

Earth Day Is Every Day



KinderCorner
2nd Edition
PLUS

***KinderCorner 2nd Edition Plus Theme Guide:
Unit 16***

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We wish to acknowledge the coaches, teachers, and children who piloted the program and provided valuable feedback.

We wish to acknowledge the creative contributions of our collaborators at Sirius Thinking, Ltd.

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KinderCorner is brought to you by the Success for All Foundation in partnership with Sesame Workshop, the non-profit educational organization behind *Sesame Street*.

We wish to thank Pitney Bowes and Macy's for their generous funding in support of the development of engaging media for the Home Link shows.

pitney bowes  ★ macy's



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Why *Earth Day Is Every Day*?

KinderCorner has provided explicit opportunities for students to observe and interact with the natural world. The introductions to the classroom environment were followed by opportunities to broaden students' awareness of the world beyond. As the year progressed, students expanded their knowledge of the world in their neighborhood, region, and the global community. This final theme pauses to appreciate the variety, beauty, and wonder of the natural world before exploring the concept of stewardship for our delicate planet Earth. In many ways, *Earth Day Is Every Day* is a culmination of the concepts students have learned throughout the year about the natural world and social communities.

Be sure to see the note in day 1 regarding arranging for an alternate trash pickup routine and setting aside recyclables for lessons in week 2. As always, you are encouraged to read the suggestions in *What Else Can We Get Into?* (appendix) well ahead of time, so you can follow through on field trip or tree-planting ideas.

Because *Earth Day Is Every Day* is the final unit in KinderCorner, this is the ideal time to reflect on students' growth during the year. In this unit, students will have time to reflect on the key *Getting Along Together* skills and review their use. In addition, they will be able to celebrate how well they've applied these newly acquired skills in authentic classroom situations. Students will congratulate one another on their use of *Getting Along Together* skills and work as a class to make a banner for all the school to see that they are experts at working together in a caring classroom community. You will acknowledge their efforts by providing icons of specific skills for them to sign and add to the classroom banner so everyone can see their successes. Be sure students know how proud you are of their hard work all year. Enjoy the celebration—your excitement about their success will be contagious! Involve students in additional preparations for some culminating activities that will be meaningful for them.

We have included Summer Sendoff, a final letter, and a Summer Activities Calendar for you to send home at the end of the KinderCorner program. The letter acknowledges students' growth this year and encourages their families to continue to support their learning over the summer. The Summer Activities Calendar offers specific suggestions of ways to do this.

Earth Day Is Every Day

daily focus

- Earth has a wide variety of landforms and environments.
- Plants, animals, and people live together on Earth.
- There are natural resources on and below Earth's surface.
- Trees are vital to a healthy environment and are an important natural resource.
- We use many products made from natural resources in our homes and schools.
- To stay healthy, all people, plants, and animals need clean environments.
- Reusing products helps conserve natural resources and reduce trash volume.
- Recycling used products helps conserve natural resources and reduce trash volume.
- Composting biodegradable material reduces garbage and produces fertile soil.
- Everyone can help to keep Earth's environment clean and healthy.

Creative Domain

Students will:

- engage in a variety of creative arts.
- participate in dramatic play activities.
- pretend with objects.
- experiment with a variety of art materials.
- participate in singing and chanting activities.
- approach activities with increasing flexibility and imagination.

Emotional/Personal Domain

Students will:

- express feelings appropriately with words.
- persist in completing a challenging task.
- connect consequences to actions.

Cognitive Domain

Students will:

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

Language/Literacy Domain

Students will:

- use thematic vocabulary in conversations.
- use several complete sentences to express thoughts.
- make predictions about stories to be read.
- recall experiences and retell stories sequentially, with detail and with accuracy.
- make inferences and draw conclusions from stories.
- read simple, phonetically controlled text accurately.
- comprehend reading.
- answer higher order questions about the text read.
- see books as sources of information.
- 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:

- use ordinal numbers to describe position.
- recognize and make sets for 1–20.
- write numerals 1–20.
- count larger sets (30–50).
- count by rote to 100 by ones and tens.

Social Studies Domain

Students will:

- begin to understand issues of how society causes environmental changes.
- demonstrate an awareness of the local neighborhood community.
- develop an awareness of different geographic locations.
- develop an awareness of other environments.

Science Domain

Students will:

- ask science-related questions.
- predict outcomes.
- develop a basic understanding of the properties of Earth's materials.
- distinguish between natural objects and objects made by man.
- conduct organized experiments.
- collect, describe, and record information.

Interpersonal Domain

Students will:

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

Physical Domain

Students will:

- climb up and down equipment.
- engage in gross-motor activities such as running and jumping.
- jump forward, backward, and sideways with control and coordination.
- manipulate small objects with precision.

Vocabulary

| Background Words | | | |
|------------------|-------------|------------------|---------------|
| Environmental | | Camping/Outdoors | Miscellaneous |
| animals | rain forest | cabin | celebrate |
| creatures | resources | camp | harm |
| desert | river | fish | proud |
| drought | rocks | fishing | Readles |
| erosion | rotten | park | |
| glaciers | sand | ranger | corn |
| hill | soil | | gate |
| ice | stream | | phone |
| land | textures | | sheep |
| lava | trash | | |
| map | volcano | | |
| mountain | water | | |
| nature | wind | | |
| people | woodland | | |
| plants | | | |

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 | |
|---------------------|-----------|
| biodegradable | planet |
| compost | product |
| Earth | recycle |
| environment | reduce |
| litter | resources |
| natural | reuse |
| oxygen | trash |

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

| Math Words |
|------------|
| fifth |
| first |
| fourth |
| position |
| second |
| third |

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 |
|--------------|
| fasten |
| gather |
| gathered |
| handkerchief |
| harm |
| roam |
| shade |
| tending |
| trickles |

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 | Cool Rule Play a Stop and Think Brain Game. | Skill lesson: Celebrate success with "I" Messages and active listening. |
| Theme Exploration | Read <i>Our Earth</i> and discuss different environments. | Identify various people, animals, and plants and their environments. Read <i>Our Earth</i> . |
| Rhyme Time | "Breaks Free" Recognize rhyming words. | "Breaks Free" Blend sounds to make words. |
| STaR | <i>Our Big Home: An Earth Poem</i> Focus: Sound out difficult words. | "Our Big Home: An Earth Poem" Retell: Illustration |
| Dramatic Play Lab | Camping Trip Pretend to be on a camping trip. | Camping Trip |
| Blocks Lab | Ranger Station Build a park ranger station. | Ranger Station |
| Art Lab | 3D Maps Create three-dimensional maps with a variety of landforms. | 3D Maps |
| Classroom Library Lab | Free Reading Explore books independently or with a friend. | Places on Our Earth Students will have the opportunity to explore books and magazines about the earth. |
| Literacy Lab | Play School Use materials commonly found in classrooms to play school. | Play School: Letter Sounds Soup Practice sounds for known letters. |
| Math Lab | Animals in a Row Create rows of animals and tell their order using ordinal numbers. | Animals in a Row |
| 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 | Shifting Sands Recreate the effects of water and wind on land forms. | Shifting Sands |
| Science Lab | Scientist's Station Use materials and tools freely. | Scientist's Station |
| Writing Lab | Free-Choice Writing Creative writing on topic of choice | Shifting Sands Observations Write about observations from sand/water lab. |
| 15-Minute Math | Introduce the Telling Time activity. | Continue counting and number-awareness activities. |
| Snack • Outside • Gross-Motor Play | Act like the animals in the poem <i>Our Big Home</i> . | Explore habitats in play area. |
| KinderRoots | Shared Story: <i>Too Busy to Sleep</i> Focus sound: /ng/ | Shared Story: <i>Too Busy to Sleep</i> Focus sound: /ng/ |
| Math Mysteries | Use ordinal numbers to describe position. | Recognize and make sets for 1–20; write numerals 1–20. |
| Let's Daydream | "Prayer for Earth" | "This Is My Rock" |
| Write Away | Write about a beautiful place you have imagined. | Write about a way we share the earth with other people. |
| Let's Think About It | Take a hike around the world using Places on Our Earth Picture Cards. | Identify and record animals and plants that share the local environment. Share student work from the art lab. |

| Day 3 | Day 4 | Day 5 |
|---|--|--|
| Arrival Activities | Arrival Activities | Arrival Activities |
| Skill lesson: Celebrate success with Stop and Stay Cool. | Play a Stop and Think Brain Game. | Class Council Create a celebration banner. |
| Read <i>Dirt</i> . Discuss and list ways people use rocks and soil. | Learn about the importance of trees. | Play a guessing game to identify objects made from natural resources. |
| “Breaks Free” Segment sounds in words. | “Breaks Free” Blend sounds to make words. | “Breaks Free” Segment sounds in words. |
| <i>Fernando’s Gift</i> Focus: Purpose for reading | <i>Fernando’s Gift</i> Retell: Sequence (Illustration) | Free Choice |
| Camping Trip | Camping Trip | Camping Trip |
| Ranger Station | Log Cabin Build a log cabin. | Log Cabin |
| 3D Maps | 3D Maps | 3D Maps |
| Places on Our Earth | Places on Our Earth | Places on Our Earth |
| Play School: Letter Sounds Soup | Play School: Letter Sounds Soup | Play School: Letter Sounds Soup |
| Animals in a Row | Animals in a Row | Animals in a Row |
| Free Exploration | Free Exploration | Free Exploration |
| Shifting Sands | Planting Trees Make trees and use them to create a forest in the sand table. | Planting Trees |
| Examining Soil Samples Examine various types of soil. | Examining Soil Samples | Examining Soil Samples |
| Sand and Soil Observations Write about observations from sand/water and science labs. | Sand and Soil Observations | Sand and Soil Observations |
| Continue counting and number-awareness activities. | Continue counting and number-awareness activities. | Continue counting and number-awareness activities. |
| Serve a layered snack. Find rocks and soil, and record their characteristics. | Serve bananas. Play on climbing equipment, and observe trees. | Serve cheese, deli meats, hard-boiled eggs, and crackers. Play Leapfrog. |
| Shared Story: <i>Too Busy to Sleep</i> Focus sound: /ng/ | Shared Story: <i>Too Busy to Sleep</i> Focus sound: /ng/ | Shared Story: <i>Too Busy to Sleep</i> Focus sound: /ng/ |
| Count larger sets up to 50. | Count to 100 by ones. | Count to 100 by tens. |
| “Poem to Mud” | “Trees” | “A Good Place to Sleep” |
| Write about mud. | Write what it might be like if you were a small animal living inside a tree. | Add a sentence to one written on days 1–4. |
| Observe and describe various types of rocks and soil. Share student work from the art lab. | Observe and describe various parts of trees. Share student work from the art lab. | Review what students have learned about the planet and natural resources. Play Agree or Disagree with new theme-related vocabulary. |

