning

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- Explain the content of the Daily Message.

Our Daily Message tells us that people use water in many ways. Let's think about this. T-P-S: **What are some of the ways you and your family use water?** *Answers will vary.* Place the People Use Water sentence strip at the top of the pocket chart. **Several of you mentioned uses for water involving food and drink.** Place the Food sentence strip in the pocket chart. **We drink water, and we boil water to cook food in. Several mentioned using water for cleaning.** Place the Cleaning sentence strip in the pocket chart. **We can use soapy water to clean tables, windows, and floors. We also use water to clean our bodies when we bathe.** Some of you also mentioned ways to use water for fun. Place the Fun sentence strip in the pocket chart. **We swim in pools filled with water, and some of you might play with water toys in the summer.**

By recalling their prior-to-reading thinking and by comparing that with the book's information, students develop an aspect of the thought and learning processes necessary for reading for information.

- Introduce the book *I Am Water*.

Here is a book called *I Am Water*. This book shows many of the ways that people use water. Let's see how many of the uses shown in the book are uses that you have already mentioned. The book might also tell us about some uses we hadn't thought of before.

 A Note to Parents, located prior to the title page in *I Am Water*, offers an excellent review of tips for reading aloud and for listening to a student read. Above all else, remember the importance of displaying enthusiasm with all reading—it's contagious!

- Display the cover and the title page. Invite students to read the title aloud with you in both places.
- After each page in which people are using water, ask, **Is this a way to use water that you thought of before we read the book?** and **Is this water used for food, cleaning, or fun?** Place the appropriate word card under its category heading in the pocket chart.

Teacher's Note: There are, of course, other uses for water such as transportation, shipping of goods, generating electricity, and industrial uses. While it's certainly acceptable to mention these, kindergartners will be most able to identify and focus on the everyday uses with which they are most familiar.

- Introduce the following ice experiment by showing a clear pitcher of water.

One way we use water is to freeze it into ice and use the ice to cool our drinks. Let's make some ice today. WGR: What shape is the water in this pitcher?

- Spill a bit of water on a table, as if by accident.

T-P-S: What shape is the water on the table? Why isn't it like the water in the ice cube tray anymore?

- Pour the water into containers of various sizes.

Predict what the shape of the ice in these containers will be. Do not confirm whether students are correct. Remember your predictions. I will put these containers in the freezer now so the water becomes ice. This afternoon we'll look at the ice shapes and see whether your predictions were correct.

- Invite students to join you in checking on the carnation. Hopefully it is evident that the colored water has been absorbed all the way to the petals (leaves). If not, you can try the experiment again.

- Play the digital dictionary video for "bathe."

- 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 "bathe." The word "bathe" means to have a bath. I can make a sentence with the word "bathe":

Tina had to bathe after she played in the mud.



Science concept:
A property of water is that it (and all liquids and gases) takes the shape of the container that it's in; solids have shapes of their own.



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 “Drip Drop Drip.” Encourage them to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Auditory Sound Blending

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

/d-r-i-p/	<i>drip</i>	/w-i-sh/	<i>wish</i>	/sh-i-p/	<i>ship</i>
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- Award pocket points if students are able to successfully blend the sounds to make words.



TRANSITION

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? Rain Rain Rivers.

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

WGR: The illustrator is also Uri Shulevitz. 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.



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We learned some new words in our story yesterday. The first word was “stream.” What does “stream” mean? *Flow.*

T-P-S: Can you think of a sentence that uses the word “stream”? 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 “surge.” *The word “surge” means move forward quickly.*

Story Retell

- Tell students that they will make rain sounds while you reread *Rain Rain Rivers*.

We will make rain sounds while we read this book. Sometimes it will be a light rain sound like you made before. Demonstrate. Sometimes the rain will come down faster and louder. Demonstrate. Sometimes the water flows, so we will also say the /sh/ sound. Demonstrate making the /sh/ sound.
- Establish and practice a signal with students for the rain sounds to begin and end. Practice light, medium, and hard rainfall sounds and the /sh/ sound.
 - After reading page 1, say, **Let’s make the sound of light rain falling.** Give the rain-sound signal. *Students make light pattering sounds with their hands on the floor and/or their laps.*
 - After reading page 2, signal for light rain. *Students make light pattering sounds.*
 - After reading page 3, signal for light rain. *Students make light pattering sounds.*
 - After reading page 5, signal for slightly louder rain. *Students make medium-loud pattering sounds.*
 - After reading page 7, signal for louder rain, and add the /sh/ sound. *Students make medium-loud pattering sounds while saying /sh/.*
 - After reading page 8, signal for louder rain, and add the /sh/ sound. *Students make medium-loud pattering sounds while saying /sh/.*
 - After reading page 11, signal for light rain. *Students make light pattering sounds.*
 - As you read pages 12 and 13, students continue to make the light rain sound.
 - Before reading page 15, signal to stop the rain sound.
 - After reading page 15, signal the rain sound.
 - As you read page 16, students continue to make medium-loud rain sounds.
 - As you read page 17, students continue to make louder rain sounds and add the /sh/ sound.
 - As you read page 19, signal for quiet, then invite students to resume the louder rain sound along with the /sh/ sound.
 - After page 24, signal for quiet.
- Read the rest of the story.
- Conclude the activity by asking students what they like the most about the rain.

T-P-S: Talk with your partners about what you like most about the rain.



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 | Underwater Exploration

Description:

- Students will pretend to be scuba divers exploring under the sea.

When You Tour:

- Remind students that today in the dramatic play lab they can pretend to be scuba divers exploring under the sea.

Blocks Lab | Underwater Construction

Description:

- Students will build structures underwater or vehicles for underwater exploration.

When You Tour:

- Remind students that they can build structures underwater or vehicles for underwater exploration.

Art Lab | Crayon-Resist Fish Paintings

Description:

- Students will make fish paintings by drawing the fish with crayons and painting over the drawing with thin tempera paint.

When You Tour:

- Remind students that they can use the crayons and paints to make crayon-resist pictures of fish.

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.

When You Tour:

- Remind students that the lab is open.

Literacy Lab | Play School: Change a Letter

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use letter cards to play Change a Letter.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Change a Letter.

Math Lab | Water Cycle Counting On

Description:

- Students will count on using the Water Cycle Counting On workmat.

When You Tour:

- Review the directions for the game. Show students the 5–14 Spinner. Tell students that they will work with partners. Explain that the first partner will spin and place the bear counter on the corresponding number on the workmat. Then that partner should count on from that number to 20. The other partner will spin and do the same. Whoever spins the lowest number gets a bicolored chip. If that person does not count on correctly, the other partner earns the chip. The partner with the most chips at the end of lab time wins!

Computer/Media Lab | Sea Sites

Description:

- Students will explore websites about the ocean and sea creatures 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:

- Tell students they can explore websites about the ocean and sea creatures in this lab today.
- Demonstrate clicking on a bookmark to visit a website.

Facilitate Learning:

- Join students as they explore websites about the ocean and sea creatures.
- 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 oceans from this website?**

Sand/Water Lab | Water Filters

Description:

- Students will make a water filter with a metal can and sand.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to investigate the process of water filtering.

When You Tour:

- Point out the new materials that you have placed in the lab.
- Explain that people must have clean water to survive and that water filters are used to purify, or clean, water.
- Tell students they can use sand and coffee cans to make water filters. They can test the filter by filling the pitcher with water and adding some of the other materials (paper, leaves, etc). Then students can pour the water through the filter and collect the water in the can.
- Encourage students to test the filters with several materials and with different amounts of sand or water, etc.
- Tell students to NOT drink the water that has been collected in the can.

Facilitate Learning:

- Ask questions, or make comments, that will prompt students to think about the water filters and the filtering process. For best results, jump in, and join the play as you interact with students.

Examples:

- **How do you think the filter cleans the water?**
- **I wonder if it is harder to filter bigger or smaller things.**
- **If everything is filtered out the first time, do you think it would help to pour the water through the filter again?**

Science Lab | Absorb or Repel

Description:

- Students will determine whether materials absorb or repel water.

When You Tour:

- Remind students that they can test which materials absorb water and which repel water.

Writing Lab | Underwater Adventure

Description:

- Students will write an adventure that takes place under the sea.

Purpose:

- This lab provides students with an opportunity to write creatively.

When You Tour:

- Tell students they can write an adventure story that takes place underwater.
- Suggest that students who have already visited the dramatic play and blocks labs think about what they did in those labs as they make up their stories.
- Tell students they can also illustrate their adventure stories.

Facilitate Learning:

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

Examples:

- **Your story was very exciting, especially the part about getting stuck in an underwater cave.**
- **I like what you have written so far. What's going to happen next?**



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar



- Before placing the calendar cutout on the calendar, ask students to predict what the picture will be on the calendar cutout. Ask a student to add the calendar cutout for today's date to the calendar. T-P-S: **Did you make the correct prediction? How did you know which picture would be on today's cutout?** *It's a pattern, and patterns repeat. Let's name the pattern.* Point to the pattern as you say, **Bird, bird, flower, sun, bird, bird, flower, sun.** **Today is** (day of the week), (month and date), (year).

Teacher's Note: The cutouts referred to are the cutouts for the month of May. You might be using the 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 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?** *Reply.* **Can you think of another combination for 9 that is not on the poster?** *Replies.* Record the combination in the third column.

It's Time

- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 7:00. WGR: **What number is the hour hand pointing to?** *7.* **What number is the minute hand pointing to?** *12.* **What time is it?** *Seven o'clock.*
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "7:00" on the digital clock.

Paper Clip Weather Graph

- Point to the weather graph. T-P-S: **What information are we recording on our graph?** *The different kinds of weather we have each day.* **Yesterday we attached a paper clip to the picture of** (type of weather). Think aloud, **I wonder where we will attach a paper clip today.**
- If you have assigned a student to be the weather reporter, ask that student what the weather is like today, and invite him or her to come up and attach a paper clip below the appropriate weather picture. If you have not assigned a student to be the weather reporter, ask the class to think about today's weather, and select a student to come up and attach a paper clip below the appropriate weather picture.



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



TIMING GOAL: 30 minutes

Snack

- Serve celery stalks and peanut butter or cream cheese. Encourage theme-related conversation among students.
- Invite students to talk about today's Partner Challenge.

Today's Partner Challenge was to treat someone the way you would like to be treated. If you've had a chance to do this, tell your partner about it.

- Allow time for students to talk about their experiences.
- Point out some of the instances in which you gave pocket points when students were demonstrating the Cool Rule today. Continue to award pocket points throughout the remainder of the day when you observe behavior that demonstrates the Cool Rule. Be sure to comment on what the student did when you award pocket points.

Outside/Gross-Motor Play

- If you have a place in your play area that would be good for making a puddle, take some water, and fill it. Play with boats and ducks like the little girl in the story *Rain Rain Rivers*.



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:

beans
geese
needs
seeds
bees
Granddad
peeked
seemed
ears
leaped
peeled
sneaked
feed
near
screamed
stream



Red Words:

faster into
go may
oh they

Readles:

corn
cows
flew
hive
sheep
sandwiches

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 /b/, /a/, /s/, /p/, /ee/, and /ea/.
- Show the Animated Alphabet video segments for /ee/ and /ea/.

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:
feed → need → seed → seem → seen

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.



T-P-S: **What are some ways that Bill and Meg help at the farm?** *They peel corn, plant seeds, feed the geese, etc.*

T-P-S: **How does Bill make the bees mad?** *Bill peeks at the bees.*

T-P-S: **What do the kids do to get rid of the bees?** *They leap into the stream.*

T-P-S: **If you were Granddad, how would you feel?**

Roo's Request



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

Use KinderRoo to make this request:

Look on page 2. Point to something in the picture that can be peeled. Tell your partner in a complete sentence what the kids were doing for fun.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.



Celebration

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



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



Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Spin the 5–14 Spinner. Select a student to count on from that number without using the number line.



- Repeat with several other students.
- Award pocket points if students are able to count on from the selected numbers.
- Review the previous day's learning.



T-P-S: What have we been learning in Math Mysteries? *We have been learning about number lines. We have practiced counting on from numbers other than 1.*

Active Instruction



- Tell students that today they will learn about a different way to count. Show students the cover of *Roll Over! A Counting Song* by Merle Peek.

T-P-S: What do you think this book is about?

- Read the title of the book.

I want you to listen very carefully as I read the book. After I am finished reading, we will talk about the story.

- Read the book to students.

T-P-S: What is this story about? RWE: This story is about animals that keep falling out of bed. It counted back from 10 to 1. Each time an animal falls out of bed, there is one less.

- Go through the book again, just looking at the numbers on the left-hand side of the pages. Ask students to count back with you as you show the pages in the book.
- Explain that when we count down on the number line, we are counting back.

Partner Practice

- Tell partners they will practice counting back. Show students the number lines that they made, the 5–14 Spinner, and a bear counter.

You and your partner will get a 5–14 Spinner, the number line that you made, and a bear counter. One partner will spin the spinner and place the bear counter on that number on the number line. Then the other partner will count back from that number to 1. Then you will switch roles.



- Select a student to act as your partner. Have your partner spin the spinner and place the bear counter on the number line.

T-P-S: Where will I start counting, and which way will I go on the number line? *You will start at (the number that was spun) and count back on the number line to 1.*

- Model counting back on the number line. Switch roles with your partner. Spin the spinner, and place the bear counter on the number line. Have your student partner count back from the number that was spun.
- Give each partnership a 5–14 Spinner, their number lines, and a bear counter.
- Allow partners time to practice counting back. Circulate, and assist as needed. Listen as students count back.

Recap



- Use the 5–14 Spinner to select a number, and then select a student to count back from that number. Repeat with several other students.
- Award pocket points if students are able to correctly count back from each number.
- Review the concept of counting back.

T-P-S: **What happens to the numbers when we count back?** *The numbers get smaller.*



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 Rain Song,” *The 20th Century Children’s Poetry Treasury*, page 58

Introduce the Poem

Today I’m going to read “Rain Sizes” again and also read you a new poem by the famous poet Langston Hughes. It is called “April Rain Song.” Imagine the pictures Langston Hughes paints with his words. Later, you will be able to write about how rain makes you feel.



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.

We have been talking a lot about water lately. Earlier today we read a book about rain. Think about the way rain makes you feel. What is it about rain that makes you feel that way? Write about your feelings about rain.

T-P-S: **How does rain make you feel?**

- Share an example that applies to you.

I think that I will write a sentence that says, “Rain makes me feel sleepy.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “Rain makes me feel sleepy.”

- **The first word is “rain.” I’m going to draw a picture for “rain.”** Draw rain drops.
 - **“Makes.” What sounds do you hear in the word “makes”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **The next word is “me.” “Me” is on the word wall. Let’s use Say-Spell-Say to help us write and remember “me.”** Prompt students to use Say-Spell-Say. Write “me.”
 - **“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 “sleepy.” I hear some sounds that I know in “sleepy.” I hear /s/ and /l/. I also hear the new /ee/ sound that we have been learning about. There’s the /p/ sound in there too.** Write “sleepy,” writing each letter as you say its sound.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

Today we’ve been talking about the many ways that people use water. We know that people use water for preparing food, for cleaning, and for fun.
- Review the water-use pocket chart. Invite students to contribute additional ideas as you discuss each category. When discussing the use of water for cleaning, be sure to use the word “bathe” and to remind students of its meaning.

Let’s take a look at the ice shapes we made this morning.
- Observe the ice shapes made during Theme Exploration. Before removing the first ice shape from its container, prompt students to recall the shape that they predicted for the ice.

- Pop the ice out into a wide dish or pan.

If this is not what you predicted, think about how you may need to change your thinking about water and shapes.



- To allow students to reach or construct their own conclusions about the water taking the shape of its container, do not make any comments about that yet. Continue to remove two or three more ice shapes in the same manner, inviting students to predict the next shape and then to observe the shape.

T-P-S: What made these shapes different from one another?

- Allow the ice shapes to sit in a pan and melt while you are doing the next activity with the class.
- Display the cover of *I Am Water*.