Peek at the Week 2

| Lesson Component | Day 6 | Day 7 |
|--|--|---|
|  Greetings, Readings, & Writings | Arrival Activities | Arrival Activities |
|  Gathering Circle | Use the Cool Rule. Play a focus Brain Game. | Skill lesson: Celebrate success with conflict solvers. |
|  Theme Exploration | Learn about pollution and the need for a clean environment. | Read <i>Don't Throw Me Away!</i> Learn about ways to reduce and reuse trash. |
|  Rhyme Time | "Make Today a Great Earth Day" Substitute phonemes. | "Make Today a Great Earth Day" Blend sounds to make words. |
|  STaR | <i>Joseph Had a Little Overcoat</i> Focus: Make predictions. | <i>Joseph Had a Little Overcoat</i> Retell: Pictures and objects |
|  Dramatic Play Lab | Housekeeping Role play in an imaginary home. | Housekeeping |
|  Blocks Lab | Building with Recycled Materials Build with recycled materials. | Building with Recycled Materials |
|  Art Lab | Weaving with Trash Create a woven design with recycled trash. | Weaving with Trash |
|  Classroom Library Lab | Free Reading Explore books independently or with a friend. | Retell or Act Out <i>Joseph Had a Little Overcoat</i> Retell or act out the story. |
|  Literacy Lab | Play School: Find the Green Words Find Green Words in Shared Stories, and read the sentences that contain them. | Play School: Find the Green Words |
|  Math Lab | Recycling Center Count how many recyclable items will fit in a recycling bin. | Recycling Center |
|  Computer/Media Lab | Poetry and Rhyme Recording Studio Record poetry, rhymes, or songs they have learned in school. | Poetry and Rhyme Recording Studio |
|  Sand/Water Lab | Free Exploration Explore the properties of sand and/or water by experimenting with a variety of tools. | Free Exploration |
|  Science Lab | Weighing Rocks Weigh rocks, and sort them according to weight. | Weighing Rocks |
|  Writing Lab | We Can Reduce, Reuse, and Recycle Create a booklet of ways to reduce, reuse, and recycle. | We Can Reduce, Reuse, and Recycle |
|  15-Minute Math | Introduce Our Favorite Outside Activities Graph. | Continue counting and number-awareness activities. |
|  Snack • Outside • Gross-Motor Play | Clean up the play area. | Play Huckle, Buckle, Beanstock. |
|  KinderRoots | Shared Story: <i>Shep, The Sheep</i> Focus sound: /sh/ | Shared Story: <i>Shep, The Sheep</i> Focus sound: /sh/ |
|  Math Mysteries | Solve problems reviewing concepts of addition and subtraction. | Review shapes and patterns. |
|  Let's Daydream | "We Are Plooters" | "We Are Plooters" |
|  Write Away | Write about a way to keep Earth clean. | Write about ways you can reuse this newspaper. |
|  Let's Think About It | Weigh trash collected from last week. Introduce trash-reduction activity. | Review and discuss additional ways to reuse items to reduce trash. Weigh and compare accumulated trash amounts. Make flower vases from soda bottles. |

| Day 8 | Day 9 | Day 10 |
|--|--|---|
| Arrival Activities | Arrival Activities | Arrival Activities |
| Skill lesson: Celebrate success with Peace Path. | Celebrate success with Getting Along Together skills. Play focus Brain Game. | Class Council Celebrate success with Getting Along Together skills. |
| Learn about recycling. | Learn about composting. Conduct a composting experiment with bits of bread and polystyrene. | Review and practice ways to help keep Earth's environment clean by sorting items for reusing, recycling, giving away, composting, and throwing away. |
| "Make Today a Great Earth Day" Segment sounds in words. | "Make Today a Great Earth Day" Substitute phonemes. | "Make Today a Great Earth Day" Add and substitute phonemes. |
| Trade book: <i>The Giving Tree</i> Focus: Compare characters in different stories. | <i>The Giving Tree</i> Retell: Dramatize with partner. | Free Choice |
| Recycling Center Role play in a recycling center. | Recycling Center | Recycling Center |
| Recycling Center Build and run a recycling center. | Recycling Center | Recycling Center |
| Recycled Sculpture Create sculptures using recycled materials. | Recycled Sculpture | Recycled Sculpture |
| Retell or Act Out <i>Joseph Had a Little Overcoat</i> | Retell or Act Out <i>Joseph Had a Little Overcoat</i> | Retell or Act Out <i>Joseph Had a Little Overcoat</i> |
| Play School: Find the Green Words | Play School: Find the Green Words | Play School: Find the Green Words |
| Recycling Center | Recycling Center | Recycling Center |
| Poetry and Rhyme Recording Studio | Poetry and Rhyme Recording Studio | Poetry and Rhyme Recording Studio |
| Recycle Find recyclable items in the sand and sort them according to type. | Recycle | Recycle |
| Weighing Rocks | Weighing Rocks | Weighing Rocks |
| We Can Reduce, Reuse, and Recycle | We Can Reduce, Reuse, and Recycle | We Can Reduce, Reuse, and Recycle |
| Continue counting and number-awareness activities. | Continue counting and number-awareness activities. | Continue counting and number-awareness activities. |
| Serve biscuits, butter, and jam. Play Leapfrog or Huckle, Buckle, Beanstock. | Serve oranges. Play Farmer in the Dell. | Serve vegetable sticks and dip. Play a favorite game. |
| Shared Story: <i>Shep, The Sheep</i> Focus sound: /sh/ | Shared Story: <i>Shep, The Sheep</i> Focus sound: /sh/ | Shared Story: <i>Shep, The Sheep</i> Focus sound: /sh/ |
| Sort objects and compare groups of objects. | Write equation to solve addition and subtraction problems. | Solve problems. |
| "We Are Plooters" | "Keep a Poem in Your Pocket" | "Tree Climbing" |
| Write about a way to reuse a plastic bottle. | Write about why soil is important to Earth. | Add a sentence to one written on days 1–4. |
| Use the recycling symbol to determine whether items can be recycled. Weigh and compare accumulated trash amounts. | Sort compostable and noncompostable items. Weigh and compare accumulated trash amounts. | Review what students have learned about reducing, reusing, and recycling, and play Telephone with new vocabulary. Weigh and compare accumulated trash amounts. |

You Will Need

Supplied by SFAF:

| | |
|--------------|--|
| Books | STaR |
| S | <p><i>Our Big Home: An Earth Poem</i> by Linda Glaser</p> <p><i>Fernando's Gift</i> by Douglas Keister</p> <p><i>Joseph Had a Little Overcoat</i> by Simms Taback</p> <p><i>The Giving Tree</i> by Shel Silverstein</p> <p><i>It's Mine!</i> by Leo Lionni (from unit 1, <i>Welcome to School</i>)</p> |
| | KinderRoots Shared Stories |
| | <p><i>Too Busy to Sleep</i> by Robert Slavin (SFAF), teacher and student copies</p> <p><i>Shep, the Sheep</i> by Robert Slavin (SFAF), teacher and student copies</p> |
| | Theme Exploration |
| | <p><i>Our Earth</i> by Anne Rockwell</p> <p><i>Dirt</i> by Steve Tomecek</p> <p><i>A Cool Drink of Water</i> by Barbara Kerley (from unit 15, <i>Water Wonders</i>)</p> <p><i>Don't Throw Me Away</i> by Sally Francis Anderson (SFAF Big Book)</p> |
| M | Other |
| | <p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky</p> <p><i>Henry the Fourth</i> by Stuart J. Murphy</p> |
| Media | |
| C | <p>KinderCorner 2nd Edition Plus Media and Software flash drive</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 16</p> |
| | Cards/Card Sets |
| C | <p>KinderCorner Phonics Picture Cards</p> <p>Key cards: "f," "h," "s," "p," "ee," "ea," "ng," "a," "d," "sh," "b," and "t"*</p> |
| | KinderCorner Activity Cards |
| | <p>Places on Our Earth Picture Cards</p> |
| | KinderCorner Rhyme Cards |
| | <p>"Make Today a Great Earth Day"</p> |
| O | Other |
| | <p>Green Word cards: "eating," "napping," "planting," "feeding," "peeking," "sleep," "helping," "petting," "sleeping," "if," "picking," "stream," "bring," "gosh," "rushed," "shut," "dashed," "hush," "shed," "will," "dish," "keep," "sheep," "near," "flash," "let," "sheets," and "went"*</p> <p>Red Word cards: "called," "having," "have," "don't," "then," "of," "our," "when," "were," "too," "they," and "you"*</p> |

| Math Kit Items | |
|--|---|
| Bear counters Ten-frame cards Number Cards | Our Favorite Outside Activities Graph Time Cutouts |
| Other SFAF Items | |
| Cool Kid certificates (four) KinderCorner Weekly Record Form for unit 16, 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 Vinyl insects Home Link animal hand stamps | |

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

Teacher Acquired:

| Food | | |
|--|---|--|
|  | <p>For Active Instruction</p> <ul style="list-style-type: none"> Onion slices Hard-boiled eggs Bread <p>For Snack</p> <ul style="list-style-type: none"> Layered snack (such as taco salad) Bananas Cheese Deli meats Hard-boiled eggs | <p>For Snack, cont.</p> <ul style="list-style-type: none"> Crackers Biscuits Butter Jam or other spread Oranges or other fruit with a peel Vegetable sticks Dip <p>For Learning Labs</p> <ul style="list-style-type: none"> Marshmallows |
| Office/Craft Supplies | | |
|  | <ul style="list-style-type: none"> Wooden rods or dowels String Paper clips Magazines with pictures of various climates or geographic locations Self-sticking labels Clipboards Craft sticks Cotton balls Ribbons Confetti Glitter | <ul style="list-style-type: none"> Yarn Pushpins Scrap paper Cardboard Aluminum foil Plastic wrap Fabric scraps String Buttons Paper clips Index cards Sentence strips |

| General | | |
|--|--|--|
|  | <p>For Active Instruction</p> <ul style="list-style-type: none"> Terracotta flowerpot Stones of various sizes, colors, types, degrees of hardness (e.g., quartz and limestone) Books about trees Nature magazines Samples of tree parts (branches, leaves, bark, cut logs, roots) Bag (canvas, cotton, or another natural fabric) Ceramic flowerpot or plate Woolen blanket or sweater Plastic grocery bags Candy and snack wrappers Scrap paper Garbage bags Rubber gloves Clear jars (e.g., Mason jars), two identical Bathroom scale Egg cartons Margarine tubs Gift wrap Jacket Vest Scarf Tie Handkerchief Button Plastic soda or water bottles (empty, clean) Small, clear jars (e.g., baby food jars) Aluminum beverage cans (unopened) Aluminum beverage cans (empty) Aluminum pie plate Glass bottles (unopened) Glass bottles (empty) Plastic bottles (empty) Recycling bins or boxes Wood (rotten) Cups (one polystyrene and one paper) | <p>For Learning Labs</p> <ul style="list-style-type: none"> Theme-related books, games, and puzzles about Earth and its resources Backpacks Sleeping bags Flashlights Rope Firewood (fake) Bed sheet Stuffed animals Plastic storage containers (shoebox size) Soup pot or other large bowl Ladle Plastic letters Potting soil Sand Clay Dirt Mud Theme-related books, games, and puzzles about trash and recycling Small trash cans Garbage bags Toilet paper rolls Paper towel rolls Plastic containers, empty Fast food containers, clean Recycling bins (or empty cardboard boxes labeled with the recycle symbol) Milk cartons, empty and cleaned Soda cans, empty and cleaned Plastic bottles, empty and cleaned Audio recording device Rocks, various sizes and appearances Polystyrene packing material <p>For Outside/Gross-Motor Play</p> <ul style="list-style-type: none"> Trowels |

Optional Items

Safari-style hats

Semiprecious polished stones, individual or set in jewelry (turquoise, cat's eye, coral)

Camera

To Be Prepared:

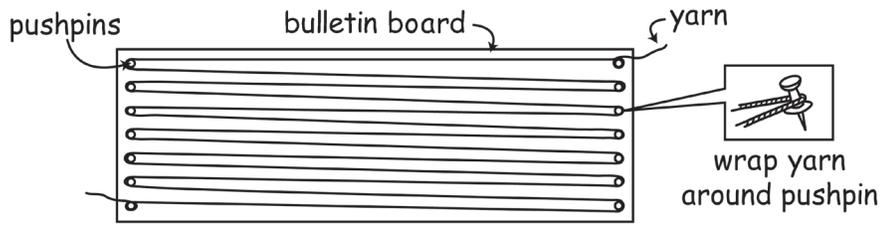
| Day 1 | |
|-------|---|
| TE | <ul style="list-style-type: none"> Make theme vocabulary word cards for “environment” and “planet.”* Number the pages of <i>Our Earth</i>; the first page of story text is page 1. |
| RT | <ul style="list-style-type: none"> Duplicate “A Song of One” pictures (appendix). Cut apart, color, and mount onto sentence strips. Laminate if possible. |
| STaR | <ul style="list-style-type: none"> Number the pages of <i>Our Big Home: An Earth Poem</i>; the first page of poem text is page 1. |
| 15-MM | <ul style="list-style-type: none"> Remove the Number Combinations poster and the Paper Clip Weather Graph from the 15-Minute Math bulletin board. (Teacher’s Note: You may want to continue the Paper Clip Weather Graph activity through the end of the year.) Add the Time Cutouts to the It’s Time activity as it changes to Telling Time. |
| MM | <ul style="list-style-type: none"> Duplicate and cut apart Who is first? (appendix), one per student. |
| LTAI | <ul style="list-style-type: none"> Duplicate theme-introduction letter for unit 16 (appendix), one per student |
| Day 2 | |
| GC | <ul style="list-style-type: none"> Duplicate and cut “I” Message and Active-Listening Signal graphics (appendix). Place the “I” message graphic in KinderRoo’s pouch. Duplicate and cut “I” Message and Active-Listening Signal class banner icons (appendix), one per student. |
| TE | <ul style="list-style-type: none"> Make theme vocabulary word card for “Earth.”* |
| MM | <ul style="list-style-type: none"> Fill small plastic bags with ten-frame cards 1–20, one bag per partnership. Fill small plastic bags with twenty linking cubes each, one bag per partnership. |
| Day 3 | |
| GC | <ul style="list-style-type: none"> Duplicate and cut the Stop and Stay Cool graphic (appendix). Place the graphic in KinderRoo’s pouch. Duplicate and cut Stop and Stay Cool class banner icons (appendix). Place each set of manipulatives in a small plastic bag, one set per partnership. Duplicate and cut Fruit Basket manipulatives (appendix), one set per partnership. |
| TE | <ul style="list-style-type: none"> Make theme vocabulary word cards for “natural” and “resources.”* |
| MM | <ul style="list-style-type: none"> Fill small plastic bags with 50 linking cubes, one bag per partnership. |
| Day 4 | |
| TE | <ul style="list-style-type: none"> Make a theme vocabulary card for “oxygen.”* Title a piece of chart paper “Trees are important...”* |
| MM | <ul style="list-style-type: none"> Gather 100 small manipulatives (coins, counters, etc.) Duplicate 100 Chart page (appendix), one per student |

Day 5

- GC**
 - Prepare banner-making materials.
 - Duplicate and cut additional class banner icons (appendix) if needed.
- TE**
 - Make a theme vocabulary word card for “product.”*
- RT**
 - Fill small plastic bags with ten manipulatives each, one bag per student and one for teacher.
- MM**
 - Place thirty-eight linking cubes in a plastic bag.
 - Place twenty-five to fifty manipulatives in a plastic bag, one bag per partnership plus a few extra. Number of manipulatives should vary between bags.

Day 6

- TE**
 - Make a theme vocabulary word card for “litter.”*
- STaR**
 - Number the pages of *Joseph Had a Little Overcoat*; the first page of story text is page 1.
- LL**
 - Select a bulletin board to use as your “loom” for the art lab. String yarn back and forth across the bulletin board as illustrated below, using pushpins to secure the yarn to the board.



- Duplicate Recycling Center Estimation (appendix), one per student.
 - Duplicate We Can Reduce, Reuse, and Recycle Booklet (appendix), one per student. Create booklets by placing two blank pages behind each cover. Fold and staple along fold line. Optional: Trim to trash can shape.
 - Write the following sentences on sentence strips (one sentence per strip): “Reduce trash.” “Reuse trash.” “Recycle trash.”
- 15-MM**
 - Attach the Our Favorite Outside Activities Graph to the 15-Minute Math bulletin board. Place a marker nearby.
- MM**
 - Fill plastic bags with twenty bear counters each, one bag per partnership.

Day 7

- GC**
 - Duplicate and cut conflict solver graphic (appendix). Place the graphic in KinderRoo’s pouch.
 - Duplicate and cut conflict solver class banner icons (appendix), one per student.
 - Gather or duplicate and cut conflict solver cards (from unit 8, *Winter Weatherland* appendix).
- TE**
 - Make theme vocabulary word cards for “reuse” and “reduce.”*
- MM**
 - Items of various shapes (circle, square, cube, triangle, etc.)
 - Shape cutouts (from Unit 5), one per partnership