In the book *I Am Water*, we see people and animals doing things in or with water. For example, on pages 1 and 2, we see fish swimming in water. Display pages 1 and 2. Invite students to stand. **We're going to look through *I Am Water* again and pretend to do what we see the people and animals doing in, or with, water.**

- Ask students to pretend that they are swimming like the fish.
- Show and read the following pages: (If students have trouble figuring out what to do, prompt them.)
 - **Pages 3 and 4:** Hold an umbrella.
 - **Pages 5 and 6:** Drink from a water fountain.
 - **Pages 7 and 8:** Take a bath.
 - **Pages 11 and 12:** Cook.
 - **Pages 15 and 16:** Ride on a sled.
 - **Pages 17 and 18:** Splash.
 - **Pages 21 and 22:** Stomp in puddles.
 - **Pages 23 and 24:** Fish.
 - **Pages 25 and 26:** Swim.

- Observe the (partially) melted ice shapes, and discuss the new shapes being formed.

T-P-S: What shape will the water be when the ice shapes are all melted?

- Leave the pan out for students to observe the next morning.
- Pour colored water into various-shaped containers for freezing.

Let's make colored ice shapes for our water lab tomorrow.

Vocabulary Review



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

Our new word today is “bathe.” The word “bathe” means to have a bath.

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

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Bathe dog.	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 bathe my dog.</i>
The student responds in a complete, but not very elaborate, sentence. I have to bathe.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about why you have to bathe?



- 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 was to treat someone the way you would like to be treated.

- Allow time for students to review their snack conversations and to talk about any additional experiences that occurred later in the day.
- Use the sharing sticks to select students tell about how they followed the Cool Rule.
- Point out some of the instances in which you gave pocket points when students were demonstrating the Cool Rule today.
- 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

Water is found in one of three states: liquid, solid, or vapor.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Pan of melted ice (from day 7) • Containers of colored ice (from day 7) • Pan (at least several inches high) • Classroom Library Lab: Shared Story: <i>A Day at the Farm</i>
Gathering Circle	<ul style="list-style-type: none"> • Hurdles on the Path to Teamwork poster (unit 14 appendix)
Theme Exploration	<ul style="list-style-type: none"> • Saucepan with lid or cookie sheet • Ice cubes (one cup) • Hot plate • Large piece of dark construction paper • Theme vocabulary word cards for “boil” and “evaporate” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • No new materials
STaR	<ul style="list-style-type: none"> • Trade book: <i>Water Dance</i> • Chart paper and marker
15-Minute Math	<ul style="list-style-type: none"> • No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Graham crackers • Cheese (American); cut squares on the diagonal to make triangles. • Napkins or plates
KinderRoots	<ul style="list-style-type: none"> • Shared Story (teacher and student copies): <i>A Day at the Farm</i> • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards: “b,” “a,” “s,” “p,” “ee,” and “ea” or IWB access • Green Word cards: “beans,” “geese,” “needs,” “seeds,” “bees,” “Granddad,” “peeked,” “seemed,” “ears,” “leaped,” “peeled,” “sneaked,” “feed,” “near,” “screamed,” and “stream” or IWB access • Red Word cards: “faster,” “go,” “oh,” “into,” “may,” and “they” or IWB access

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Bulletin-board-paper number line (from day 1) • 5–14 Spinner (from day 2), one per partnership • Trade book: <i>Roll Over! A Counting Song</i> • Small plastic bags with twenty linking cubes each, one bag per partnership • Bed Workmat page (appendix), one per partnership
Let's Daydream	<ul style="list-style-type: none"> • “Rain Sizes,” <i>The 20th Century Children’s Poetry Treasury</i>, page 28
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Pan lid (or aluminum foil or cookie sheet) with frozen droplets from Theme Exploration • Trade book: <i>I Am Water</i> • Home Link animal hand stamp: hippopotamus

Learning Labs—Additional Materials

Art Lab Melted-Ice Paintings
<ul style="list-style-type: none"> • Powdered tempera paint in a shaker • Ice-cube sticks in an insulated container • Paper towels • Easel paper • Container for used ice cubes

Day 8

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Facilitating Learning

- Remove the colored pieces of ice from their containers, and place them all in one pan. Place this pan and the pan of melted ice where students can see them. Encourage students to compare and contrast the water and ice in addition to comparing and contrasting the different pieces of colored ice.
- Encourage students to visit the pan of colored ice throughout the day and to observe how the pieces of ice change. Ask students what will happen when the pieces of colored ice melt in the same pan.

Available Activities

Classroom Library Lab

- Also place a few copies of *A Day at the Farm* in the lab. Encourage students to practice reading the book with a friend.

Literacy Lab

- Same as day 7

Math Lab

- Same as day 7

Computer/Media Lab

- Same as day 7

Writing Lab

- Same as day 7

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 one thing you learned about water safety from Alpie in 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 the Cool Rule as a way to eliminate the hurdles that interfere with having a peaceful classroom. Display the Hurdles poster where everyone can see it.

We learned that sometimes there are hurdles that can get in the way of having a peaceful classroom community. We learned ways to get over those hurdles to help us work well together and treat others the way we want to be treated. Remember, the Cool Rule says to treat others the way you want to be treated.



- Point to the interrupting hurdle on the Hurdles poster.



WGR: What is one hurdle that can get in our way? *Interrupting*. T-P-S: How can interrupting keep us from working well together? RWE: When we interrupt someone while he or she is speaking, we don't give him or her the time to say what he or she wants to say. This can make that person angry, and we can have a problem.

- Point to the not-waiting hurdle.

WGR: What is another hurdle that can get in our way on the path to working well together? *Not waiting*. T-P-S: How can not waiting cause conflict? RWE: When we don't wait for a turn, that can make our friends angry, and we may end up in a conflict.

- Point to the not-including-everyone hurdle on the poster.

There's one more hurdle on the poster—not including everyone. T-P-S: How can not including everyone get in the way of our peaceful classroom community? RWE: When we don't include others, we hurt their feelings. This can make it hard for all of us to feel comfortable and work together in our class.

Partner Practice



- Invite students to think about how the Cool Rule can be applied to class hurdles.

T-P-S: How can we use the Cool Rule to help get over the hurdles?

- Invite students to walk on an imaginary path.

Let's pretend that we are Betty walking on the path to working well together. While we're on this path, we see Sara and Jake talking to each other. We want to talk, too, and interrupt their conversation. Oh no, now we've come to the interrupting hurdle. Point to the hurdle on the poster. We've stopped and can't get to where we want to go. Have students stop walking. T-P-S: How can we get over this hurdle?

When runners are on a track and come to a hurdle, they jump over it. When we remember to wait for a turn to talk, it's like we're jumping over the interrupting hurdle. Let's all jump over the interrupting hurdle. Model how to jump over the hurdle. When all have jumped, remove the hurdle from the poster. When we don't interrupt one another, we remove the hurdle. That makes it easier to get down the path to a friendly, caring classroom. Think about the Cool Rule (treating others the way you want to be treated). T-P-S: How does using the Cool Rule help us remember not to interrupt others when they talk?

- Invite students to walk down the path without the interrupting hurdle. Model walking calmly.

While you're on the path, now you see Lexi and Jerome playing jump rope. You're excited to see them, and you want to play too. You run right over and take the rope from Lexi. You've come to another hurdle, the not-waiting hurdle. Have students stop. T-P-S: How can we get over this hurdle? We need to jump over this hurdle so we can continue down the path. When we remember to wait for a turn, it's like we're jumping over the not-waiting hurdle. Let's jump over the not-waiting hurdle together. When all have

jumped, remove the not-waiting hurdle from the poster. **When we wait for a turn, we remove this hurdle on our way to a friendly, peaceful classroom. Think about the Cool Rule.** T-P-S: **How does using the Cool Rule help us with remembering to wait?** RWE: **We wouldn't want someone to take something from us before we finished our turn, so we shouldn't take the rope from our friends. That's how we can follow the Cool Rule for the not-waiting hurdle.**

- Invite students to walk down the path without the not-waiting hurdle. Model walking calmly.

Let's walk down the path on the way to our peaceful classroom some more. While we're walking, Trevon comes up and asks to walk with you. Before you think about the Cool Rule, you say, "No. I don't want you to come with us." T-P-S: **What hurdle did we come to now? How can we get over the not-including-everyone hurdle?** RWE: **When we include others when we work and play, it's like we go over that hurdle. Let's jump over the not-including-everyone hurdle together.** When all have jumped, remove the not-including-everyone hurdle from the poster. **When we include everyone, we remove the hurdle. Think about the Cool Rule** (treating others the way you want to be treated). T-P-S: **How does using the Cool Rule help us remember to include others?** RWE: **When we think about how we would feel if someone tells us we can't play, it helps us to remember to include everyone. Let's walk down the path without this hurdle. We've jumped the hurdles and were able to get to our goal—a classroom where we work together.**

- Point to the poster without the hurdles.



WGR: **Is it easier for Betty to get down the path to being a class that works together with the hurdles or without them?** *Without.*

- Point to and read the wording on Betty's back: "We treat others the way we want to be treated."

When we get rid of the interrupting, not-waiting, and not-including-everyone hurdles, we are treating others the way we want to be treated.

- Put the hurdles back on the poster.

Seeing the hurdles on the path will help us remember what keeps us from getting where we want to go. When we see the hurdles on the poster, we will use our remembering mind muscles to help us work well together.

Partner Challenge

- Introduce the challenge.

Our Partner Challenge is to tell your partner what you would say to someone if you waited for a turn, but he or she got in front of you and took your turn.

- Provide a moment for students to think about the challenge and to ask any questions they may have.
- Tell students they will earn pocket points when they wait for a turn today. Be aware of student interactions when they wait for something, such as a turn in a game, for materials, to talk with someone, etc., and award pocket points for this behavior.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day


 tps

T-P-S: **Tell two ways that people use water.**

You gave some great examples of ways that people use water. Our Daily Message is going to tell us more about water.

Daily Message

Water is found in one of three states: solid, liquid, or vapor.

- 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 with sneaky “e” in our Daily Message again today.**
WGR: **Can anyone spot it? “States.”** Model stretching and reading “states.”
 - Remind students that sometimes sneaky “e” can be followed by an “s.”
WGR: **What does it mean when we see an “s” at the end of a word such as “states”?** RWE: **Yes, it means that there is more than one.**



 rwe

Theme Learning


 tps

- Explain the content of the Daily Message.

Our Daily Message tells us that water is found in one of three states: solid, liquid, or vapor. I wonder what that means. We began to learn about this a few months ago when we learned about winter weather.

T-P-S: **What do you think the liquid form of water is?** *Water.* T-P-S: **What do you think the solid form of water is?** *Ice.* T-P-S: **What do you think the vapor form of water is?** *Steam.*

Teacher’s Note: Students are not expected to know the answers to these questions. Use their responses and background knowledge to guide your instruction of this topic.



- Prompt students to recall the experiment they did by holding an ice cube in unit 8: *Winter Weatherland.*

WGR: **Do you remember holding ice cubes in your warm hand? Do you remember what happened to the ice?** *It melted. The ice melted and became water. Yesterday we made ice shapes. Then we left them out. Did any of you look at the pan this morning?* WGR: **What happened to the ice shapes?** *They melted. The ice melted and became water.*

- Introduce the following experiment. Place several ice cubes in a small saucepan on the hot plate, and turn it on. Remind students that a hot plate is used to cook

things, and it can become very hot. They should be careful not to get too close or touch it.

Let’s do another experiment. We’ll start with ice cubes again. T-P-S: **What do you think will happen to the ice cubes when I heat them on the hot plate?** *The ice will turn to water.* **What do you think will happen if I keep heating the water?** By now the water should be boiling. RWE: **The water gets so hot that it bubbles. This is called boiling.**

- Hold a large dark piece of construction paper behind the boiling pan so students can see the vapor, or steam, rising.

When each bubble pops, it releases water vapor, or steam, into the air. Can you see it? As long as it remains hot, the water vapor, or steam, will go up into the air. The water vapor, or steam, evaporates into the air. “Evaporate” means turn into vapor, or steam. The water vapor is still there even if we can’t see it. Let’s see if we can catch some of the water vapor, or steam.

- Carefully hold a pan lid or cookie sheet over the steam until visible water droplets, condensation, have formed. Show students. **When the vapor hits the cool surface of the lid (or cookie sheet), it turns back to liquid, or water.** Do not dry this off!

T-P-S: **How could I make these droplets of water solid?** *Freeze them.* **I’ll put this lid (or cookie sheet) in the freezer, and we’ll take a look at the frozen, solid droplets of water at the end of the day.**

- Place the pan lid (or cookie sheet) in the freezer.
- Review the three states of water.

Gee! We started with ice. Ice is the solid (Point to the word “solid” in the Daily Message.) **state of water.** WGR: **Then we changed the ice by melting it and changing it into...water. That is the liquid** (Point to the word “liquid” in the Daily Message.) **state of water. Then we heated the liquid to boiling so the water went up into the air as steam. Steam is the vapor** (Point to the word “vapor” in the Daily Message.) **state of water.** Reread the Daily Message. **Now I understand the Daily Message.**

T-P-S: **What do you think would have happened if, instead of water, we had done this experiment with milk, juice, or any other liquid? Would any liquid behave as water did in this experiment?** RWE: **All liquids would boil, turn to vapor, and when cooled, return to the liquid state.**



- Play the digital dictionary videos for “boil” and “evaporate.”
- 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 “boil” and “evaporate.”

“Boil” means to change from liquid to vapor by heating. I can make a sentence with the word “boil”:

I boil water when I cook spaghetti.

“Evaporate” means to turn from liquid into vapor. I can make a sentence with the word “evaporate”:

Blake watched the water on the hot sidewalk evaporate.



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 “Drip Drop Drip.” Encourage them to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Auditory Sound Segmenting

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

drip	/d-r-i-p/	wish	/w-i-sh/	ship	/sh-i-p/
-------------	-----------	-------------	----------	-------------	----------



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



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

STaR Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

broad
distant
drench

Water Dance

Written and illustrated by Thomas Locker

With each painted picture, the text describes a different state in which water is found in our world. At the end of each description, “I am...” is repeated, telling the state that the water has taken. At the end of the book, additional information is provided about the water cycle.

Interactive Story Reading

Before Reading



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

The name of our story today is *Water Dance*. WGR: What is another word for the name of a book? *The title*. The author of this story is Thomas Locker. WGR: What does the author do? *Writes the words*. Thomas Locker also made the pictures for this story. WGR: What do we call the person who makes the pictures? *Illustrator*.

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

Remember, the title of our story is *Water Dance*. Think about the title while we look at the cover of the book and a couple of pictures. Display the pictures on pages 3 and 5. T-P-S: Talk with your partner about what you see in the pictures we just looked at. *A lake, a stream, and a waterfall*. What is the same about all the pictures? *They all have water in them*. What do you think this book will be about?

- Introduce the story vocabulary words.

Let’s talk about some important vocabulary words from our story. One word we will see is “broad.” If something is broad, that means it is wide. If I say a river is broad, I mean it is wide across.

Another important new word is “distant.” “Distant” means far away. A store that is far away from your home is distant.

One other important word from the story is “drench.” “Drench” means make something very wet. If your friends spray you with a water hose, they drench you.

- Introduce the good-reader skill for today.

As they read a story, good readers think about what they have learned so far. We will stop a few times during the story today and think about what we have learned.



Summarization

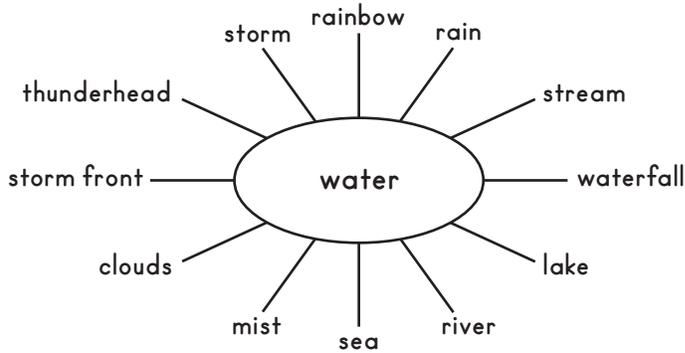
During Reading



- 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.
- Tell students that *Water Dance* is about water and the many forms it takes on Earth. Explain that the class will create a chart to keep track of the different forms that water takes.