| Day 8 | |
|--------|---|
| GC | <ul style="list-style-type: none"> • Duplicate and cut Peace Path graphic (appendix). Place the graphic in KinderRoo's pouch. • Duplicate and cut Peace Path class banner icons (appendix), one per student. |
| TE | <ul style="list-style-type: none"> • Make a theme vocabulary word card for "recycle."* • Create labels indicating recycling bins for plastic, glass, aluminum, and paper. • Duplicate and cut recycle symbol (appendix).* |
| STaR | <ul style="list-style-type: none"> • Number the pages of <i>The Giving Tree</i>; page 1 is the dedication page. |
| LL | <ul style="list-style-type: none"> • Create labels for sorting trays: "plastic" "paper," and "glass." |
| MM | <ul style="list-style-type: none"> • Set of bear counters (at least three different colors) • Items of a variety of colors and sizes, one set per partnership |
| Day 9 | |
| TE | <ul style="list-style-type: none"> • Make theme vocabulary word cards for "compost" and "biodegradable."* |
| 15-MM | <ul style="list-style-type: none"> • Attach the Estimation (stars) poster to the 15-Minute Math bulletin board. Mount it facing in (use pushpins to mount it so it can be turned over easily). Place the marker nearby. You will continue the estimation activity through the end of the year. Change the estimation poster every week. |
| MM | <ul style="list-style-type: none"> • Set of 10 red linking cubes and 4 blue linking cubes • Duplicate Review: Add or Subtract page (appendix), one per student |
| LTAI | <ul style="list-style-type: none"> • Duplicate and cut apart Is it biodegradable? Cards (appendix), one set per group of four or five students. |
| Day 10 | |
| TE | <ul style="list-style-type: none"> • Create bags of mixed trash, one bag for teacher demonstration and one bag for each group of four students. Place eight to ten items in each bag. Be sure to have at least one item from each of the following five categories in each bag. <ul style="list-style-type: none"> – Recyclables: clean paper and newspapers (not contaminated by food); aluminum cans, baking containers, and plastic containers with the recycling symbol; bottles (for teacher demonstration bag only) – Reusables: clean paper with writing on one side; any item that can be used in crafts or artwork, such as polystyrene meat trays or juice cans; containers to hold classroom items; plastic and paper grocery bags; multi-use items, such as paper clips, rubber bands, usable pens and pencils <p>Teacher's Note: Polystyrene meat trays should be carefully cleaned before being used in the classroom.</p> – Giveaways: gently used clothing and toys, books, and household items in good condition – Compost: fruit and vegetable peelings and trimmings, nutshells, stale bread (no meat products or eggshells) – Trash for the dumpster: containers without the recycling symbol; unusable items (very broken toys, combs, dried-up markers; food-contaminated snack bags or wrappings; gum wrappers) <ul style="list-style-type: none"> • Label five bins or trash cans with each of the following titles: recyclables, reusables, giveaways, compost, and trash. • Make a theme vocabulary word card for "trash." |

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

Day 1 | Ready, Set...

Focus

Earth has a wide variety of landforms and environments.

| Materials | |
|--|---|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 16, week 1 • Sign-in sheets (lines only) • Classroom Library Lab: Theme-related books about Earth and its resources • Math Lab: Student number lines and 5–14 Spinner (from unit 15) |
| Gathering Circle | <ul style="list-style-type: none"> • Brain Game materials for stop and think game of Cool Kid's choice |
| Theme Exploration | <ul style="list-style-type: none"> • Trade book: <i>Our Earth</i> • Places on Our Earth Picture Cards • Globe or IWB access • Theme vocabulary word cards for “environment” and “planet” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> • “Breaks Free,” <i>The 20th Century Children's Poetry Treasury</i>, page 82 |
| STaR | <ul style="list-style-type: none"> • Trade book: <i>Our Big Home: An Earth Poem</i> |
| 15-Minute Math | <ul style="list-style-type: none"> • Time Cutouts |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> • Trade book: <i>Our Big Home</i> • Trade book: <i>The 20th Century Children's Poetry Treasury</i> |
| KinderRoots | <ul style="list-style-type: none"> • Shared Story: <i>Too Busy to Sleep</i> (teacher and student copies) • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards for “f,” “h,” “s,” “p,” “ee,” “ea,” and “ng” or IWB access • Green Word cards: “eating,” “napping,” “planting,” “feeding,” “peeking,” “sleep,” “helping,” “petting,” “sleeping,” “if,” “picking,” and “stream” or IWB access • Red Word cards: “called,” “having,” “have,” “don't,” “then,” and “of” or IWB access |

| Materials | |
|-----------------------------|---|
| Math Mysteries | <ul style="list-style-type: none"> • Trade book: <i>Henry the Fourth</i> • Whiteboard and dry erase marker, one set per partnership • Five different colored linking cubes • Bags of bear counters (one of each color), one bag per partnership • Who is first? (appendix), one per student • Crayons: red, blue, yellow, and green (one set per partnership) |
| Let's Daydream | <ul style="list-style-type: none"> • "Prayer for Earth," <i>The 20th Century Children's Poetry Treasury</i>, page 83 |
| 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"> • Places on Our Earth Picture Cards • Read & Respond bookmarks • Theme-introduction letter for unit 16 (appendix), one per student • Home Link animal hand stamp: parrot |

Learning Labs—Materials

| |
|--|
| Dramatic Play Lab Camping Trip |
| <ul style="list-style-type: none"> • Camping equipment (e.g., backpacks, sleeping bags, flashlights, rope, jackets, firewood, marshmallows, etc.) • A sheet (to make a tent) • Blue construction paper, tape (to make a stream) • Wooden rods, string, paper clips (to make fishing poles) |
| Blocks Lab Ranger Station |
| <ul style="list-style-type: none"> • Safari-style hats (optional) |
| Art Lab 3D Maps |
| <ul style="list-style-type: none"> • Clay or playdough • Trays or square cardboard pieces to serve as a base for the maps • Trade book: <i>Our Earth</i> • Read and Recycle Bag (with magazines that include pictures of various landforms, environments, and climates) • Paper, scissors, crayons, toothpicks (optional) • Construction paper (red, green, brown, blue) • Tape, glue |

| |
|---|
| Classroom Library Lab Free Reading |
| <ul style="list-style-type: none"> • Theme-related books |
| Literacy Lab Play School |
| <ul style="list-style-type: none"> • Chalkboard and chalk, white board and marker, or chart paper and a marker for the “teacher.” Books, letter cards, magnetic letters, paper and pencils, letter stamps and ink pads, or any other items that students could use to play school |
| Math Lab Animals in a Row |
| <ul style="list-style-type: none"> • Five stuffed animals or pictures of animals |
| Computer/Media Lab Free Exploration |
| <ul style="list-style-type: none"> • Computers, tape recorders, digital tablets, or other electronic media that you may have; software applications, or CDs to accompany the media. |
| Sand/Water Lab Shifting Sands |
| <ul style="list-style-type: none"> • Plastic storage containers (two), shoebox-size • Trade book: <i>Dirt</i> • Trade book: <i>Our Earth</i> • Damp sand • Cup of water • Eyedroppers • Straws • Magnifying glasses |
| Science Lab Scientist’s Station |
| <ul style="list-style-type: none"> • Items to encourage exploration such as a balance scale, items to weigh, leaves, shells, rocks, scraps of material, magnets, magnetic and non-magnetic items, magnifying glasses |
| Writing Lab Free-Choice Writing |
| <ul style="list-style-type: none"> • Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini-chalk boards or white boards, 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 talked with anyone at home over the weekend about some of the ways they can take care of water.

Sign In

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

Available Activities**Classroom Library Lab**

- Include new theme-related books about Earth and its resources.

Literacy Lab

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

Math Lab

- Place the student-made number lines and the 5–14 Spinner from unit 15 in the lab. Encourage students to practice counting back.

Computer/Media Lab

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

Writing Lab

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

Other

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



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

Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Partner Challenge

- Introduce the Partner Challenge.



Our Partner Challenge today is to tell your partner the Cool Rule.

Practice saying the Cool Rule with students now. T-P-S: **What do we do when we want to remember something?** *Repeat what we want to remember quietly, ask questions about what we want to remember, make a picture in my mind.* **You can use one of these remembering strategies you learned when playing Brain Games to help you remember the rule so you can tell it to your partner at snack.**

- Tell students that they will earn pocket points when they say the Cool Rule.

Brain Game

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

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

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



T-P-S: **How does** (name of game) **help us stop and think? What did you do to help you stop and think while you played the game?** Review the stop and think strategies; repeating directions quietly to myself, telling myself to listen carefully before moving, etc.

- 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 things in our classroom this morning. T-P-S: What do you think we will be talking about this week?

This week, we will learn about the planet we live on. We will learn about Earth. Let's see what our Daily Message tells us about Earth.

Daily Message

Our beautiful planet Earth has many environments.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - T-P-S: **Why do you think “Earth” begin with an uppercase “E”?** RWE: **It is the name of our planet. If your name were in the middle of a sentence, the first letter would still be an uppercase letter.**



Theme Learning

- Review students' knowledge about Earth, and explain the content of the Daily Message.



Let's reread the message together and think about what it means. Read the message together two or three times. **We are going to learn about Earth and its many environments today. First, let's review what we know about Earth.** T-P-S: **What do you know about our planet Earth out in space? What else is out in space with the Earth?** RWE: **You know that Earth is in space with the sun and the moon; that our planet Earth moves around the sun, causing the seasons to change; and that Earth spins, making day and night.**

You also know that on Earth there are many different and interesting places. These places, known as environments, are the land, the water, the buildings, and all the creatures and plants that live in those environments. An environment is similar to an animal's habitat.

- Discuss the environment of your town and region. Discuss any nearby geographical features (e.g., mountains, a river, woods, desert, etc.).
- Introduce the book *Our Earth*.

I'm going to read a book called *Our Earth*, which was written and illustrated by Anne Rockwell. Even though the illustrations are drawings, and not photographs, it is an information book. Anne Rockwell writes about the planet Earth. Listen for information about different environments on Earth.

- Read the book, stopping at the following points to clarify information or ask questions.
 - **Page 2:** **A globe is a ball shape, or sphere. When we talk about the globe in our classroom (Point it out.), we mean the ball-shaped model of Earth, with maps of the countries and the oceans of Earth drawn on it. The real Earth, the planet that we live on, is a ball shape, or sphere, also, but it is much, much, much bigger than the globe in our classroom. It's so gigantic; it doesn't feel as though we are standing on a ball, does it? The planet Earth is turning in space.** Point to the illustration of space.
 - **Page 3:** Point out the North and South Poles on the classroom globe. Tell students that penguins' habitat is only at the South Pole; they do not live at the North Pole.
 - **Page 4:** T-P-S: **How is the water shaping the land?** *Replies.* **Water, wind, and ice can change the shape of the land. This is called erosion.**
 - **Pages 5 and 6:** T-P-S: **Where do you think we would find glaciers?** *Where it's cold, where there's lots of snow.*
 - **Page 7:** Point out the continents and the seas that surround them.
 - **Page 9:** **Hot lava is melted rock—rock that gets so hot it melts to become a liquid. Lava is deep inside Earth and occasionally comes to the surface through mountains called volcanoes. The lava spills down the side of the volcano, and it takes many days to cool and return to a solid rock form.**

- **Pages 15–20:** Discuss which environment is similar to your region’s environment.
- **Page 19:** Hold the book close to students as you point out the small river at the bottom of the page. Explain that millions of years earlier, the river ran over the top of the land. Just as shown on page 4, the water changes the land by carrying away the rocks and soil.
- Display the Places on Our Earth Picture Cards, and give students several opportunities to practice saying the name of each landform.
- Play the digital dictionary videos for “environment” and “planet.”
- 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 “environment” and “planet.”

The word “environment” means the land, plants, animals, air, water, and structures in an area. I can make a sentence with the word “environment.”

It is important to protect our environment from pollution.

A planet is a large object in space that moves around a star. I can make a sentence with the word “planet.”

Mars is a planet that is farther from the sun than Earth.



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 poem “Breaks Free.”

Think about where you live. Is it a big city, a crowded suburb, or out in the country? Imagine living in a big city. What sights and sounds would you see every day? How might this be different the farther you get from the city? There is a poem I want to teach you today called “Breaks Free,” written by Frank Asch. Listen to the poem, and then we can learn from it.

- Read the poem “Breaks Free,” from The 20th Century Children’s Poetry Treasury, page 82.
- Ask students what they noticed about the pattern of the words of the poem.
- Use My Turn, Your Turn to teach students the lines of the poem.



Teacher’s Note: Teach as many lines as time allows or as is appropriate for your class. If you are unable to teach all twenty lines today, use My Turn, Your Turn to teach the remaining lines on days 2 and 3.

Develop Phonological Awareness—Recognize Rhyming Words

- Invite students to stand, and recite the first eight lines with students. Ask students to listen for the words that rhyme as they speak. Invite students to jump in the air when they hear a rhyming word.



- Use Think-Pair-Share to have students identify rhyming words from the lines. *“be,” “free,” “glass,” “gas,” “queen,” “clean.”*
- Repeat the search for rhyming words in the rest of the poem (*“walls,” “malls,” “day,” “prey,” “sand,” “land”*).



- Read the poem again, and encourage students to say the rhyming words with you.
- Award pocket points if most students were successfully able to recognize rhyming words in the song.



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



TIMING GOAL: 20 minutes

STaR Words:

trickles

roam

Our Big Home: An Earth Poem*Written by Linda Glaser**Illustrated by Elisa Kleven*

Through poetic form, Linda Glaser warmly describes the importance, wonder, and beauty of life-sustaining water, sunshine, soil, and air. She highlights what we take for granted: the wind, sky, and stars. She reminds the reader of the myriad organisms and environments that share life on planet Earth. Through this message, one can't help but be inspired to heightened appreciation and gratitude for the natural world.

Interactive Story Reading**Before Reading**

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



Our Big Home: An Earth Poem* is the name of our story.** WGR: **What is another word for the name of a story? *The title. **Our story was written by Linda Glaser.** WGR: **What do we call the person who writes the story? *The author.*** **The illustrator of the story is Elisa Kleven.** WGR: **What does an illustrator do? *Makes pictures for the story.***

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



Let's look at the cover of our book. T-P-S: **Talk with your partner about what you see on the cover.** *The world, people holding hands, animals, building, water, land, etc.* **Remember the title of the book is *Our Big Home: An Earth Poem.*** **This title tells me we are going to be reading a poem about Earth.** T-P-S: **Based on the title and the book's cover, what do you think the poem might have to say about Earth?**

- Introduce the story vocabulary words.

We're going to see some new vocabulary words in this poem. The first word is "trickles." Another word for "trickles" is "drips." **When water trickles out of a faucet, it is dripping out.**

We will also see the word "roam." "Roam" means wander or travel. **If I roam around my town, it means I'm wandering or traveling around my town.**

- Introduce the good-reader skill for today.



Sound out
difficult words.

When good readers see a word that they do not know how to read, they try to sound it out. I will show you what that looks like with a few words today.

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
 - **Page 2:** T-P-S: **Why is water important? *Replies.* All the plants and creatures of Earth must have water to live.**
 - **Page 4:** **I just read one our vocabulary words. The author says that rain trickles in between her toes. This means the rain drips between her toes.** Point to the child in the illustration. T-P-S: **Do you think the child likes the way the rain feels as it falls gently on her face? Why or why not?**
 - **Page 6:** Read the text. Stop when you get to the word “leaves.” **Hmmm. That’s a hard word. I think I’ll try to sound it out.** Use Stretch and Read to model sounding out the word. **Leaves! That’s it.** Reread the sentence, reading all the words fluently.
 - **Page 8:** **Without dirt and soil, many plants could not grow. Many animals, including people, eat plants, such as vegetables, that are grown in soil.**
 - **Page 10:** Invite students to take a couple of deep breaths. **Isn’t air wonderful? We need to breathe fresh air to stay healthy.**
 - **Page 12:** **We can really feel the air when it is windy outside. What can the wind do that is helpful? *Replies.* Wind can push sailboats, dry laundry, fly kites, and do many other things.**
 - **Page 14:** Read the text. Stop when you get to the word “splashes.” **That’s another hard word. I’ll sound it out.** Use Stretch and Read to model sounding out the word. **That word is “splashes”!** Reread the sentence, reading all the words fluently.
 - **Page 16:** **The poem mentions night animals that roam. Remember that “roam” means wander or travel. T-P-S: What do you think would be the opposite of “roaming”? *Staying in one place.***
 - **Page 18:** T-P-S: **What do you like about nighttime?** Remind students that all people around the world see the moon and stars at night.
 - **Page 20:** Invite students to comment on how the illustration makes them feel.

After Reading



- T-P-S: **Why do you think Linda Glaser named this poem “Our Big Home”?**
- T-P-S: **What is she calling “home”?**
- Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

The poem describes rain that trickles between toes. T-P-S: Who can remember what “trickles” means? *Drips.* Let’s make a sentence together using the word “trickles.” T-P-S: Talk to your partner about ideas that you have for our sentence.

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



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 | Camping Trip

Description:

- In the dramatic play lab, students will pretend to be on a camping trip.

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 at the props and materials that you have added to the lab.
- Tell students that they can pretend they are on a camping trip.
- Use Think-Pair-Share to have students identify what kinds of activities they might do on a camping trip. *Hiking, cooking, fishing, swimming, etc.*
- Suggest that students use the blue construction paper to make a stream running through their campsite.



Facilitate Learning:

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

Examples:

- **I'm going fishing. What can I use to make a fishing rod?**
- **Should we set up the tent right next to the stream? Why or why not?**

Blocks Lab | Ranger Station

Description:

- Students will build a park ranger station.

Purpose:

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

When You Tour:

- Tell students that they can build a ranger station for the campground in the dramatic play lab.
- Explain that a ranger station is a place where park rangers often live and work.
- Tell students that once the ranger station is built, they can pretend to be park rangers and check on the campers in the dramatic play lab.

Facilitate Learning:

- Join students as they build the ranger station.
- 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:

- **If rangers live and work in the ranger station, will we need to build a kitchen? What about bedrooms?**
- **I see smoke over by the campground. I think I'll go check it out.**

Art Lab | 3D Maps

Description:

- Students will create three-dimensional maps with a variety of landforms.

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:

- Show students the squares of cardboard and the clay (playdough).
- Explain that each student may make a clay (playdough) landscape by molding rolling hills, tall mountains, flat mesas, and deep valleys with streams or rivers.
- Students may decide that the landscape is in a desert, a woodland area, a rain forest, or an arctic climate.
- Students can form miniature animals, trees, cacti, or icebergs.
- Point out that the book *Our Earth* will be in the lab for their reference. You may also want to post other magazine and calendar pictures of various landforms and environments for students to view.

Facilitate Learning:

- Join students in creating 3D maps.
- Talk with students about their maps and how they are making landforms.

Examples:

- **I want to make some trees. What materials should I use?**
- **Using clay to create your volcano makes it look very realistic.**

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

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Math Lab | Animals in a Row

Description:

- Students will create rows of animals and tell the order of the animals using ordinal numbers.

Purpose:

- This lab will provide an opportunity for students to practice ordering and using the vocabulary associated with ordinal numbers.

When You Tour:

- Show students the stuffed animals or pictures of animals in the lab.
- Explain that each student will take a turn placing the animals in a row while the other students in the lab cover their eyes.
- When the animals are in order, students will name the position of an animal, first, second, third, etc., as it is indicated.

Facilitate Learning:

- Join students in playing the game with students.
- Talk with students about the order of the animals.

Examples:

- **I want to know which animal is third. Can you help me?**
- **I see a (animal name). What position is it in?**

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 | Shifting Sands

Description:

- Students will recreate the effects of water and wind on land forms using sand, water, eye droppers, and straws.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to investigate the effects of erosion on land forms.