This whole book is about water and the different ways, or forms, in which we can find water in our world. We’re going to create a chart to keep track of these different forms of water as we read the book. I’ll write the word “water” in the middle of the chart paper.

- Spell the word “water” as you write it. Invite students to help you read the word once it is written. You will add words to the chart to create a word web (see example below) about water after reading each page in the book.



- Have students close their eyes to help them paint pictures in their minds as you read.
- **Page 1:** Read, “Some people say that I am one thing. Others say that I am many. Ever since the world began I have been moving in an endless circle. Sometimes I fall from the sky.” T-P-S: **What does it sound like the author is describing?** After students respond, read the last sentence on the page, “I am the rain.” Write the word “rain” on the chart. Read the entire page a second time, with students looking at the picture.
- Continue to read each page, following the same process: read the regular text as students close their eyes, ask what the words describe, read the last line of text, write the word on the chart, and then reread the entire page a second time as students look at the picture.
- See below for specific page notes.
 - **Page 8: Let’s look at our chart and talk about what we’ve learned so far.** Point to each word on the chart as you say it. **We’ve learned that water takes the form of rain, a stream, a waterfall, a lake, and a river. We see water in a lot of ways in the world.**
I also just read one of our vocabulary words. The story says that water moves through broad valleys. Remember that “broad” means wide.
 - **Page 16: We’ve read about some more forms that water takes. Let’s look at our chart again.** T-P-S: **Who can remember some of the forms that water takes?** Accept any answers that are on the chart.
We also read another one of our vocabulary words. The story says that water is carried by winds from distant seas. “Distant” means far away.
 - **Page 20: There was another vocabulary word on this page. I read, “I drench the mountainside.” Remember that “drench” means make something very wet. So the story is saying that the storm makes the mountainside very wet.**

After Reading

Let’s review what we’ve learned from *Water Dance*. T-P-S: **Look at our chart, and talk with your partner about some of the different forms that water can take in our world.**

T-P-S: **Can you think of any other forms that water takes that weren’t described in the book?** Add students’ responses to the chart.

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

***Water Dance* describes a river flowing through a broad valley.** T-P-S: **What does the word “broad” mean?** *Wide.*

Let’s make a sentence together using the word “broad.” T-P-S: **Talk to your partner about ideas that you have for our sentence.**

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



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 | Underwater Exploration

Description:

- Students will pretend to be scuba divers exploring under the sea.

When You Tour:

- Remind students that today in the dramatic play lab they can pretend to be scuba divers exploring under the sea.

Blocks Lab | Underwater Construction

Description:

- Students will build structures underwater or vehicles for underwater exploration.

When You Tour:

- Remind students that they can build structures underwater or vehicles for underwater exploration.

Art Lab | Melted-Ice Paintings

Preparation:

- Place ice cubes in an ice bucket or other insulated container near or in the art lab for students' easy access.

Description:

- Students will paint pictures with melting ice cubes and dry tempera-paint powder.

Purpose:

- This lab reinforces thematic concepts and will provide the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:

- Point out the new materials that you have added to the lab.
- Tell students they can use the ice and powdered paint to make paintings.
- Sprinkle some powdered paint on a piece of paper. Place an ice cube on the powder.
- Use Think-Pair-Share to have students predict what will happen to the ice and the powder. *The ice will melt and mix with the paint.*
- Demonstrate how students can paint by moving the ice around in the powdered paint.



Facilitate Learning:

- Join students in creating melted-ice paintings.
- Discuss how the ice changes from a liquid to a solid.

Examples:

- **What do you think causes the ice to melt?**
- **I wonder what will happen to the water if the painting is left out all day. What do you think will happen?**

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.

When You Tour:

- Remind students that the lab is open.

Literacy Lab | Play School: Change a Letter

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use letter cards to play Change a Letter.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Change a Letter.

Math Lab | Water Cycle Counting On

Description:

- Students will count on using the Water Cycle Counting On workmat.

When You Tour:

- Review the directions for the game. Show students the 5–14 Spinner. Tell students that they will work with partners. Explain that the first partner will spin and place the bear counter on the corresponding number on the workmat. Then that partner should count on from that number to 20. The other partner will spin and do the same. Whoever spins the lowest number gets a bicolored chip. If that person does not count on correctly, the other partner earns the chip. The partner with the most chips at the end of lab time wins!

Computer/Media Lab | Sea Sites

Description:

- Students will explore websites about the ocean and sea creatures in the computer/media lab.

When You Tour:

- Remind students that they can explore websites about the ocean and sea creatures in this lab today.

Sand/Water Lab | Water Filters

Description:

- Students will make water filters with metal cans and sand.

When You Tour:

- Remind students that they can use sand and coffee cans to make water filters. They can test the filters by filling the pitcher with water and adding some of the other materials (paper, leaves, etc). Then students can pour the water through the filters and collect the water in the can.

Science Lab | Absorb or Repel

Description:

- Students will determine whether materials absorb or repel water.

When You Tour:

- Remind students that they can test which materials absorb water and which repel water.

Writing Lab | Underwater Adventure

Description:

- Students will write an adventure story that takes place under the sea.

When You Tour:

- Remind students that they can write an adventure story that takes place underwater.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

- Before placing the calendar cutout on the calendar, ask students to predict what the picture will be on the calendar cutout. Ask a student to add the calendar cutout for today's date to the calendar. Ask, **Did you make the correct prediction? How did you know which picture would be on today's cutout?** *It's a pattern, and patterns repeat. Let's name the pattern. Every time I point to a bird, say, "A." Every time I point to a flower, say, "B." Every time I point to a sun, say, "C."* Point to the calendar cutouts as you say, **A, A, B, C, A, A, 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 May. You might be using the 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 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?** *Reply.* **Can you think of another combination for 10 that is not on the poster?** *Replies.* Record the combination in the third column.

It's Time

- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 8:00. WGR: **What number is the hour hand pointing to?** *8. What number is the minute hand pointing to?* *12. What time is it?* *Eight o'clock.*
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "8:00" on the digital clock.

Paper Clip Weather Graph



- Point to the weather graph. T-P-S: **How many kinds of weather are on the graph? Replies. Which kind of weather do you think we will have the most days of this month? Do you think it will be sunny most days? Cloudy? Rainy? Answers will vary.** Invite your weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. **Tell me what you notice about the month's weather so far. Answers will vary.**



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



TIMING GOAL: 30 minutes

Snack

- Have students make sailboats by arranging the graham crackers as the boat and the triangles of cheese as sails on a napkin or paper plate. Talk with students about the shapes of the foods they are using to make their boats. Do they think these boats would float in a puddle or bathtub? Why or why not? Encourage the use of new vocabulary, such as “absorb” and “repel,” in their responses.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge is to tell your partner what you would say to someone if you waited for a turn, but he or she got in front of you and took your turn.

- Allow time for students to talk about the challenge. As you monitor students' conversations, point out how their responses reflect the Cool Rule.
- Point out some of the instances when you awarded pocket points.

Outside/Gross-Motor Play

- Engage students in a game of Freeze Tag. Select one student to be it. When students are tagged by the student who is it, they must stop running and freeze in place. They become ice cubes. Students who have not been tagged may unfreeze the ice cubes by touching them as they run by. Continue the game until all students are frozen. The last student to be tagged then becomes it.



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



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Word Presentation

Read sounds.

- Use the key cards to guide practice with /b/, /a/, /s/, /p/, /ee/, and /ea/.
- Show the Animated Alphabet video segments for /ee/ and /ea/.

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:
near → ear → eat → beat → seat

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

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

Green Words:

beans
geese
needs
seeds
bees
Granddad
peeked
seemed
ears
leaped
peeled
sneaked
feed
near
screamed
stream



Red Words:

faster into
go may
oh they

Readles:

corn
cows
flew
hive
sheep
sandwiches



Guided Partner Reading



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

T-P-S: **Can anyone remember the title of the story?** A Day at the Farm.

T-P-S: **Do you remember why Bill and Meg go to the farm?** *Bill's granddad needs help.*

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

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

Roo's Request



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

Use KinderRoo to make this request:

Look on page 5. Read the first sentence with your partner. Tell your partner in a complete sentence why this is a bad idea.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.



Celebration

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



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



TIMING GOAL: 25 minutes

Show What You Know



- Spin the 5–14 Spinner. Select a student to come up and point to that number on the number line. Have that student count back to 1 from that number.
- Repeat with several other students.



- Award pocket points if students are able to count back to 1 from the selected numbers.
- Review the previous day's learning.

T-P-S: What have we been learning in Math Mysteries? *We have been learning about number lines. We have practiced counting on and counting back from numbers other than 1.*

Active Instruction



- Tell students that today they will practice counting back again today. Show students the cover of *Roll Over! A Counting Song* by Merle Peek.

T-P-S: What is this book about? *This book is about animals that are in bed. They keep rolling over, and each time, another one falls out of the bed.*

- Tell students that you will reread the book today.

When I read this book today, we will act it out and count back as we read the story.

Teacher's Note: You may want to find pictures of the various animals in the story and place them on notecards to hand to each student. Then the student holding the notecard with the appropriate animal can pretend to fall out of bed as you read the story.

- Select ten students to help act out the story. Have them all stand close together in the front of the room. Reread the book to students. Prompt students to say the numbers with you as the students in the front of the room act out the story.
- Have students who acted out the story sit down.



WGR: What were we doing when we counted in this story? *Counting back.*

Partner Practice

- Tell partners that they will practice counting back again today. Show students the 5–14 Spinner, the Bed Workmat, and a bag of twenty linking cubes.

You and your partner will get a 5–14 Spinner, a Bed Workmat, and a bag of twenty cubes. One partner will spin the spinner and place that many cubes on the workmat. Then the other partner will count back from that number to 1, taking one cube off the workmat each time he or she says a number, as he or she counts back. Then you will switch roles. Be sure to check your partner's counting!



- Select a student to act as your partner. Have your partner spin the spinner and place the correct number of linking cubes on the Bed Workmat. Model counting the cubes to make sure that you have the correct number.

WGR: What number of cubes do I have on my workmat? 12. What number will I say when I take the first cube off the bed? 11.

- Model counting back as you remove cubes from the workmat. Switch roles with your partner. Spin the spinner, and place the correct number of cubes on the workmat. Have your student partner count back from the number that was spun, removing a cube each time he or she says a number.
- Give each partnership a 5–14 Spinner, a Bed Workmat, and a bag of linking cubes.
- Allow partners time to practice counting back. Circulate, and assist as needed. Listen as students count back.

Recap



- Spin the 5–14 Spinner. Select a partnership to place cubes on the workmat and count back from that number. Repeat with several other partnerships.
- Award pocket points if students are able to successfully count back.
- Review the concept of counting back.

T-P-S: Which way do we move on the number line when we count back? We move backward on the number line.



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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “Rain Sizes,” *The 20th Century Children’s Poetry Treasury*, page 28

Introduce the Poem

Let’s read “Rain Sizes” again. The reason I find this poem fascinating is because it describes different sizes of raindrops, which I didn’t think about before. As you listen to the poem, try to picture the different types of weather that create differently sized raindrops.



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.

We have been talking more about water. Today you made more discoveries about water. This morning we heated water to turn it into vapor, and we cooled it to make ice. Write about your water experiments and discoveries.

T-P-S: What did you discover about water?

- Share an example that applies to you.

I think that I will write a sentence that says, “Water makes steam when it gets hot.”

- Review previously introduced emergent-writing strategies.

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “Water makes steam when it gets hot.”

- **The first word is “water.” Do you hear any sounds that we’ve learned in “water”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“Makes.” What sounds do you hear in “makes”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“Steam” is the next word. I hear some sounds that I know in “steam.” I hear /s/, /t/, and /m/. Write each letter as you say the sound.**
- **The next word is “when.” Do you hear more sounds that you know in “when”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“Water makes steam when it gets hot.” “It” is the next word. Let’s use Stretch and Spell to write “it.”** Prompt students to use Stretch and Spell. Write “it.”

- **“Gets.” We can use Stretch and Spell again for this word.** Prompt students to use Stretch and Spell. Write “gets.”
- **The last word is “hot.” We can use Stretch and Spell one more time to write “hot.”** Prompt students to use Stretch and Spell. Write “hot.”
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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



Let's Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

Today we learned about the three states that water can be found

in. T-P-S: **What are the three states of water?** *Solid, liquid, and vapor.*

T-P-S: **What is the solid form of water?** *Ice.* T-P-S: **What is the liquid form of water?** *Water.* T-P-S: **What is the vapor form of water?** *Steam.*



- Bring the lid (or cookie sheet) with the frozen water vapor from the freezer. Let students touch the ice.

These frozen ice droplets are solid. They are keeping their shape. WGR: What will happen to the droplets if this lid (cookie sheet) is left out of the freezer? *They will melt and turn into water.* **You predict that the droplets will return to liquid water. Let's put this lid (cookie sheet) aside and look at it again in a few minutes.**

- Allow the droplets to melt while you do the following activities with students.
- Display *I Am Water*.

Yesterday I read to you the book titled *I Am Water*, which showed the many forms that water takes. Today when I read it, please think about which state of water is being shown on each page. Some pages even show two states of water.

- Read page 1 aloud.

WGR: Are the fish swimming in solid, liquid, or vapor? *Liquid.*

- Continue reading aloud, prompting students to identify the state of water shown on each page. If students catch on after reading each page, you may simply begin to ask, "Which water state is shown?" If students have difficulty, point out the water in the picture, and give clues to two states (e.g., "Is this water solid like ice cubes, or is it in the air as water vapor?").

Teacher's Note: Water vapor is shown on page 12 as steam, on page 20 as fog or mist, and on page 29 as clouds. On pages 11, 14, and 29, two states of water are shown.

- Have students look at the lid (or cookie sheet) again. Encourage students to express their observations using the correct vocabulary.
- Use this opportunity to observe which students are beginning to develop a basic understanding of the properties of objects and materials (i.e., solid, liquid, or gas).

Vocabulary Review



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

One of our new words today is “boil.” “Boil” means change from liquid to vapor by heating. T-P-S: When did we see, hear, or use the word “boil” today?

Our other new word today is “evaporate.” “Evaporate” means turn from liquid into vapor. T-P-S: When did we see, hear, or use the word “evaporate” 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:

boil
evaporate

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Water boil.	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 boil water.</i>
The student responds in a complete, but not very elaborate, sentence. Mina needed to boil water.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about why Mina needed to boil water?



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to tell your partner what you would say to someone if you waited for a turn, but he or she got in front of you and took your turn.



- Provide a moment for students to review the challenge.
- Use the sharing sticks to select students to respond. Point out some of the instances when you awarded pocket points today.
- 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

Water cycles naturally from Earth's surface to the atmosphere as vapor and then falls back to Earth again as precipitation.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Brain Game materials for this week's selected Brain Game (see day 1)
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>I Am Water</i> The Water Cycle poster Hot plate Saucepan with lid Water Theme vocabulary word card for "cycle" or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>Water Dance</i> Chart paper (optional)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Frozen fruit juice on a stick
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>A Day at the Farm</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: "b," "a," "s," "p," "ee," and "ea" or IWB access Green Word cards: "beans," "geese," "needs," "seeds," "bees," "Granddad," "peeked," "seemed," "ears," "leaped," "peeled," "sneaked," "feed," "near," "screamed," and "stream" or IWB access Red Word cards: "faster," "go," "oh," "into," "may," and "they" or IWB access Letter tiles (from all previous units)
Math Mysteries	<ul style="list-style-type: none"> Bulletin-board-paper number line (from day 1) 5–14 Spinner (from day 2), one per partnership Bear counters, one per partnership Student number lines (from day 1), one per partnership Count On, Count Back Spinner (appendix), one per partnership

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> • “Rain Sound” and “April Rain Song,” <i>The 20th Century Children's Poetry Treasury</i>, page 29
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Water Cycle poster • Trade book: <i>I Am Water</i> • Student work from the writing lab • Home Link animal hand stamp: elephant

Learning Labs—Additional Materials

Classroom Library Lab <i>Roll Over! A Counting Song</i>
<ul style="list-style-type: none"> • Trade book: <i>Roll Over! A Counting Song</i> • Bed Workmat page (from day 8) • Bear counters

Day 9

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 8

Literacy Lab

- Same as day 8

Math Lab

- Same as day 8. Encourage students to practice counting back and counting on.