When You Tour:

- Point out the containers of damp sand, the eyedroppers, the cups of water, and the straws.
- Show students page 4 of *Our Earth* and pages 10 and 11 of *Dirt*.
- Explain that soil and dirt on hills and mountains are moved by wind and water, so the shape of the land changes over time. This is called erosion.
- Form a hill with the damp sand, and demonstrate the effects of water and wind on the hill using an eye dropper filled with water and by blowing through a straw.
- Tell students that they can use the materials provided to study the effects of erosion.
- Encourage students to recreate a variety of conditions, such as a gentle rain and a big thunderstorm.
- Warn students to be careful not to blow sand in each other's eyes.

Facilitate Learning:

- Join students as they study the effects of erosion.
- Ask questions and make comments that will help students to think about the effects of erosion. For best results, jump in and join the play as you interact with students.

Examples:

- **How could we move a lot of sand quickly?**
- **How do you think we could recreate the effect of a river on the land?**

Science Lab | Scientist's Station

Description:

- Students will use materials and tools to freely investigate their world.

Purpose:

- This lab provides students with opportunities to observe, investigate, and record.

When You Tour:

- Point out any new materials that you have added to the lab.

Facilitate Learning:

- Use the following prompts to reinforce scientific concepts and facilitate oral-language development.

**I wonder how thunderstorms affect the way the land around here looks.
How do you think a thunderstorm might change land?**

How could we study what happens to the soil when there is no rain for a long time? That is called a "drought."

Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Examples:

- **Did you copy that word from the board?**
- **What sounds do you know in that word?**



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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities.

Calendar

- Invite students to say the months of the year with you. **Let's practice counting. Help me count the months of the year.** Touch and count, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.** **How many months are in a year?** *Twelve.* **Do you remember what month it is now?** *Answers may vary.*
- Point to the days of the week on the calendar. WGR: If you know how many days are in a week, say it out loud! *Seven.* **Let's practice counting again.** Touch and count, **1, 2, 3, 4, 5, 6, 7.** **There are seven days in a week.**
- Point to the days of the week on the calendar. **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).



- Before placing the calendar cutout on the calendar, ask students to predict which picture will be on the calendar cutout and whisper their predictions to their partners. Ask a student to add the calendar cutout for today's date to the calendar. Ask, **Did you make the correct prediction? Replies. How did you know which picture would be on today's cutout? It's a pattern, and patterns repeat. Let's name the pattern using letters of the alphabet. Every time I point to a 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, and 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

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

Days of School Tape

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

Ten-Frames

- Add a dot to the Ten-Frame, and say how many dots there should be. Invite students to count aloud with you the number of dots as you point to each one. When you finish counting, say, **Today is the** (date), **and we have** (same number as the date) **dots on our Ten-Frames.**

Teacher's Note: If today is Monday, add two dots to the Ten-Frames for Saturday and Sunday before students arrive.

Telling Time

- Explain to students that the Telling Time activity is changing today. Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock. Ask students to think about the time shown on both clocks.



T-P-S: **What is an activity that we might do at** (time on the clock)? For example, you might ask, “What is an activity we might do at 6:00?” and students might reply, “Eat dinner.”



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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- Serve a nutritious snack. While students are eating, take a Picture Walk through *Our Big Home* and discuss the various animals and their habitats. As preparation for today’s outside activity, ask students to imagine how the animals move through their habitats.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner the Cool Rule.

- Allow time for both members of each partnership to practice saying the Cool Rule. As you monitor their conversations, ask questions, such as “What did you do to help remember the Cool Rule?” “Did you think about the Cool Rule when you were working with your friends today?” “How did you use the Cool Rule today?”
- Award pocket points when students say the Cool Rule.



Outside/Gross-Motor Play

- Take the books *The 20th Century Children’s Poetry Treasury* and *Our Big Home* outside. Read the poem “Prayer for Earth” on page 83 of *The 20th Century Children’s Poetry Treasury* to students, and invite them to try moving like the animals in the poem. Then ask them to move like the animals in *Our Big Home*. Continue as long as students show an interest.



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



TIMING GOAL: 30 minutes

Story Introduction

Previewing

 Skip the Warm-Up section today to make time to introduce /ng/ during Word Presentation.

- Show the cover of *Too Busy to Sleep*. Introduce the title, author, and illustrator of the story.

Remember in our last KinderRoots Shared Story, we read about Meg and Bill’s trip to Granddad’s farm. Today we will read more about their visit.

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: In *A Day at the Farm*, what jobs did Meg and Bill do on Granddad’s farm?

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

T-P-S: Why do you think Bill might be tired?

- 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!

Video Words:

nap
sleep
sheep
stream
pet
feed
bees



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 /f/, /h/, /s/, /p/, /ee/, and /ea/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /ng/. **Today we’re going to learn the letters that make the /ng/ sound. We will see this sound a lot in our story words.**
- Point to the /ng/ card.

When we see “ng” in a word, the two letters together make the /ng/ sound, like in “ring.” Let’s look at the picture card that will help us learn the sound for “ng.” This is a picture of a king and a ring. I can see the letters “ng.” When I see the picture, I say, “Bring the king a ring.” Let’s practice saying “Bring the king a ring.”

- Say each word in the phrase, and ask students to repeat it. Stretch the /ng/ sound in each word.



Let’s watch our funny cartoon that will help us learn the sound. Show the Animated Alphabet segment for the focus sound /ng/.

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.

Teacher’s Note: Introduce the verbs that use “ing.” Start with the base word, and then add the “ing.” Have students stretch and read the base word with you (cover the “ing”). Then uncover the “ing,” and add the /ing/ sound at the end.

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.

seem → seek → peek → peel → eel

Say-Spell-Say

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

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

Readles

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

- Show the readle “sheep” on page 3 of the Shared Story. **When we see this picture, we will say, “sheep.”** Repeat with the other readles.

Green Words:

eating
napping
planting
feeding
peeking
sleep
helping
petting
sleeping
if
picking
stream

Red Words:

called
having
have
don’t
then
of

Readles:

sheep
phone
corn

Partner Word and Sentence Reading

Roo's Request

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

Celebration



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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Select a student to count from 2 to 20. Select a student to count back from 14 to 2.
- Award pocket points if students are able to successfully count up and count back.
- Have students count from 1 to 20 aloud. Then have students count back from 20 to 1 aloud.

Active Instruction

Many students have already been exposed to the vocabulary of ordinal numbers, such as first, second, and third, but they need to see the application of this concept in many different settings.

- Show students the cover of the book *Henry the Fourth*.
T-P-S: **What do you think this book is about?** *Answers will vary.*
- Tell students that you will now read the book.
I want you to listen very carefully as I read *Henry the Fourth*. After I am finished reading, we will talk about the story.
- Read the book to students.



T-P-S: **What was the story about?** RWE: **The story was about dogs. The dogs were in a dog show. There were four dogs in this story: Maxie, Baxter, Daisy, and Henry. Henry was the star of the show.**



- Turn to page 9. Point to the picture of the first dog.
WGR: **Which dog was first to perform? *Maxie*. Right. *Maxie* was first.** Point to the picture of the second dog. **Which dog was second to perform? *Baxter*. Right. *Baxter* was second.**
- Turn to page 16.
T-P-S: **This page says, “Daisy will be the third dog.” What does third mean here? RWE: Daisy was number three, or third. If we count the dogs, *Maxie* is number one, or first. *Baxter* is number two, or second, and *Daisy* is number three, or third.**
- Show students page 17.
WGR: **Which dog is fourth? *Henry*.**
- Explain the language you are using to describe position.
The words “first,” “second,” “third,” and “fourth” tell us which position the dogs are in line. *Henry* is fourth in line.

Partner Practice

- Tell partners that they will practice identifying the order position of objects again today. Show the plastic bag of bear counters and the Who is first? sheet.
Today you and your partner will make sets of bear counters. Then you are going to make a picture of your set, and your partner will tell you the position of the bears.
- Select a student to be your partner. Take your bear counters out of the bag, and place one of each of the bears on your Who is first? sheet. Model coloring in the bears on the sheet to match the order of the bears you took out of the bag. Prompt your partner to do the same.
You and your partner will each order your bears and color in your sheet to match. Your bears may or may not be in the same order as your partner’s. You get to choose the order. When you are finished coloring in the bears on your Who is first? sheet, switch papers with your partner and answer the questions on the bottom part of the sheet. Then share your answers with your partner. Model writing the color words to answer the question, and prompt your partner to do the same.
- Distribute the bags of bears, crayons, and the Who is first? sheets to each student. When students are finished creating the order of their bears and coloring their sheets to match, prompt them to switch with their partners and answer the questions.
- As students work, circulate and assist as needed. Ask students questions, such as, “Which bear is first?” and “Which bear is fourth?”

If students have difficulty writing color words, display these on chart paper in the front of the room for them to reference.



Recap



- Select partnerships to share their Who is first? sheets. Ask students to explain how they knew which bears were in second, fourth, and first positions.
- Award pocket points if students can explain their thinking.
- Review the concept of ordinal numbers (position words).



WGR: **How many bears are in front of the fourth bear in line?** *Three.*



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

- “Prayer for Earth,” *The 20th Century Children’s Poetry Treasury*, page 83

Introduce the Poem

I found the perfect poem to share with you today. It is about Earth and its beauty. The name of the poem is “Prayer for Earth” by Myra Cohn Livingston. As you listen to the words in the poem, close your eyes and try to picture all the beauty that is on our planet Earth.



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.

Think about a beautiful place outside. Imagine that you are there, enjoying being in that place of beauty in nature. Write about that beautiful place you imagined.



T-P-S: **What beautiful place are you imagining?**

- Share an example that applies to you.

I think that I will write a sentence that says, “I am by a roaring river.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I am by a roaring river.”