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: **Can you tell your partner how to count down from 10 to 1?**

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



Partner Challenge

- Introduce the Partner Challenge.

Our Partner Challenge is to tell your partner how including everyone helps us to follow the Cool Rule.

- Provide a moment for students to think about how they will answer the challenge and to ask any questions they may have. Remind them that they will talk with their partners during snack time.
- Tell students they will earn pocket points when they use active-listening skills to help them remember what their partners tell them.

Brain Game

- Play this week's Brain Game.
- Review this week's remembering 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 (hands massaging your temples). Play the game several times now, and continue to play throughout the remainder of the week. If appropriate, invite the Cool Kid to be the leader.

T-P-S: 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: When you drink a glass of ice water, what two states of water are in your glass?

We've been learning a lot about water. Let's see if our Daily Message tells us more about water today.

Daily Message

Water cycles itself.



- 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 in our Daily Message that is actually made up of two words.** Point to “itself.” **“Itself” is made from the word “it” and the word “self.”** Point to each word as you read it. **When two words are put together to make one word, we call the new word a compound word. When we read compound words, we can split the word into its two single words and read those. Then we can read the two words together.** Lead students in stretching and reading “it” and “self” and then in reading the two words together as “itself.”

Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that water cycles itself. When we learned about the weather, we learned about something called the water cycle and how water falls from the sky as rain and returns to the sky as water vapor. We made a little world in a plastic bag to help us see this. The bag had soil, grass, air, and water in it, and I placed it in a window. You could see the water cycle happen in the bag. T-P-S: Tell your partner what you remember happening in that bag.
- Introduce the following water cycle experiment. Display The Water Cycle poster, and show students the saucepan with water in it.

I have another way to show how the water cycle occurs. Let's pretend that the water in this pan is an ocean or a lake. Point to the water on the land's surface on The Water Cycle poster.

Because we don't have the warm sun here to evaporate the water, we will do what we did yesterday and heat the water so it will evaporate. If it evaporated slowly, the way it does outside, it would take several hours. But because we only have a little time, I will boil the water and produce steam, or water vapor, which you will be able to see rise up into the air.

Continue to point to the applicable parts of the poster. **Outside, water vapor gathers high in the sky and becomes clouds. When the clouds get heavy with water vapor and become cool, the water vapor turns back into water and falls as rain back to Earth. Let's see if I can catch the water vapor as it evaporates in the air.**

- Hold the pan lid over the pan, allowing enough droplets to gather so they will get large enough to sprinkle from the lid. You may have to shake the lid a bit. Let the droplets go back into the pan.

Oh, look! It's raining from the lid! Droplets are going back into the pan. T-P-S: What will happen to the water in the pan? Replies. Yes, it will be warmed, and then it will evaporate again, gather on the lid like a cloud, cool, turn back into water, and eventually fall back into the pan like rain. The water will cycle around and around. This is what happens in the weather outside too!

- If time allows, reread *I Am Water*, and have students identify the states of water shown on each page.



- Play the digital dictionary video for "cycle."
- 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 "cycle."

A cycle is something that repeats. I can make a sentence with the word "cycle":

Spring, summer, fall, and winter follow one another in the cycle of seasons.



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 "Drip Drop Drip."
- Read the words, and model the motions.



Develop Phonological Awareness—Produce Rhyming Words

- Review the concept of rhyming words.

There are a lot of rhyming words in our rhyme! T-P-S: Let's review. What does it mean if two words rhyme? RWE: Yes, rhyming words are words that sound the same at the end. T-P-S: What's a word that rhymes with "drip"? Accept correct answers whether or not they are in the poem.

- Introduce the following rhyming game.

Today we will play a rhyming game that's a lot like Simon Says. I'm going to say two words and an action. If the words rhyme, you will do the action. If they don't rhyme, don't do the action!

Let's try one together. Ready? If "drip" and "sip" rhyme, clap your hands! Students clap their hands. Now, if "splash" and "splish" rhyme, give a thumbs up! If any students give a thumbs up, have students slowly say the two words aloud with you. Remind students that although the two words begin and end with the same sounds, they do not rhyme because of the vowel sounds. Point out that "ash" and "ish" do not rhyme.

- Play the game. Some suggested word pairs and actions are listed below.

Word pairs:		Actions:
drop	hop	Stand up.
splash	crash	Turn around in a circle.
splish	wish	Sit down.
bath	sip	Turn around in a circle.
plop	mop	Stand up.
plip	ship	Stomp your feet.
hop	wash	Give a thumbs up.



- Award pocket points if most students are able to successfully perform the activity.



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? Water Dance.

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

WGR: The illustrator is also Thomas Locker. 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 “broad.” What does “broad” mean? *Wide.*

T-P-S: Can you think of a sentence that uses the word “broad”? 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 “distant.” *The word “distant” means far away.*
- Repeat this process with the word “drench.” *The word “drench” means make something very wet.*

Story Retell

- Review the good-reader skill, summarization, and explain that today students will summarize *Water Dance*.

We know good readers stop as they read to think about what they learn in a book.

Today we will look at the illustrations in the book and remember what we learned on those pages. I will show you pages, and you will talk with the friends in your group about what you learned in that part of the book. Then we will use your words to write a sentence. When we finish looking at the illustrations and writing our sentences, we will read what we learned.

- Quickly place students in groups of four or five by combining partnerships. Present several pages in the beginning of the book, and have students talk in their groups about that part of the book. Ask guiding questions, if needed, to help students remember what happens. Continue this process for the remainder of the story.

- **Pages 1–5:** Show these pages, and ask students to think about what they learned in this part of the book. **Talk with the members of your group about what you learned in this part of the book. Then make a sentence about it.** If students need help with this, you can ask a question such as “What did we learn about the forms of water in this part of the book?” or “I remember that water takes the form of rain. What other forms do you see in the pictures?”



- 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 to make 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 6–9
 - Pages 10–15
 - Pages 16–19
 - Pages 20–23
- Copy the sentences to chart paper, and post the chart paper 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 | Underwater Exploration

Description:

- Students will pretend to be scuba divers exploring under the sea.

When You Tour:

- Remind students that today in the dramatic play lab, they can pretend to be scuba divers exploring under the sea.

Blocks Lab | Underwater Construction

Description:

- Students will build structures underwater or vehicles for underwater exploration.

When You Tour:

- Remind students that they can build structures underwater or vehicles for underwater exploration.

Art Lab | Melted-Ice Paintings

Description:

- Students will paint with melting ice cubes and dry tempera-paint powder.

When You Tour:

- Remind students that they can use the ice and powdered paint to make paintings.

Classroom Library Lab | *Roll Over! A Counting Song*

Description:

- Students will act out counting back as they read *Roll Over! A Counting Song*.

Purpose:

- This lab provides practice with correct book handling, reading, and counting.

When You Tour:

- Point out the book *Roll Over! A Counting Song*, the Bed Workmat, and the bear counters.
- Tell students they can read the book and act it out using the workmat and the bears.

Facilitate Learning:

- Join students in acting out the story and counting back.
- Encourage students to use the bear counters to act out the story. Ask questions such as “How many are in the bed at the beginning of the story? What happens next? Now how many are in the bed?”

Literacy Lab | Play School: Change a Letter

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use letter cards to play Change a Letter.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Change a Letter.

Math Lab | Water Cycle Counting On

Description:

- Students will count on using the Water Cycle Counting On workmat.

When You Tour:

- Review the directions for the game.

Computer/Media Lab | Sea Sites

Description:

- Students will explore websites about the ocean and sea creatures in the computer/media lab.

When You Tour:

- Remind students that they can explore websites about the ocean and sea creatures in this lab today.

Sand/Water Lab | Water Filters

Description:

- Students will make water filters with metal cans and sand.

When You Tour:

- Remind students that they can use sand and coffee cans to make water filters. They can test the filters by filling the pitcher with water and adding some of the other materials (paper, leaves, etc). Then students can pour the water through the filters and collect the water in the cans.

Science Lab | Absorb or Repel

Description:

- Students will determine whether materials absorb or repel water.

When You Tour:

- Remind students that they can test which materials absorb water and which repel water.

Writing Lab | Underwater Adventure

Description:

- Students will write adventure stories that take place under the sea.

When You Tour:

- Remind students that they can write adventure stories that take place underwater.



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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

- Before placing the calendar cutout on the calendar, ask students to predict what the picture will be on the calendar cutout. Ask a student to add the calendar cutout for today's date to the calendar. Ask, **Did you make the correct prediction? How did you know which picture would be on today's cutout?** *It's a pattern, and patterns repeat. Let's name the pattern using letters of the alphabet.* Point to the calendar cutouts as you say, **A, A, B, C, A, A, 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 May. You might be using the 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 look at the combinations we have recorded on our poster.** Select a student to read the combinations for 2. Ask if there are any combinations for 2 that are not recorded on the poster. Continue for the numbers 3, 4, and 5.

It's Time



- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 9:00. WGR: **What number is the hour hand pointing to? 9. What number is the minute hand pointing to? 12. What time is it? Nine o'clock.**
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write “9:00” on the digital clock.

Paper Clip Weather Graph

- Invite your weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. Then ask students to tell you something they know from looking at the 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

- Serve frozen fruit juice on a stick. Discuss the fact that the juice is made with water. Ask students to identify the current state of the frozen juice (solid) and to describe how its state is changed as it is chewed and melted in their warm mouths.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge is to tell your partner how including everyone helps us to follow the Cool Rule.

- Allow time for students to talk about the challenge. As you monitor their conversations, comment on their ability to use active listening to help them listen carefully.
- Award pocket points when students use active listening while talking with their partners.



Outside/Gross-Motor Play

- Repeat some games that were introduced earlier in the unit, and continue previous activities from this week.



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:

beans
geese
needs
seeds
bees
Granddad
peeked
seemed
ears
leaped
peeled
sneaked
feed
near
screamed
stream



Red Words:

faster	into
go	may
oh	they

Readles:

corn
cows
flew
hive
sheep
sandwiches



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 /b/, /a/, /s/, /p/, /ee/, and /ea/.
- Show the Animated Alphabet video segments for /ee/ and /ea/.

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:
peek → seek → seem → seed → feed

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

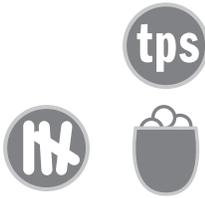
Partner Word and Sentence Reading

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

Partner Reading

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

Roo's Request



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

Use KinderRoo to make this request:

Look on pages 8 and 9. Use the words "ran" and "leaped" to tell your partner about the kids and the bees.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Partner Story Questions

- Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
 - Lead the class in reading the question in unison.
 - Give students time to answer the question with their partners.
 - Use the sharing sticks to select a student to share his or her partnership's answer.
 - Ask all students to fill in the blank 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 plastic bags of letter tiles to students.
- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.
- If students are writing, have them draw the number of lines that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the word on the lines.

- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side by side to form a word.

near

feed

peek

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



- Spin the 5–14 Spinner. Select a student to come up and point to that number on the number line. Have that student count back to 1 from that number.



- Repeat with several other students.
- Award pocket points if students are able to count back from the selected numbers.
- Review the concepts of counting on and counting back.



WGR: Which way do we move on the number line if we are counting on? Forward, or to the right. Which way do we move on the number line if we are counting back? Backward, or to the left.

Active Instruction

- Tell students that they will practice counting on and counting back again. Take the number line off the wall, and place it on the floor.

We are going to hop along the number line again today. I am going to pick students to help me. I will say a number from the number line. Students will hop next to the numbers on the number line as we count on or count back. You will have to watch each student to see if we are counting on or counting back. Then you will count along with them as they hop.

- Select a student to come up beside the number line on the floor.

I would like for you to start counting with the number 12.

- Prompt the student to stand next to the number 12 on the number line.



- Have students identify where they will begin counting.

WGR: Where will we start counting? *12.*

- Whisper in the student's ear that you would like for him or her to count back on the number line. As the student begins hopping next to each number, have students count back aloud with you from 12 to 1.
- Ask the student to sit back down. Select another student. Repeat with the numbers 6 (asking the student to count back), 15 (asking the student to count on), and 4 (asking the student to count on).

Partner Practice

- Tell partners that they will practice counting on and counting back again today. Show students the Count On, Count Back Spinner, the 5–14 Spinner, the number lines they made, and a bear counter.

You and your partner will get a Count On, Count Back Spinner, a 5–14 Spinner, the number lines that you made, and a bear counter. One partner will spin the 5–14 Spinner and place the bear counter on that number on the number line. Then the other partner will spin the Count On, Count Back Spinner. Then that partner will either count on to 20 or count back to 1. Then you will switch roles.



- Select a student to act as your partner. Have your partner spin the 5–14 Spinner and place the bear counter on the corresponding number on the number line.

WGR: What number will I start counting with? *Answer will vary depending on what's spun. How will I know if I should count on or count back?* *Spin.*

- Model spinning the Count On, Count Back Spinner and moving the bear counter as you count on or back. Switch roles with your partner. Spin the 5–14 Spinner, and place the bear counter on the correct number on the number line. Have your student partner spin the Count On, Count Back Spinner and count on or count back.
- Give each partnership a Count On, Count Back Spinner, a 5–14 Spinner, their number line, and a bear counter.
- Allow partners time to practice counting on and counting back. Circulate, and assist as needed.

Recap



- Spin the 5–14 Spinner and the Count On, Count Back Spinner. Select a student to count on or count back. Repeat with several other students.



- Award pocket points if students are able to successfully count on or count back.
- Review the concepts of counting on and counting back. Count on from 8 without telling students whether you are counting on or counting back.



WGR: Did I just count on or count back? *Count on.*

- Repeat by counting back from 17 and asking students to identify whether you counted on or counted back.



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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “Rain Sound,” *The 20th Century Children’s Poetry Treasury*, page 29
- “April Rain Song,” *The 20th Century Children’s Poetry Treasury*, page 29

Introduce the Poem

Today I am going to read two poems that you have heard before about the sounds that rain makes. Listen to see if you can hear the rain sounds 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.

We know that water falls to the earth as rain and snow. You are going to write about which you like better—rain or snow—and why.

T-P-S: Do you like rain or snow better? Why?

- Share an example that applies to you.

I think that I will write a sentence that says, “I like snow because it is fluffy.”

- Review previously introduced emergent-writing strategies.

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, "I like snow because it is fluffy."

- **The first word is "I."** "I" is on the word wall, so I can copy it. Write "I."
- **"Like."** I hear some sounds that I know in "like." I hear /l/ and /k/. Write each letter as you say the sound.
- **"Snow" is the next word. What sounds do you hear in "snow"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"I like snow because it is fluffy."** The next word is "because." Do you hear any sounds that we've learned in "because"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"It."** We can use **Stretch and Spell** to write "it." Prompt students to use **Stretch and Spell**. Write "it."
- **"Is."** I remember how to write "is." Write "is."
- **"Fluffy" is the last word. Do you hear any sounds that we've learned in "fluffy"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

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

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

Today we have been talking about the way that water cycles on Earth.

T-P-S: Tell your partner what you remember about the water cycle. Look at The Water Cycle poster if you need help.

- Introduce the following water cycle activity. Ask students to move away from one another while still holding hands until their hands are stretched out as far as they will go.

Let’s play a game about the water cycle. You will pretend to be droplets of water going through Earth’s water cycle. Please stand in a circle, holding hands.

- Ask students to be water in the sea by moving around the room a bit, touching someone’s hand, then touching another person’s hand, and then moving on. Lead students through the following pantomime activity.

Touch hands briefly, and move on as you flow. You are liquid water, and you can flow around the room. Now it’s getting hotter, and your arms rise up in the air, and you don’t touch anyone. You just move around the room quickly. You are like water that is boiling, bubbling, and moving. You don’t touch other droplets. You rise up into the air. You float around. You are vapor.

Now you are getting cooler, and you lower your arms, move more slowly, and begin to touch someone’s hand because you have become a water droplet again. The water droplets gather closer together because it is getting colder. Join hands with one other water droplet. Together you are so heavy; you fall back to Earth as rain. As soon as you land on the ground, you join other droplets by touching and holding hands to flow together into streams and then into large rivers and back into the sea—flowing, flowing until you get back to the circle, all joining hands again.

- Invite your reunited ocean waters to sit back down in a circle.

- Host an Author’s Chair. Invite students who have visited the writing lab this week to read their underwater adventure stories aloud to the 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 make connections to the contexts in which the word was used today.

Our new word today is “cycle.” A cycle is something that repeats over and over. T-P-S: When did we see, hear, or use the word “cycle” 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:
cycle

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Water cycle.	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, Water goes in a cycle.</i>
The student responds in a complete, but not very elaborate, sentence. Rain is part of a cycle.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about the cycle that rain is a part of?



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to tell your partner how including everyone helps us to follow the Cool Rule.

- Provide a moment for students to review their responses to the challenge. As you monitor their conversations, comment on their ability to use active listening to help them listen carefully.
- Use the sharing sticks to select students to respond. Award pocket points when students use active listening while talking with their partners.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.



Pocket Points for the Day

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

Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the 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

We have the ability and the important responsibility to care for water.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Pitcher of water Various harmless water pollutants such as tempera paint, liquid dish detergent, a paper cup, or vegetable oil Trade book: <i>A Cool Drink of Water</i> Theme vocabulary word card for “pollute” or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Storybook for free-choice day
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Fruit gelatin
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>A Day at the Farm</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “b,” “a,” “s,” “p,” “ee,” and “ea” or IWB access Green Word cards: “beans,” “geese,” “needs,” “seeds,” “bees,” “Granddad,” “peeked,” “seemed,” “ears,” “leaped,” “peeled,” “sneaked,” “feed,” “near,” “screamed,” and “stream” or IWB access Red Word cards: “faster,” “go,” “oh,” “into,” “may,” and “they” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Paper Pencils or crayons
Let’s Daydream	<ul style="list-style-type: none"> “Sea Song,” <i>The 20th Century Children’s Poetry Treasury</i>, page 82
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students’ writing journals <i>Writing Development Feedback Guide</i>
Let’s Think About It	<ul style="list-style-type: none"> Happy-or-sad-face sticks (unit 2 appendix)

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 9

Literacy Lab

- Same as day 9

Math Lab

- Same as day 9

Computer/Media Lab

- Same as day 9

Writing Lab

- Same as day 9

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

Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show. Write the word “sheep” on the board.



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



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

Class Council



- Review the Cool Rule.

We learned about a very important rule this week. WGR: What is the name of the rule? *The Cool Rule.* WGR: What is the Cool Rule? *We treat others the way we want to be treated.* When we use the Cool Rule and treat others the way we want to be treated, we reach our goal of being a peaceful classroom.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no current class problems that need to be addressed at this time, have students indicate how they would use the Cool Rule in the following situations. How will this make the classroom a more peaceful place? Feel free to use situations that occur in your classroom.

Suggested situations:

- You want to be the first person in line, but someone else is already there.
- You are in a hurry to tell the teacher about something that just happened, but someone else is talking to her.
- You and your friend are playing a game, and you notice someone coming toward you who wants to play too.
- You want to use the blocks that a friend has to make a cage for the zoo animals.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day


 tps

T-P-S: How does water get from the ocean or lakes up into the sky to become clouds?

We've learned that water is very important and that all living things need water. Let's see what our Daily Message tells us about water today.

Daily Message

We need to take care of water.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **WGR: What word in our Daily Message has a sneaky “e” in it? “Take.” That’s right; the word “take” has a sneaky “e” at the end of it. What sound does the “a” make in “take”? /a_e/**
 - **We have been learning about the sound /ee/ this week. WGR: Do you see any words with letters that make the /ee/ sound? “Need.” Underline the “e”s in “need.” Yes, these two “e”s next to each other make the /ee/ sound in “need.”**

Theme Learning


 tps

- Explain the content of the Daily Message. While talking with the class about the Daily Message, contaminate a pitcher of water, as if by accident, with various substances found in the classroom (e.g., a sprinkling of tempera paint, a squirt of liquid dish detergent, a paper cup, or vegetable oil).

Today’s message tells us that we need to take care of water. Let’s think about why it might be important for people to take care of water. T-P-S: Tell your partner some reasons you think people need to take care of the water on Earth.

- Playfully offer students a drink of the water that you contaminated.



 rwe

WGR: Why don’t you want a drink of this water? What are you worried about? Answers will vary. Then, let’s give it to the fish. Let’s pour it into the aquarium. Keep it playful so students know that you are kidding and would not harm the fish. T-P-S: Why shouldn’t I give it to the fish? RWE: Adding dirty water like this would pollute, or make the clean water unfit or harmful to, the fish.

- Introduce the concept of polluted water.

This water is polluted, or dirty. When water is polluted, it has unsafe things in it. It is not safe to drink polluted water. T-P-S: What should I do with this polluted water? Answers will vary. First, I have to think about what is in this water. Luckily, there aren't any poisonous chemicals, such as those found in house paints or motor oil, so it is okay to pour this down the sink after I remove the things that can go into the trash can. The water that goes down the drain in the sink will go through our town's water-processing plant before it goes to open waters where fish live. There are special instructions for throwing away pollutants, such as house paints and motor oil, so they don't get into streams and rivers and harm the fish and plants there.

- Engage students in a discussion about ways to care for water.

T-P-S: How do you think we can take care of water? Answers will vary. I mentioned one way that we can take care of water; we can be careful that no poisons go down the drain in the sink. Another way to take care of water is to throw litter in trash cans, not in the street. When it rains, the trash in the street goes into drains and ends up in the river (lake, bay, or ocean), polluting it. Throwing trash in the street is called littering. How else can we care for water? Replies. If students are having difficulty, say, "We want to be sure that there is enough water for everyone. One way to do that is to turn off the faucet while you are brushing your teeth. Another way is to turn off the hose while you are washing the car—that could be your job while your parents put on the soap!"

- Display the book *A Cool Drink of Water*.

Before I reread *A Cool Drink of Water*, I want to share some information about the world's water that you might find interesting.

- Read the third paragraph on page 29 that begins, "We humans need water..." the fourth paragraph on page 29 that begins, "As our population grows..." and the third paragraph on page 30 that begins, "For now, however, there's no better way to protect our planet's water..." to the end of the article.

- Reread *A Cool Drink of Water*.



- Play the digital dictionary video for "pollute."
- 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 "pollute."

"Pollute" means to make dirty. I can make a sentence with the word "pollute":

Throwing trash in a stream will pollute the water.



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 “Drip Drop Drip.”
- Read the words, and model the motions.

Develop Phonemic Awareness—Phoneme Substitution

- Review the game Switcheroo with students.

Let’s play Switcheroo. I will say a word from our rhyme. Then I will ask you to switch the beginning sound, or sounds, of the first word with a new sound to make a different rhyming word. For example, if I say, “Sip,” and then say the new sound /l/, you would switch the /s/ to /l/ and say, “Lip.” If I say, “Hop,” and then say the new sound /b/, you would switch the /h/ to /b/ and say, “Bop.”



- Play Switcheroo with the following words. Use Think-Pair-Share to have students share the new words.

You say:	New Sound	Students respond:
sip	/d/, /n/, /r/	<i>dip, nip, rip</i>
wish	/f/, /d/	<i>fish, dish</i>
mop	/t/, /p/, /h/	<i>top, pop, hop</i>



- Award pocket points if most students are able to successfully substitute initial phonemes in the given Switcheroo words.



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"> 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. <ul style="list-style-type: none"> • 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 <i>Writing Development Feedback Guide</i> 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 | Underwater Exploration

Description:

- Students will pretend to be scuba divers exploring under the sea.

When You Tour:

- Remind students that today in the dramatic play lab, they can pretend to be scuba divers exploring under the sea.

Blocks Lab | Underwater Construction

Description:

- Students will build structures underwater or vehicles for underwater exploration.

When You Tour:

- Remind students that they can build structures underwater or vehicles for underwater exploration.

Art Lab | Melting-Ice Paintings

Description:

- Students will paint pictures with melting ice cubes and dry tempera-paint powder.

When You Tour:

- Remind students that they can use the ice and powdered paint to make paintings.

Classroom Library Lab | *Roll Over! A Counting Song*

Description:

- Students will act out counting back as they read *Roll Over! A Counting Song*.

When You Tour:

- Remind students that they can read the book *Roll Over! A Counting Song* and act it out using the workmat and the bears.

Literacy Lab | Play School: Change a Letter

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use letter cards to play Change a Letter.

When You Tour:

- Remind students that today in their imaginary classroom, they can play Change a Letter.

Math Lab | Water Cycle Counting On

Description:

- Students will count on using the Water Cycle Counting On workmat.

When You Tour:

- Review the directions for the game.

Computer/Media Lab | Sea Sites

Description:

- Students will explore websites about the ocean and sea creatures in the computer/media lab.

When You Tour:

- Remind students that they can explore websites about the ocean and sea creatures in this lab today.

Sand/Water Lab | Water Filters

Description:

- Students will make water filters with metal cans and sand.

When You Tour:

- Remind students that they can use sand and coffee cans to make water filters. They can test the filters by filling the pitcher with water and adding some of the other materials (paper, leaves, etc). Then students can pour the water through the filters and collect the water in the cans.

Science Lab | Absorb or Repel

Description:

- Students will determine whether materials absorb or repel water.

When You Tour:

- Remind students that they can test which materials absorb water and which repel water.

Writing Lab | Underwater Adventure

Description:

- Students will write adventure stories that take place under the sea.

When You Tour:

- Remind students that they can write adventure stories that take place underwater.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations

- Point to the poster. **Let's look at the combinations that we have recorded on our poster.** Select a student to read the combinations for 6. Ask if there are any combinations for 6 that are not recorded on the poster. Continue for the numbers 7, 8, 9, and 10.

It's Time



- Remind students that the short hand points to the hour, and the long hand points to the minute. Set the clock to 10:00. WGR: **What number is the hour hand pointing to? 10. What number is the minute hand pointing to? 12. What time is it? Ten o'clock.**
- Point to the digital clock, and explain that you are going to write the time on the digital clock so it shows the same time as the analog clock. Write "10:00" on the digital clock.

Paper Clip Weather Graph



- Invite your weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. T-P-S: **What kind of weather have we had on most days this month? Replies. How do you know? That picture has the most paper clips. Is there any kind of weather listed on our graph that we haven't had this month? How do you know? The picture has no paper clips. Do you think it is likely that we will have that type of weather this time of year? Answers will vary. Is it impossible? Answers will vary. How do you know? 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

- Serve fruit gelatin. Ask students to describe the texture of the gelatin in their mouths. Ask questions such as “Is it a solid or liquid? How do you know?” and “What would happen if we left the gelatin out for the rest of the day? Why?”

Outside/Gross-Motor Play

- Invite students to play one of their favorite games.



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

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Word Presentation

Read sounds.

- Use the key cards to guide practice with /b/, /a/, /s/, /p/, /ee/, and /ea/.
- Show the Animated Alphabet video segments for /ee/ and /ea/.

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:

beans
geese
needs
seeds
bees
Granddad
peeked
seemed
ears
leaped
peeled
sneaked
feed
near
screamed
stream



Red Words:

faster into
go may
oh they

Readles:

corn
cows
flew
hive
sheep
sandwiches

**Quick Erase**

- Use the following word sequence:
mean → bean → bead → lead → lean

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

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

Partner Reading

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

Roo's Request

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

Use KinderRoo to make this request:

Look at page 12. Tell your partner in a complete sentence why Granddad was not mad.

Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing**Stretch and Count/Stretch and Spell**

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

peel

leap

near

- 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 bean seeds.

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



- Review the concepts of counting on and counting back. Select a student to come to the front of the room. Whisper in the student’s ear that you would like him or her to count back from 12, without telling the class whether they are counting on or counting back. Select a student to tell whether the student counted on or counted back.
- Repeat by selecting another student to count on from 6. Select another student to tell whether the student counted on or counted back.



- Award pocket points if students are able to identify counting on and counting back.

Active Instruction



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

When you problem solve in math, you solve mysteries. You might have to investigate to find clues that will help you to solve 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.

Teacher’s Note: 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 that it is okay to struggle with an answer.

- Make sure students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

Steven has a new fish tank. He bought eight fish to put in his fish tank. His mother gave him five more fish for his birthday. Now how many fish does Steven have in his fish tank?

- 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 Steven bought eight fish for his fish tank. I know his mother bought him five more. I need to figure out how many fish he has now.

- 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 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 fish tank and then draw the fish in the fish tank.

- Repeat the problem-solving story.

Steven has a new fish tank. He bought eight fish to put in his fish tank. His mother gave him five more fish for his birthday. Now how many fish does Steven have in his fish tank?

Pause to think. **Hmmm. I think I’m going to start by drawing the fish tank. I’m just going to draw a rectangle. This will be my fish tank. Model drawing the fish tank. Now I can draw the eight fish that Steven bought to put in his fish tank.**

- Model drawing eight fish, counting each as you draw it and then counting them again when you are finished.

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

T-P-S: I have Steven’s fish tank with his eight fish. Now what should I do? Draw the five more fish that his mother gave him.

- Use a Think Aloud to model how to count on as you draw the additional fish.

I need to add the five fish that Steven’s mom gave him. I’m going to draw them and count them as I draw. Pause to think. Hmm. I think I’m counting on when I do that! I know that I have eight fish already, so when I draw five more fish, I can count on from 8! Model drawing five more fish and counting on from 8 as you do it.

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

T-P-S: I have all the fish in the fish tank now. Now what should I do?

Count them altogether to make sure you know how many fish Steven has in the tank.

- Model counting all the fish together.
- Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? *The problem was finding out how many fish Steven had in his fish tank. How did we solve the problem? We drew a picture of the tank and how many fish Steven bought. Then we counted on from that number and added the other fish. Then we knew how many fish he had in his tank.*

Partner Practice

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

Juanita put seven ice cubes in her cup to make her drink nice and cold. She tasted it, and it was still a little warm, so she added four more. How many ice cubes does Juanita have in her drink now?



- 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 how many ice cubes Juanita has in her drink.*

- Read the story again slowly, prompting one partner in each partnership to draw the cup and the first set of ice cubes. Have the other partner count and check to make sure that there are seven ice cubes. You may need to suggest that students draw a rectangle for the cup.
- Prompt students to think about the next step.

T-P-S: What should you do next to figure out how many ice cubes Juanita has in her cup? *Draw the other four ice cubes that she added, and count on from 7 as we draw them. Then count them altogether.*

- Prompt students to think about the answer.

T-P-S: How many ice cubes does Juanita have in her drink? How do you know? *Juanita has eleven ice cubes in her drink. We drew seven and then counted on four more.*

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

Recap

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





- Review problem solving.

T-P-S: **How did we solve the mysteries today?**

RWE: **We solved the mysteries today by drawing a picture and counting on.**



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

- “Sea Song,” *The 20th Century Children’s Poetry Treasury*, page 82

Introduce the Poem

Today I’d like to share a very important poem with you called “Sea Song” by Lilian Moore. In her poem, Lilian Moore describes many animals that live in the sea and how important the water is to them and their lives. At the end of the poem, she talks as if she is speaking for all the sea animals when she says, “Unpoison the sea!” I think Lilian Moore is trying to give her readers a message about taking care of the sea and making sure that it stays clean and healthy for all the animals. Think about the words as you listen to the poem “Sea Song.”