- **The first word is “I.” I can copy that word from the word wall. Write “I.”**
 - **“Am” is the next word. Let’s use Stretch and Spell to write “am.”**
Prompt students to use Stretch and Spell. Write “am.”
 - **“By.” I’ve written “by” before. I remember how it is spelled. Write “by.”**
 - **The next word is “a.” I can copy “a” from the word wall. Write “a.”**
 - **“Roaring” is the next word. What sounds do you hear in the word “roaring”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.**
 - **The last word is “river.” I’m going to draw a picture for “river.” Draw a river.**
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students if time permits. 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 learned about the Earth’s many different environments. Remember, the word “environment” describes the land, plants, animals, air, water, and structures in an area. Let’s take another look at some of the environments on Earth.

- Use the Places on Our Earth Picture Cards to review landforms and environments. Discuss what might be experienced if each were visited. Ask questions such as: “If it rains every day in rainforests, what would it be like to walk there?” “What would the air be like?” “Would you get wet?” “What sounds would you hear?”



- Introduce the following activity.

I've decided that it's not enough to just talk about this beautiful Earth's landforms and environments; we need to experience them for ourselves. We will take a hike around the world today, but first, we need to pack our backpacks. T-P-S: Imagine what you will need to travel to each environment.

- As each item is discussed, suggest that students put it in their backpacks. Some examples include winter clothes for the North and South Poles, climbing gear for crossing the mountains, bathing suits and goggles for swimming the rivers and oceans, gallons of drinking water and sun block for crossing the deserts.
- Hike around the room, being as dramatic as possible and encouraging students to contribute details. For example, **Here we are at the foot of the mighty Rocky Mountains.** Shade your eyes with your hand as you gaze up, and say, **There are tall, rugged peaks to climb over.** T-P-S: **What will you need from your backpack? Replies. What do you see up there?** Dramatically climb the mountain, and then pause at the top to enjoy the view, before climbing down the other side. Rest in the cool forest beside a fast-moving mountain stream. Be sure to name animals along the way. Trudge deserts, feel the blowing prairie grasses, ford streams, slip on glaciers, all before returning to home sweet home.

Vocabulary Review



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



One of our new words today is "environment." The word "environment" means the land, plants, animals, air, water, and structures in an area. T-P-S: When did we see, hear, or use the word "environment" today?

Our other new word today is "planet." A planet is a large object in space that moves around a star. When did we see, hear, or use the word "planet" today?



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

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

Theme Vocabulary:
environment
planet

- 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. Planet big. | 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, The planet is big.</i> |
| The student responds in a complete, but not very elaborate, sentence. Our planet has 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 things about our planet? |



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner the Cool Rule.

- Provide a moment for students to review the Cool Rule.
- Use the sharing sticks to select students to recite the Cool Rule. Award pocket points when students say the Cool Rule.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.



Pocket Points for the Day

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



Home Link/Departure

- Invite students to tell their partners one thing they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter for unit 16 to each student. Tell students they will find today's Home Link show online when they click on the parrot.
- **Science Lab:** Ask students who are able to bring to school a cup of soil from around their house or apartment building. It should be placed in a clear plastic bag that is marked with the student's name. Explain that the soil will be used in the science lab later this week.
- **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

Plants, animals, and people live together on Earth.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> • Math Lab: Trade book: <i>Henry the Fourth</i> |
| Gathering Circle | <ul style="list-style-type: none"> • KinderRoo and Joey puppets • “I” Message graphic (appendix) • Active-Listening Signal graphic (appendix) • “I” Message and Active-Listening Signal class banner icons (appendix) |
| Theme Exploration | <ul style="list-style-type: none"> • Fruit and vegetables (plastic) • Vinyl insects • Plants and flowers (plastic) • Animals and fish (stuffed and/or plastic) • People figures from the blocks lab • Trade book: <i>Our Earth</i> • Theme vocabulary word card for “Earth” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> • “Breaks Free,” <i>The 20th Century Children’s Poetry Treasury</i>, page 82 |
| STaR | <ul style="list-style-type: none"> • Trade book: <i>Our Big Home: An Earth Poem</i> • Paper • Crayons or markers |
| 15-Minute Math | <ul style="list-style-type: none"> • No new materials |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> • Trade book: <i>It’s Mine!</i> (from unit 1 <i>Welcome to School</i>) |
| KinderRoots | <ul style="list-style-type: none"> • Shared Story: <i>Too Busy to Sleep</i> (teacher and student copies) • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards for “h,” “s,” “p,” “ee,” “ea,” and “ng” or IWB access • Green Word cards: “eating,” “napping,” “planting,” “feeding,” “peeking,” “sleep,” “helping,” “petting,” “sleeping,” “if,” “picking,” and “stream” or IWB access • Red Word cards: “called,” “having,” “have,” “don’t,” “then,” and “of” or IWB access |

| Additional Materials Needed Today | |
|-----------------------------------|---|
| Math Mysteries | <ul style="list-style-type: none"> • Number Cards for numbers 7 and 16 • Whiteboard and dry erase marker, one set per student • Small plastic bags of ten-frame cards 1–20, one bag per partnership • Paper and pencil • Small plastic bags of twenty linking cubes, one per partnership |
| Let’s Daydream | <ul style="list-style-type: none"> • “This Is My Rock,” <i>The 20th Century Children’s Poetry Treasury</i>, page 79 |
| Write Away | <ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i> |
| Let’s Think About It | <ul style="list-style-type: none"> • Chart paper and marker or IWB access • Home Link animal hand stamp: monkey |

Learning Labs—Additional Materials

| |
|--|
| Classroom Library Lab Places on Our Earth |
| <ul style="list-style-type: none"> • Trade book: <i>Our Earth</i> • Magazines with pictures of various climates and geographic location |
| Literacy Lab Play School: Letter Sounds Soup |
| <ul style="list-style-type: none"> • Soup pot or large bowl • Ladle or large spoon • Plastic letters for all consonants and vowels • Small bowls or plates |
| Writing Lab Shifting Sands Observations |
| <ul style="list-style-type: none"> • 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 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

- Place the *Henry the Fourth* book in the math lab. Encourage students to act out the story.

Computer/Media Lab

- Same as day 1

Writing Lab

- Same as day 1

Other

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

Observe Student Progress

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

Phonemic Awareness: Auditory Segmentation

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

Beginning Reading

- This week, find out if your students can sound out the words “helping” and “called.” You will also watch to see whether they can read the sentence “They were eating lots of beans.”
- 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

Getting Along Together

- Ask each student to state the Cool Rule.

Math

- Place one small blue, one small green bear, one red bear, one small yellow bear, and one big blue bear counter in a line, each facing the back of the one to its right. Say, “These bears are in line, ready to go outside.” Ask the student to identify which bear is first in line by saying, “Which bear is first in line?” (Answer: The small blue bear.) Repeat with second, third, fourth, and fifth.
- Ask each student to count to 20.



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



Gathering Circle

TIMING GOAL: 20 minutes

Routine

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

Home Link Debrief

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

T-P-S: In last night's show, you learned about places where animals make their homes. What is one place that an animal makes a 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.



Active Instruction

- Celebrate students' ability to use "I" Messages and active listening.
- Display the Feelings Wall words. Bring out KinderRoo (with the "I" Message graphic in her pouch) and Joey. Use the following dialogue. Emphasize the words "feel" and "because," as they are important components in an "I" Message.

KinderRoo: How do you feel today, Joey?

Joey: I feel excited.

KinderRoo: Why are you excited?

Joey: I feel excited because I've learned so many things in kindergarten about making our classroom a comfortable, caring place where everyone can learn.

(continued on next page)



KinderRoo: **That's great. I'm glad you're excited about that. Do you know how I feel?**

Joey: **How do you feel, Mom?**

KinderRoo: **I feel proud because you've learned these things so you can work well with others. You are becoming an expert at using the Getting Along Together skill giving an "I" Message.**

T-P-S: **What is an expert?** RWE: **An expert is someone who knows how to do something very well.**

KinderRoo: **I have a picture in my pouch that reminds us about what we do when we want to tell someone how we feel and why we feel that way.**

Invite the Cool Kid to take the paper with the "I" Message graphic from KinderRoo's pouch. Hold it up and read it.

T-P-S: **What does this help us remember about an "I" Message?** RWE: **Yes, it reminds us to tell how we feel and why we feel that way.**

Post the "I" Message graphic, and tell students that when they give an "I" Message, they will be able to put their name on a paper like this to show others they are experts at giving "I" Messages.

Place the Active-Listening Signal graphic in KinderRoo's pouch.

KinderRoo: **I have something else in my pouch that helps us remember another important skill we've learned.**

Invite the Cool Kid to remove the graphic from KinderRoo's pouch. Hold it so all can see.

WGR: **What is this? The Active-Listening Signal. The Active-Listening Signal reminds us to use active listening when we talk to and listen to others.**



- Post the active-listening graphic, and tell students that when they demonstrate active-listening skills such as active-listening posture, using Say-It-Back, and asking questions, they will be able to put their name on an active-listening paper like this one to show others they are experts at active listening.

Teacher's Note: Keep a supply of class banner icons handy to present them when you observe students demonstrating Getting Along Together skills. On day 5, you can add them to the banner when it is complete.

Partner Practice

- Invite students to give an “I” Message and use active listening, and celebrate their success with these skills.
- Review the words on the Feelings Wall, and invite students to share their feelings about the Getting Along Together skills.



KinderRoo and Joey just told us how they feel about being in a classroom where we can learn well and get along together. WGR: What kind of message do you give when you tell someone how you feel and why? “I” Message. Now it’s your turn. Look at all the ways you can say how you feel. Read the words on the Feelings Wall. T-P-S: How do you feel about being in our caring kindergarten class?