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

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

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

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

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing

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



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



Let's Think About It

TIMING GOAL: 20 minutes

tps

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Theme-Learning Recap

- Review the learning focus of the day.

Today we learned about taking care of water. T-P-S: **Why is it important to take care of water?** RWE: **It is important to take care of water because all the people, animals, and plants on Earth depend on it. When water is polluted, it is unsafe for people, animals, and plants to use. What do I mean when I describe water as polluted?** *The water is dirty. It is unsafe.* T-P-S: **What are some things that pollute water?** *Chemicals, oil, trash, etc.* **Why is polluted water a problem?** *Polluted water can kill fish and other creatures. People can't drink polluted water.*

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

This week we have been learning a lot about water. We learned that all living things need water, so it is important not to pollute it. We know that plants need water to grow. T-P-S: What is one way that plants absorb water? *Through their roots.* **People need water too. We use water to bathe, and we use water to cook. Sometimes we boil water when we cook food. T-P-S: What are some other ways that we use water?** *Answers will vary.* **We also talked about the water cycle. T-P-S: Who can tell me what happens to water in oceans or lakes when it evaporates?** Direct students' attention to the Water Cycle poster if needed. *The water turns to vapor and rises into the sky to become clouds.*

- Show students the happy-or-sad-face sticks, and review their use. Then distribute the sticks to 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.

A bath towel absorbs water. *Agree.*

When you bathe, you make yourself dirty. *Disagree. When you bathe, you take a bath and clean yourself.*

Water must be very cold before it can boil. *Disagree. Water must be very hot before it can boil.*

A cycle is something that happens over and over again. *Agree.*

A paper towel repels water. *Disagree. It absorbs, or soaks in, water.*

Trash can pollute water. *Agree.*

Vocabulary Review



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

Our new word today is “pollute.” “Pollute” means to make dirty.

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

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Water pollute.	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, It is bad to pollute water.</i>
The student responds in a complete, but not very elaborate, sentence. Oil can pollute water.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us about what might happen if oil polluted some water?



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

Cool Kid Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure



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

Theme Exploration: This weekend you might talk with someone at home about ways to take care of water.

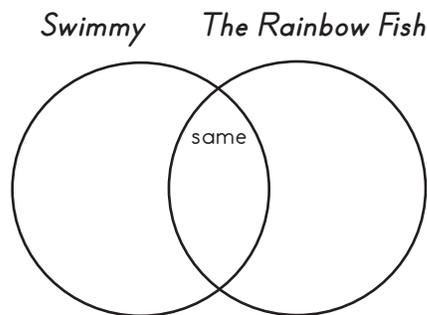
Read & Respond: I’d like you to read with a member of your family this weekend. Perhaps you could read a book that has water, such as a river or an ocean, in it.

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What Else Can We Get Into?

- Read Eric Carle's *A House for Hermit Crab* and Megan McDonald's *Is This a House for Hermit Crab?* Compare the two books.
- Adopt a hermit crab for the classroom.
- Plan a visit to a pet or fish store.
- Arrange a field trip to a fish farm or fish hatchery. Some will allow students to experience fishing.
- If you decide to purchase materials to set up a class aquarium, have students help plan what you will need to buy at the store.
- Plan a visit to a nearby beach or lakefront.
- Plan a visit to a stream. Compare the stream with the river in *River of Life*.
- Visit a gutter or storm drain near the schoolyard. Discuss how the water goes down the gutter, into the storm drain, and then into a nearby stream, river, or bay.
- Visit the local sewer treatment plant so students can see how dirty water is treated so it can be used again.
- Read *Swimmy* by Leo Lionni and *The Rainbow Fish* by Marcus Pfister. Help students compare the two stories using a Venn diagram, with the overlapping area containing ways the stories are the same.



- As a follow-up to the science lab on day 6, invite students to make umbrellas out of the materials they found to be nonabsorbent. They can then test the umbrellas in the sand/water lab to see how well they work.

Preparing for unit 16: *Earth Day Is Every Day*

Unit 16: *Earth Day Is Every Day*, which you will be teaching in a few weeks, will require many items that you will need for various Theme Exploration, Learning Labs, and Let's Think About It activities. Because of the quantity of items, we felt that some advance notice might be warranted. Hopefully, this will keep you from becoming overwhelmed when it's time to begin the unit. While this may seem like a lot to collect, if you have a good supply of these materials, more students will be able to participate in a variety of learning experiences.

Things to collect:

- Pieces of bark from various trees
- Bottles, cans, etc. with the recycle symbol on them
- Bottles, plastic (empty)
- Boxes (empty, various sizes and shapes)
- Cans (empty, various sizes and shapes)
- Items that are reusable (e.g., paper, plastic bottles, baby clothing, egg cartons, margarine tubs, plastic grocery bags, gift wrap)
- Items without the recycle symbol that can be recycled (e.g., paper, plastic bottles, plastic bags, aluminum cans)
- Trash (clean nonfood items such as scrap paper, cardboard, fabric scraps, aluminum foil, and food wrappers)

You may want to send home a note with each student asking for specific items. It is hoped that your students will enjoy finding creative ways to reuse these materials.

Resource Corner

Children's Resources

- Aardema, Verna (1981). *Bringing the Rain to Kapiti Plain*. New York: Penguin.
- Aliki (1993). *My Visit to the Aquarium*. New York: HarperCollins.
- Allen, Pamela (1996). *Who Sank the Boat?* New York: Putnam & Grosset.
- Anderson, Sally Francis (2003). *Creature Features: Fish*. Baltimore: Success for All Foundation.
- Angelfish, Christopher (1997). *The Fish Book*. New York: The Golden Book.
- Asch, Frank (1995). *Water*. New York: Harcourt Brace.
- Baldwin, Robert F. (1998). *This Is the Sea That Feeds Us*. Nevada City, CA: Dawn.
- Beall, Pamela Conn & Nipp, Susan Hagen (2002). *Wee Sing & Learn 1 2 3*. New York: Penguin Putnam Books for Young Readers.
- Brown, Margaret Wise (2005). *Sneakers, the Seaside Cat*. New York: HarperCollins.
- Canizares, Susan & Chanko, Pamela (1998). *Water*. New York: Scholastic.
- Carlstrom, Nancy White (1988). *Better Not Get Wet, Jesse Bear*. New York: Simon & Schuster.
- Chapin, Tim (2001). *Mother Earth* (CD). Burlington, VT: Gadfly Records.
- Cobb, Vicki (2002). *I Get Wet*. Hong Kong: HarperCollins.
- Cowley, Joy (1988). *Mrs. Wishy-Washy*. Bothell, WA: Wright Group.
- Crews, Donald (1982). *Harbor*. New York: William Morrow.
- Earle, Sylvia (1999). *Hello, Fish! Visiting the Coral Reef*. Washington, DC: National Geographic Society.
- Ehlert, Lois (1990). *Fish Eyes: A Book You Can Count On*. New York: Harcourt Brace.
- Fowler, Allan (1990). *It Could Still Be a Fish*. Chicago: Children's Press.
- (1991). *How Do You Know It's Winter?* Chicago: Children's Press.
- Graves, Kimberlee (1997). *Sink or Float?* Cypress, CA: Creative Teaching Press.
- Greenfield, Eloise (1999). *Water, Water*. New York: HarperCollins.
- Hartmann, Jack (1997). *Shake, Rattle n' Read* (CD). St. Petersburg, FL: Hop 2 It Music.
- Hesse, Karen (1999). *Come On, Rain!* New York: Scholastic.
- Hest, Amy (1995). *In the Rain with Baby Duck*. Cambridge, MA: Candlewick.
- Jenkins, Heather (1993). *How Do Fish Live?* Bothell, WA: Wright Group.
- Jeunesse, Gallimard (1994). *Fish*. New York: Scholastic.
- Jeunesse, Gallimard; Delafosse, C.; & Krawczyk, S. (1994). *Fish, A First Discovery Book*. New York: Scholastic.
- Jeunesse, Gallimard & Valat, Pierre-Marie (1990). *Water*. New York: Scholastic.

- Kachenmeister, Cheryl (1989). *On Monday When It Rained*. Boston: Houghton Mifflin.
- Kalan, Robert (1996). *Moving Day*. New York: Greenwillow.
- Keenan, Sheila (1996). *The Biggest Fish*. New York: Scholastic.
- Kerley, Barbara (2002). *A Cool Drink of Water*. Washington, DC: National Geographic Society.
- Kudrna, C. Imbior (1986). *To Bathe a Boa*. Minneapolis, MN: Carolrhoda.
- Ling, Mary (1991). *Amazing Fish* (Eyewitness Juniors No. 11). New York: Harcourt Brace.
- Lionni, Leo (1963). *Swimmy*. New York: Scholastic.
- (1970). *Fish Is Fish*. New York: Dragonfly.
- Lobel, Arnold (1986). *On Market Street*. New York: Mulberry.
- Locker, Thomas (2002). *Water Dance*. New York: Harcourt Brace.
- MacDonald, Suse (1994). *Sea Shapes*. New York: Harcourt Brace.
- Manning, Mick & Granström, Brita (1997). *Splish Splash Splosh!* Danbury, CT: Grolier.
- Martin Jr., Bill (1996). *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt.
- Martin Jr., Bill & Archambault, John (1988). *Listen to the Rain*. New York: Henry Holt.
- Marzollo, Jean (1996). *I Am Water*. New York: Scholastic.
- Mayer, Gina & Mayer, Mercer (1994). *Just Me in the Tub*. New York: Golden.
- McDonald, Megan (1990). *Is This a House for Hermit Crab?* New York: Orchard.
- McKie, Roy & Eastman, P. D. (1962). *Snow*. New York: Random House.
- McPhail, David (2000). *The Puddle*. New York: Farrar, Straus & Giroux.
- Miller, Debbie S. (2000). *River of Life*. New York: Houghton Mifflin.
- Palazzo, Janet (1982). *Now I Know What Makes the Weather*. Memphis, TN: Troll Communications.
- Pallotta, Jerry (1986). *The Ocean Alphabet Book*. Watertown, MA: Charlesbridge.
- Palmer, Helen (1961). *A Fish out of Water*. New York: Random House.
- Patrick, Denise Lewis (1993). *The Car Washing Street*. New York: William Morrow.
- Peek, Merle (1999). *Roll Over! A Counting Song*. New York: Houghton Mifflin.
- Pfeffer, Wendy (1996). *What's It Like to Be a Fish?* New York: HarperCollins.
- Pfister, Marcus (1992). *The Rainbow Fish*. New York: North-South.
- Raffi (1980). *Baby Beluga* (audiotape). New York: Crown.
- Rice, Laura Burton (2003). *Big Bob's Bad Day*. Baltimore: Success for All Foundation.
- Rius, Maria (1987). *Life in the Sea*. Hauppauge, NY: Barrons Educational Series.
- Ross, Anna (1992). *Grover's 10 Terrific Ways to Help Our Wonderful World*. New York: Random House.
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- Sanders, Scott Russell (1999). *Crawdad Creek*. Washington, DC: National Geographic Society.
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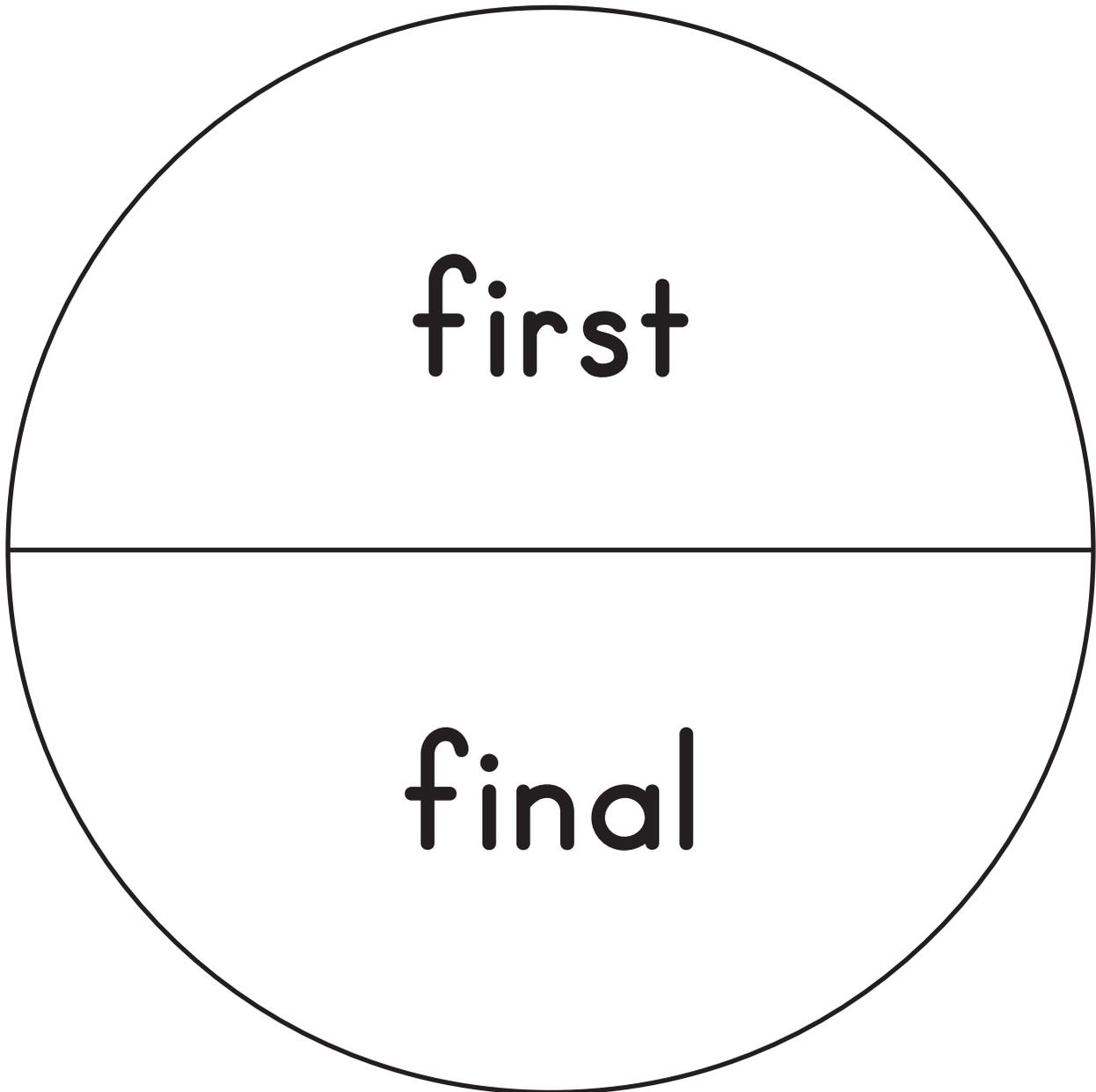
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- Slavin, Robert & Rice, Laura Burton (2003). *A Day at the Farm*. Baltimore: Success for All Foundation.
- Spier, Peter (1997). *Peter Spier's Rain*. New York: Dell.
- Stock, Catherine (2001). *Gugu's House*. New York: Clarion.
- Taylor, Helen (1998). *Water Has a Skin: And Other Facts About Water*. Brookfield, CT: Copper Beech.
- Thomas, Shelly Moore (1998). *Somewhere Today: A Book of Peace*. Morton Grove, IL: Albert Whitman.
- Vendrell, Carme Solé (1985). *Water (The Four Elements)*. Hauppauge, NY: Barrons Educational Series.
- Wheeler, Alwyne (1982). *Fishes*. Tulsa, OK: EDC.
- Wildsmith, Brian (1968). *Fishes*. New York: Oxford University Press.
- Williams, Rozanne Lanczak (1994). *Rain*. Cypress, CA: Creative Teaching Press.
- (1994). *What Happened?* Cypress, CA: Creative Teaching Press.
- Yashima, Taro (1986). *Umbrella*. New York: Penguin.
- Zoehfeld, Kathleen (1994). *What Lives in a Shell?* New York: HarperCollins.

Teacher's Resources

- Feeney, Stephanie & Moravcik, Eva (1995). *Discovering Me and My World: My Environment*. Circle Pines, MN: American Guidance Service.
- Hendrick, Joanne (2001). *The Whole Child*. New Jersey: Prentice Hall (pp. 515–517).
- Herr, Judy & Libby, Yvonne (1995). *Creative Resources for the Early Childhood Classroom*. New York: Delmar.
- Schiller, Pam & Hastings, Kay (1998). *The Complete Resource Book*. Beltsville, MD: Gryphon House.
- Spodek, Bernard; Saracho, Olivia N.; & Davis, Michael D. (1987). *Foundations of Early Childhood Education*. New Jersey: Prentice Hall (pp. 266–267).

First-or-Final Spinner

Make one copy. Tape an overhead spinner to the center.



Number Line

Duplicate one set of numbers per partnership.

1	7	11
18	15	3
2	19	10
8	14	6

(1 of 2)

Number Line

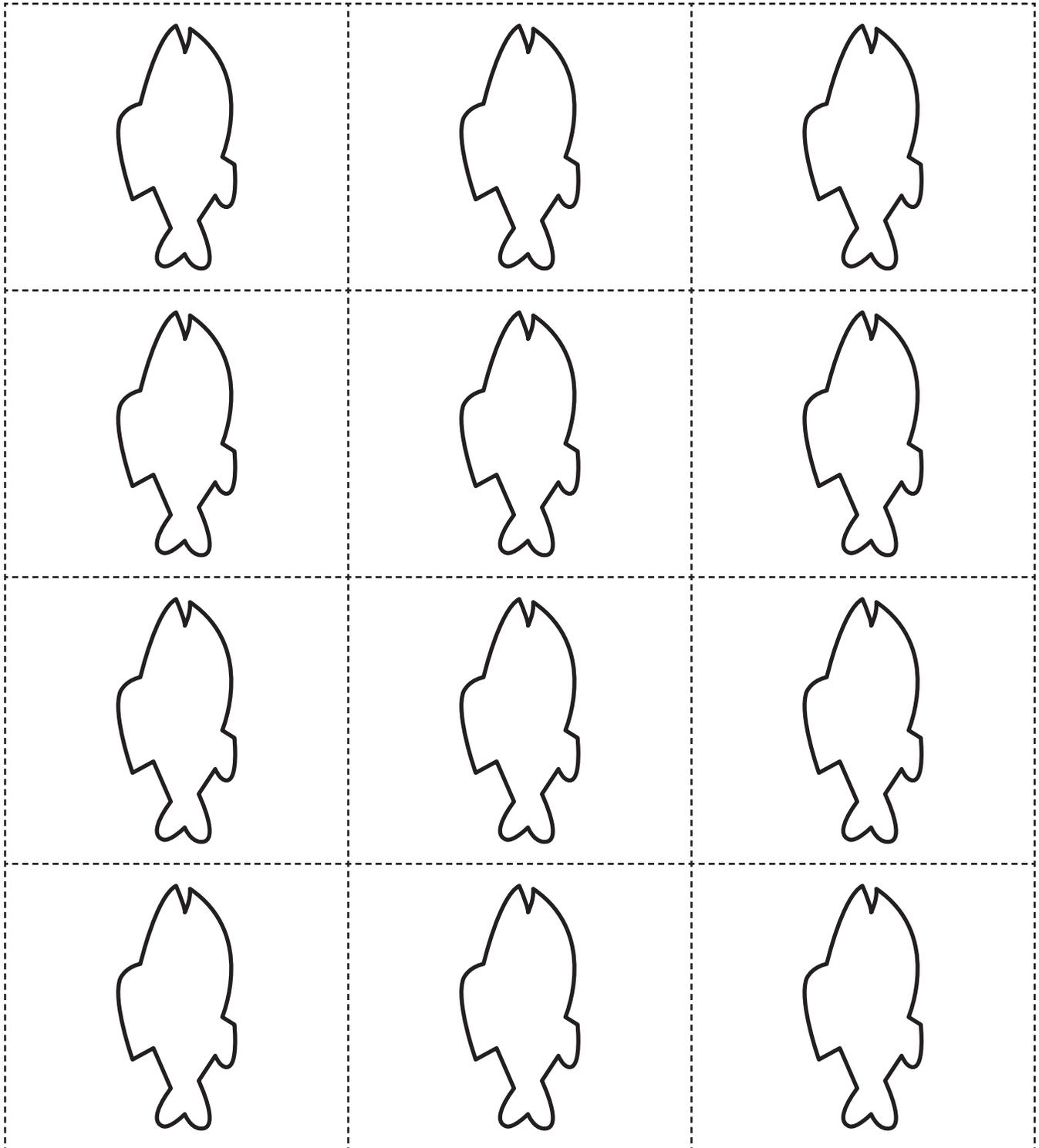
Duplicate one set of numbers per partnership.

12	17
16	5
20	9
4	3

(2 of 2)

Fish on the Line

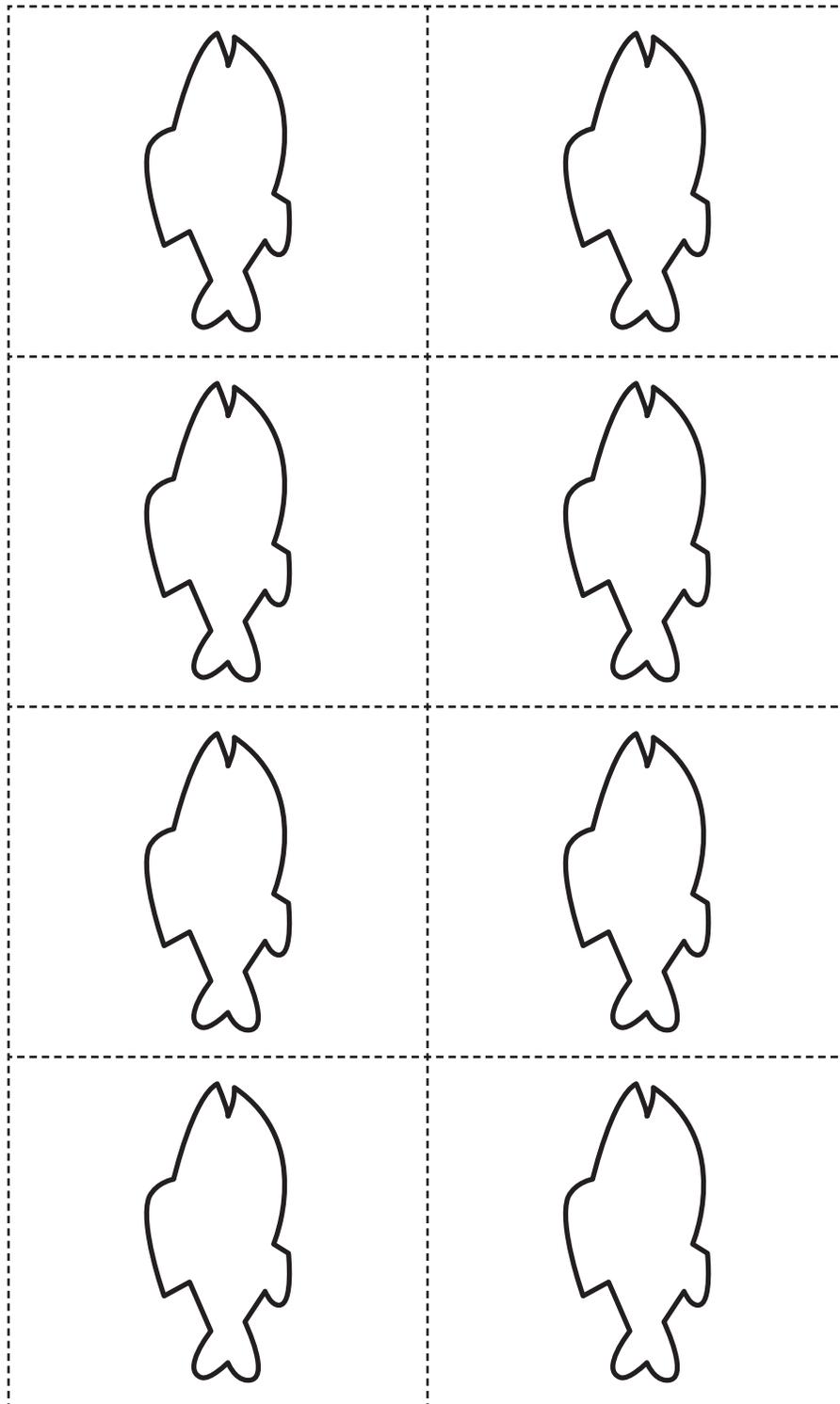
Duplicate one set per student, and cut the pictures apart.



(1 of 2)

Fish on the Line

Duplicate one set per student, and cut the pictures apart.



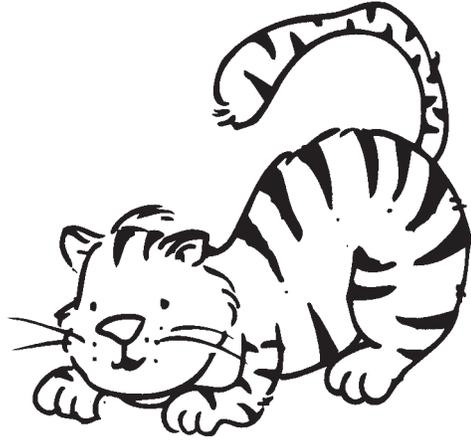
(2 of 2)

Mr. Putter & Tabby Feed the Fish Puppets

Duplicate, and cut the cards apart. Attach a craft stick to each image to create a puppet.



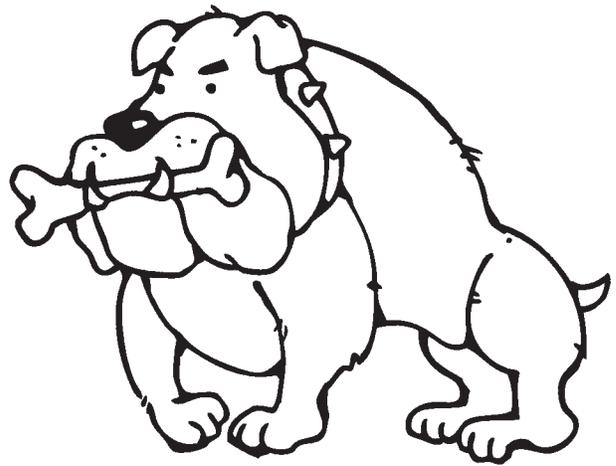
Mr. Putter



Tabby



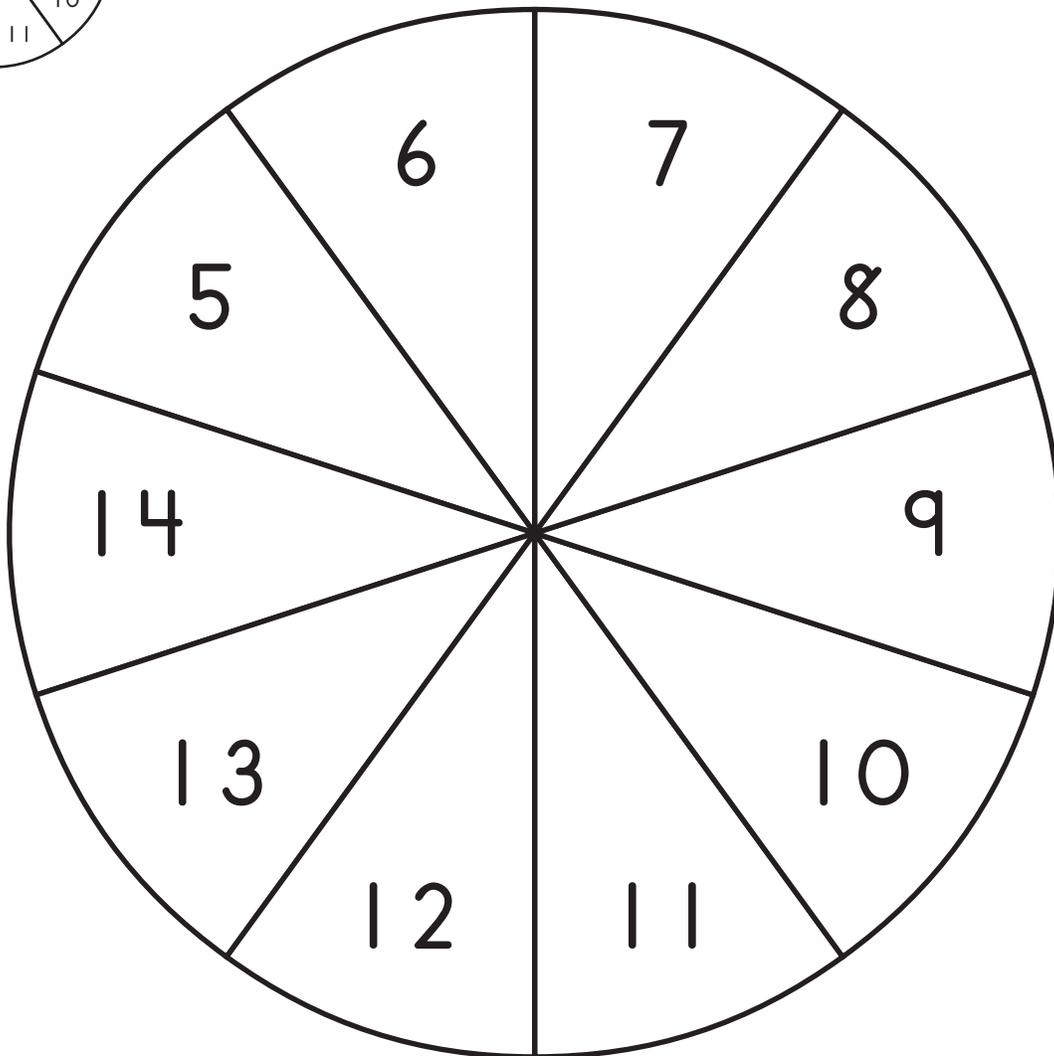
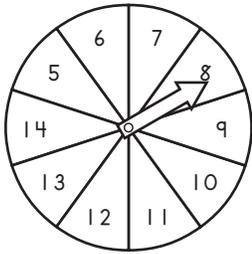
Fish



Zeke

5-14 Spinner

Duplicate one per partnership. Cut out the arrow, and attach it to the center of the 5-14 Spinner with a brass fastener. The spinner works best if copied onto card stock and laminated. The spinner will be used many times throughout this unit.

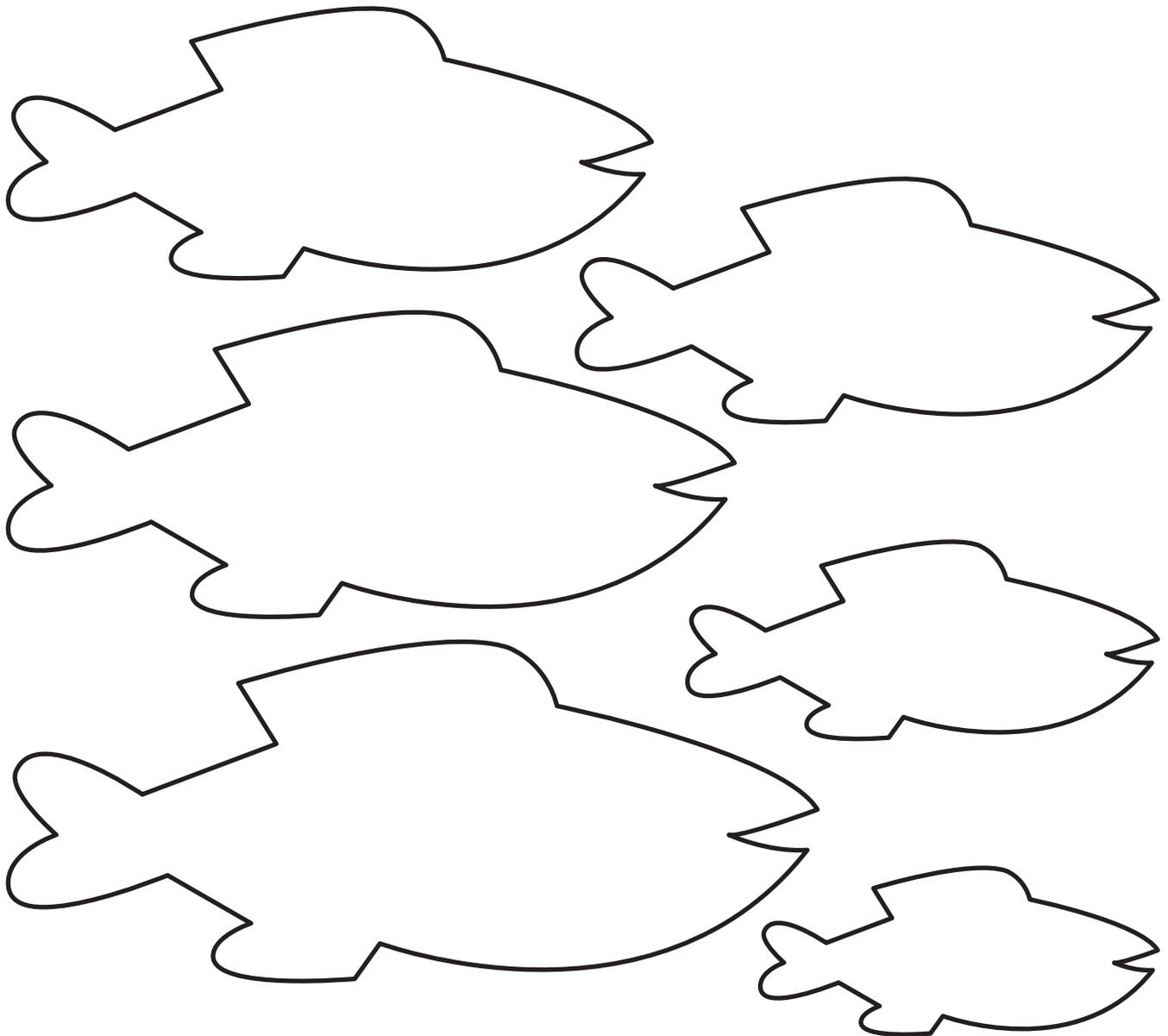


Fish Shapes

Dramatic Play Lab | Day 2 Duplicate onto colored paper. Cut out the shapes, and attach a paper clip to each fish to make it magnetic.

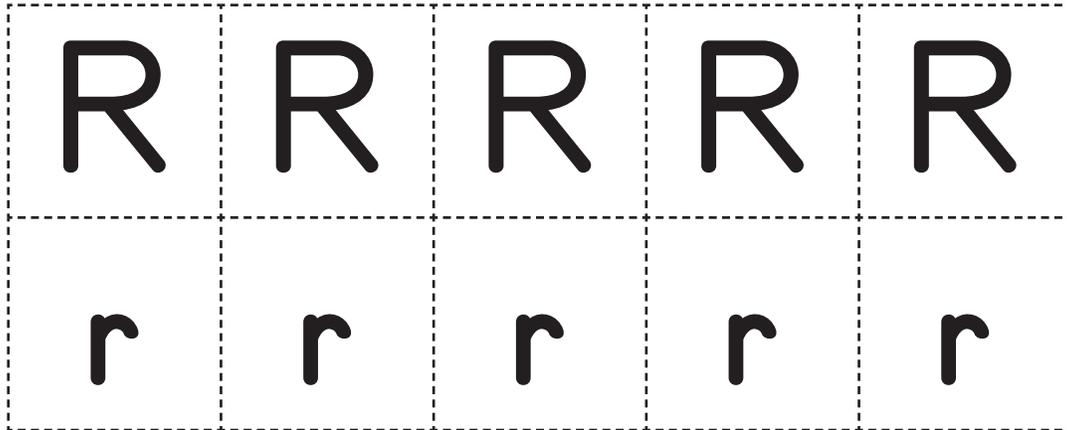
Theme Exploration | Day 4 Copy, cut out, and glue the large fish shapes onto index cards, one index card per partnership. Label each card either "Saltwater Fish," "Freshwater Fish," "Cold-Water Fish," or "Warm-Water Fish."

Theme Exploration | Day 5 Copy the largest fish shape, and make one or two more, enlarging them so you have two or three increasingly larger fish. Glue the shapes onto individual index cards or sheets of construction paper.



Letter Tiles

Duplicate, and cut apart the tiles.



Missing-Number Cards

Duplicate one set per partnership, and cut the numbers apart.

Missing-Number Cards A-C

A	1	3	5	6	8	9	10
B	1	2	4	5	7	9	10
C	2	3	4	5	7	8	10

(1 of 2)

Missing-Number Cards

Duplicate one set per partnership, and cut the numbers apart.

Missing-Number Cards D-F

D	1	2	5	6	7	8	9
E	1	2	3	4	5	6	8
F	2	3	4	6	7	8	10

(2 of 2)

Water Cycle Counting On

Duplicate one per partnership.

1	2	3	4	5	6
13	12	11	10	9	8
15	16	17	18	19	20

Sample Data-Collection Chart

Which are absorbent?

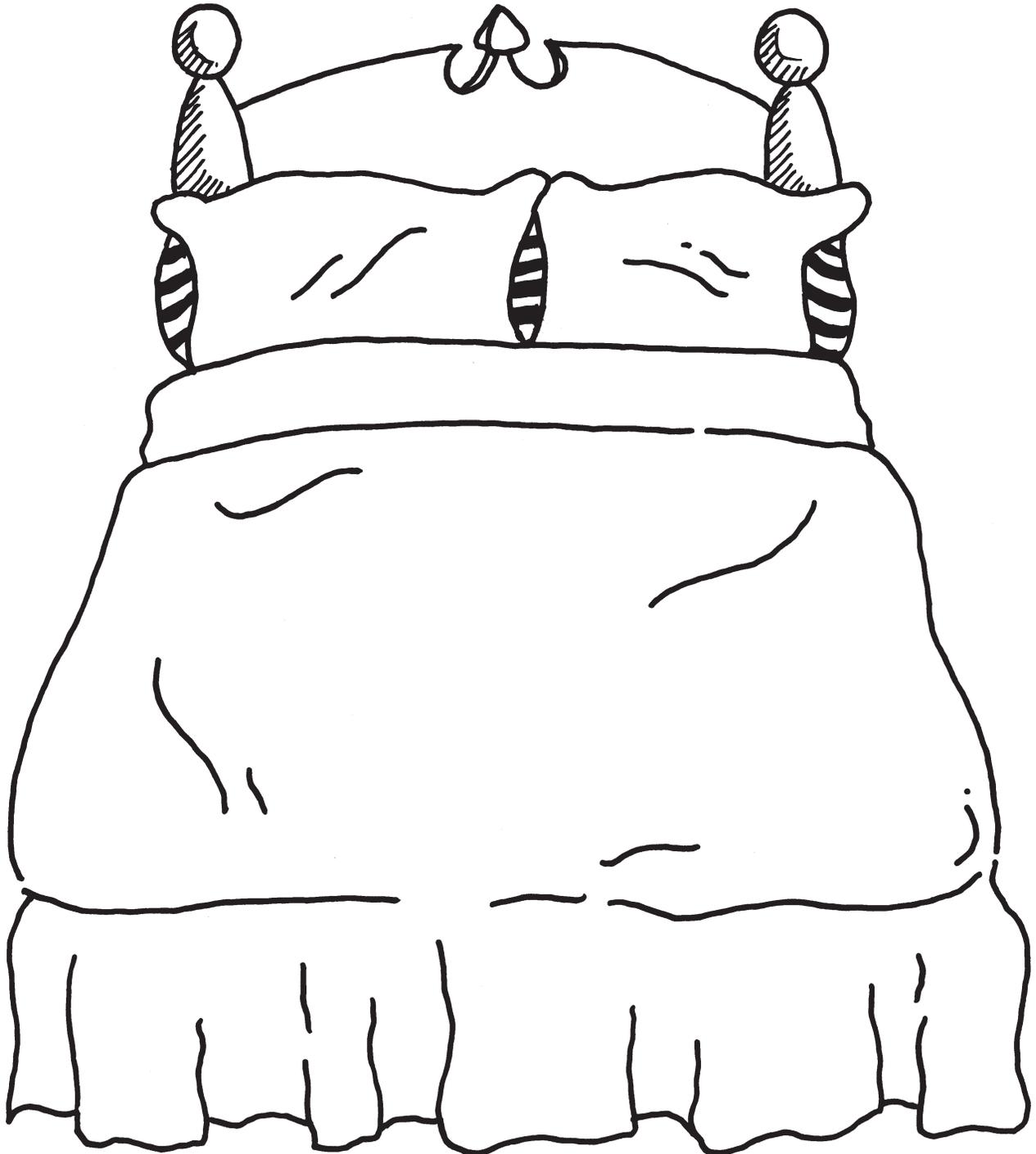
Samples	Yes	No
		
		

The teacher glues samples here. (arrow pointing to the Samples column)

Students make a tally mark in the appropriate column. (arrow pointing to the Yes/No columns)

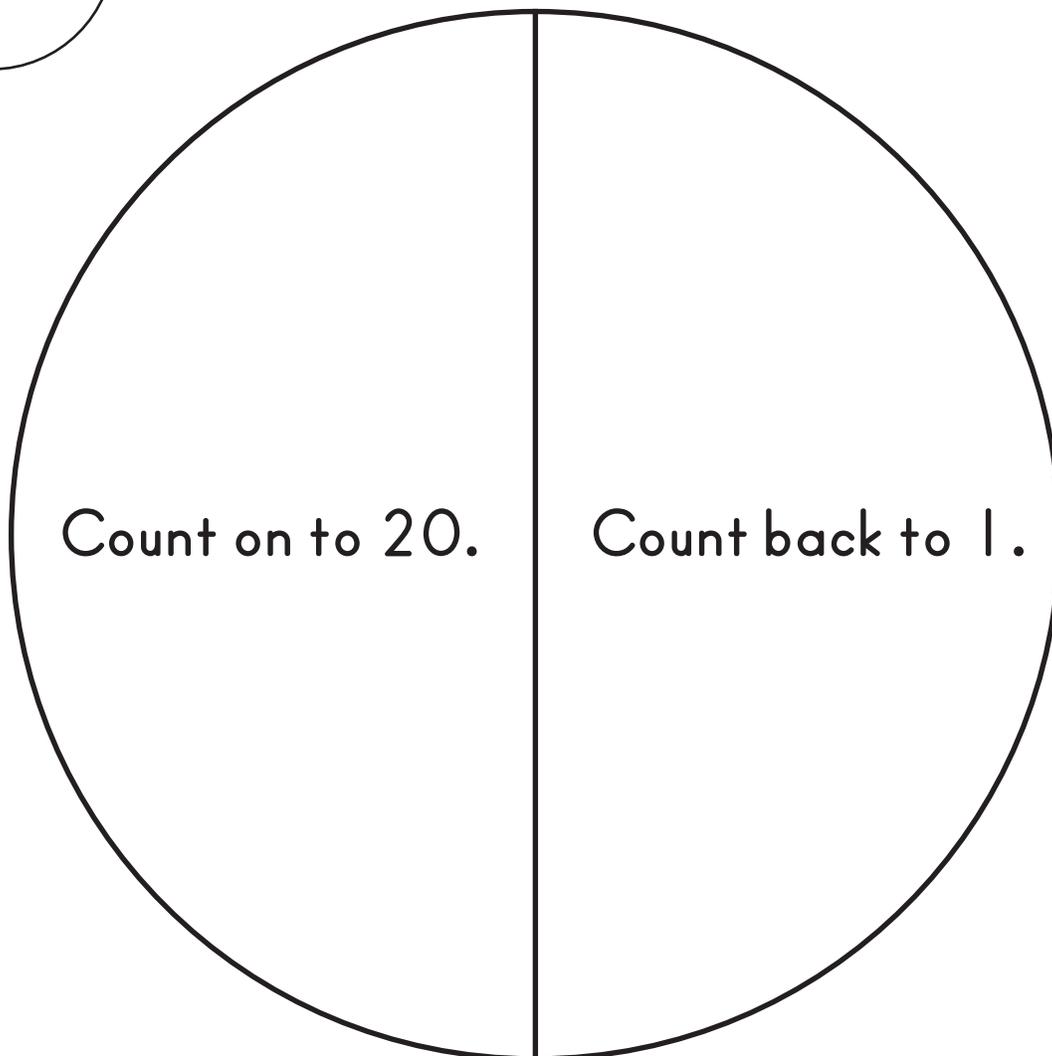
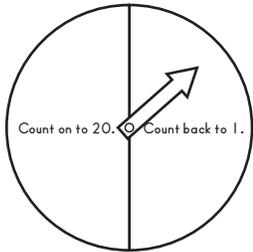
Bed Workmat

Duplicate one per partnership.



Count On, Count Back Spinner

Duplicate one per partnership. Cut out the arrow, and attach it to the center of the Count On, Count Back Spinner with a brass fastener.



Dear Family,

As you know, the past several units focused on insects and animals. We will continue to develop the animal theme in this unit, beginning with fish and other sea life. In the second part of the unit, your child will learn about water and its many forms, about some of the ways that all living things depend on water, and about the role that he or she can play in using this resource wisely.

Through engaging stories such as *Mr. Putter & Tabby Feed the Fish*, your child will learn how to care for fish as pets. In the book *Creature Features: Fish*, your child will learn about fish and other animals that inhabit oceans and rivers and about the land that surrounds those bodies of water.

Activities in the labs reinforce the concepts and vocabulary introduced in this unit. Your child might build and manage an aquarium in the blocks lab, work on a group project in the art lab creating an underwater ocean scene, observe fish in an aquarium or fishbowl in the science lab, or go fishing in a stream in the dramatic play lab. In the writing lab, your child may write about or draw pictures of fish in an aquarium or about what he or she observes in the science lab. Your child will practice counting skills in the computer/media lab as he or she listens to and sings along with songs about animals in the sea.

How can you help?

Continue to share a book with your child each day. Sign and return the Read & Respond bookmark. Engage in conversation with your child, and watch the Home Link show online to reinforce the focus for the day and beginning reading and math skills.

Estimada familia:

Como usted sabe, las últimas varias unidades se centraron en los insectos y animales. Vamos a seguir para desarrollar el tema de los animales en esta unidad, a partir de peces y otras especies marinas. En la segunda parte de la unidad, su niño aprenderá sobre el agua y sus diversas formas, sobre algunas de las formas en que todos los seres vivos dependen del agua, y de cómo se puede utilizar este recurso de manera inteligente.

Con historias atractivas como *Mr. Putter & Tabby Feed the Fish* (*Sr. Putter y Tabby alimentan a los peces*), su niño aprenderá cómo cuidar a los peces como mascotas. En el libro *Creature Features: Fish* (*Característica Criatura: Peces*), su niño aprenderá acerca de los peces y otros animales que viven en los océanos y los ríos, y sobre la tierra que lo rodea los cuerpos de agua.

Las actividades en los laboratorios refuerzan los conceptos y el vocabulario de esta unidad. Su niño podría construir y administrar un acuario en el laboratorio de bloques, trabajar en un proyecto de grupo en el laboratorio de arte creando una escena del océano bajo el agua, observar los peces en un acuario o pecera en el laboratorio de ciencias, o ir a pescar en el laboratorio el juego dramático. En el laboratorio de escritura, su niño puede escribir o hacer dibujos de peces en un acuario o sobre lo que observa en el laboratorio de ciencias. Su niño practicará contando habilidades en el laboratorio de computación como él escucha y canta canciones sobre los animales en el mar.

¿Como puedes ayudar?

Continúe a compartir un libro con su niño cada día. Firme y devuelva el marcador de Lectura y responder. Participe en una conversación con su niño, y vea el programa de Home Link online para reforzar el enfoque para el día y las habilidades de lectura y matemáticas.