- Invite students to work with their partners to give an “I” Message using one of the feelings words on the Feelings Wall. Remind students that an “I” Message uses the sentence stem “I feel _____ because _____.” If students name the same feeling, ask additional questions to encourage the use of other feelings words. Point out the words that appear on the Feelings Wall as they name them.

Now I want you to think of a feeling from the Feelings Wall and tell your partner an “I” Message using that word.

- Congratulate students for being able to name their feelings and the wide range of emotions they represent.

Just like KinderRoo feels proud of Joey, I feel proud of you because you can name your feelings!

- Point out that your comment is an “I” Message.

When I tell you that I feel proud of you because you can name your feelings, I am giving you an “I” Message.

Being able to say how we feel is an important part of being able to work well together. You have worked very hard this year to learn how to work well with one another, and you are becoming experts at using these skills. This week, we’re going to celebrate this accomplishment while we continue to practice these helpful skills.



- Play the “Celebration” rhyme. Invite students to sing and move along to the music.

Partner Challenge

- Introduce the Partner Challenge.

Our Partner Challenge today is to tell your partner how you feel about being in our caring kindergarten class.

- Provide a moment for students to think about what they will tell their partner later.

Today we are celebrating giving “I” Messages. When I hear someone give an “I” Message any time today, I will give him or her pocket points. At the end of the day, we will celebrate using “I” Messages to let others know how we feel.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

tps

T-P-S: Which environment did you enjoy visiting the most when we took our hike around the world yesterday?

Today we will learn more about our planet. Let's see what our Daily Message will tell us about Earth.

Daily Message

We share the planet Earth with all the people, animals, and plants.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - Have students stretch and read the words “and” and “plants.”
 - Use Think-Pair-Share to have students find the words in the Daily Message that are on the word wall. “*We,*” “*the.*”

tps

Theme Learning

- Explain the content of the Daily Message.

rwe

tps

Our Daily Message tells us that we share the planet Earth with all the people, animals, and plants. You know what it means to share toys with a friend. T-P-S: What does the message mean when it says, “We share the planet Earth”? RWE: Yes, it means that we all live together on Earth. We all drink Earth’s water and breathe Earth’s air.

Let's think about all the creatures we live with on Earth. T-P-S: Who are some of the people we share Earth with? Possible responses include: family members, firefighters, teachers, etc. T-P-S: What are some of the animals who live on Earth with us? Answers will vary. Remember, plants are living things too. What plants do we have on Earth? Answers will vary. We share the planet Earth with so many people, animals, and plants!

- Distribute one of the people figures, vinyl, plastic, or stuffed animals, or plastic plants to each partnership.
- Prompt students to think about their person, animal, or plant by asking questions, such as: “What do you and your partner have?” “Is it a person, animal, or plant?” “What sort of environment does it live in?” “What other people, animals, or plants might share its environment or habitat?”

- Introduce the book *Our Earth*.

Yesterday I read the book *Our Earth* to you. As you hear it again today, listen and look for plants and creatures that share Earth with us.



- Read *Our Earth*, emphasizing the sharing message.
- Play the digital dictionary video for “Earth.”
- 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 “Earth.”

Earth is the third planet from the sun. It is the planet we live on. I can make a sentence with the word “Earth.”

Earth is the only planet that we know has animals or plants living 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: 5 minutes

Say the Rhyme

- Have students recite “Breaks Free.”
- Read the words from page 82 of *The 20th Century Children’s Poetry Treasury*.

Develop Phonemic Awareness—Auditory Sound Blending

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

| | | | | | |
|------------------|--------------|-------------------|--------------|-----------------|-------------|
| /sh-ou-t/ | <i>shout</i> | /a-l-i-ve/ | <i>alive</i> | /l-ea-p/ | <i>leap</i> |
|------------------|--------------|-------------------|--------------|-----------------|-------------|



- 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 poem yesterday. Do you remember the title? *“Our Big Home: An Earth Poem.”*



WGR: The author is Linda Glaser. What does the author do? *The author writes the words.*

WGR: The illustrator is Elisa Kleven. 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 “trickles.” What does “trickles” mean? *Drips.*



T-P-S: Can you think of a sentence that uses the word “trickles”? **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 “roam.” *The word “roam” means wander or travel.*

Story Retell

- Introduce the retell activity. Quickly create groups of three or four by combining partnerships. As groups are formed, assign each group to draw a picture based on a section of the poem.

Suggested sections:

- Pages 4 and 5
- Pages 6 and 7
- Pages 12 and 13
- Pages 16 and 17

- Make a mental or written note about which group will draw about each section so you can make a reference to each group’s part of the book as you read.

Today we’re going to retell our poem by drawing pictures. Each group will make a picture about a different section of the poem. After you draw your pictures, you will talk in your groups and think of a sentence about that part of the poem.

- Reread the poem. Show the illustrations, and remind students about the part of the poem about which they will draw. For example, after you read page 16, say, “This part of the poem talks about the earth at night. Think about what you can draw to show it is night.”
- Distribute drawing paper and markers to each group. **Now you will work together to draw a picture of your part of the poem.** Allow students enough time to work cooperatively to draw their picture. When they have finished, invite them to think of a sentence about their picture and the part of the poem it represents. Invite each group to share their pictures and their sentences.
- Monitor students as they work in their groups, helping them state their thoughts about the poem in complete sentences if needed.
- Conclude the activity by asking students why it is important to take care of the earth. T-P-S: **Why is it so important to take care of the earth? What are some things we can do to take care of the earth?**



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 | Camping Trip

Description:

- In the dramatic play lab, students will pretend to be on a camping trip.

When You Tour:

- Remind students that they can pretend that they are on a camping trip.

Blocks Lab | Ranger Station

Description:

- Students will build a park ranger station.

When You Tour:

- Remind students that they can build a ranger station for the campground in the dramatic play lab.

Art Lab | 3D Maps

Description:

- Students will create three-dimensional maps with a variety of landforms.

When You Tour:

- Remind students that they may make a clay (playdough) landscape by molding rolling hills, tall mountains, flat mesas, and deep valleys with streams or rivers.

Classroom Library Lab | Places on Our Earth

Description:

- Students will have the opportunity to explore books and magazines about the earth.

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:

- Take a Picture Walk through *Our Earth*, highlighting some of the different geographic locations.
- Show students the magazines you have placed in the lab. Tell them that they may look through the magazines and find pictures of places on Earth and cut them out. They may then sort the pictures according to the kind of place each represents.

Facilitate Learning:

- Join students in exploring Earth-themed books and magazines.
- Encourage students to describe the pictures that they have selected from the magazines.
- Ask questions such as, “What kind of place on Earth is in your picture?” and “Would you call this a river or a lake?”

Literacy Lab | Play School: Letter Sounds Soup

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to make soup with and practice sounds for letters introduced earlier.

Purpose:

- This lab helps students to develop fine motor skills and reinforces letter shapes and sounds.

When You Tour:

- Tell students that today in their imaginary classroom they can come to the lab to serve up and identify the letter sounds in the alphabet soup.
- Explain that they will each take a turn stirring the soup and scooping out a letter to place in their bowls.
- Invite a student to stir the soup and take out a letter. Ask him or her to make the sound of the letter, and then name something that begins with that sound. Students will then pass the ladle on to the next student.
- Tell students to continue in this manner until the soup pot is empty.

Facilitate Learning:

- Join students as they play Letter Sounds Soup. Take a turn scooping out a letter, saying the sound, and naming something that begins with the letter's sound.

Math Lab | Animals in a Row

Description:

- Students will create rows of animals and tell the order of the animals using ordinal numbers.

When You Tour:

- Remind students that each student will take a turn placing the animals in a row while the other students in the lab cover their eyes.
- When the animals are in order, students will name the position of an animal, first, second, third, etc., as it is indicated.

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 | Shifting Sands

Description:

- Students will recreate the effects of water and wind on land forms using sand, water, eye droppers, and straws.

When You Tour:

- Remind students that they can use the materials provided to study the effects of erosion.
- Warn students to be careful not to blow sand in each other's eyes.

Science Lab | Scientist's Station

Description:

- Students will use materials and tools to freely investigate their world.

When You Tour:

- Remind students that the lab is open.

Writing Lab | Shifting Sands Observations

Description:

- Students will write about what they observed when they experimented with moving sand in the Shifting Sands lab.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to record scientific observations in writing.

When You Tour:

- Invite students who have experimented with moving sand in the sand/water lab to visit the writing lab to draw and explain what they observed.

- Suggest that some students might prefer to draw their observations while experimenting in the sand/water lab, and then write about them later this week in the writing lab.

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 “sand”?**
- **Your description of how wind moves the sand was very detailed.**



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

- Before placing the calendar cutout on the calendar, ask students to predict which picture will be on the calendar cutout and whisper their predictions to their partners. Ask a student to add the calendar cutout for today's date to the calendar. Ask, Did you make the correct prediction? *Replies.* **How did you know which picture would be on today's cutout? It's a pattern, and patterns repeat. Let's name the pattern, using letters of the alphabet.** Point to the calendar cutouts, and 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

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the

cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.



- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at (time on the 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 three. Mention that there are three of them in a group, just like there were three frogs in the story *It's Mine!* Take a Picture Walk through the book to the page on which Milton runs off with a worm in his mouth. Place some of the snack in front of each group. Ask students what they think the three frogs would do if they had this snack in front of them. *They would each say, "It's mine!"* Continue the Picture Walk through the end of the book, and ask students which conflict solver (share, take turns, apologize, get help, new idea) they think the frogs could use with the snack now. *Share the snack.* Tell students that they can divide the snack so they share it equally.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner how you feel about being in our caring kindergarten class.



- Allow time for students to talk with their partners about their feelings about being in a caring classroom community. As you monitor their conversations, award pocket points when you hear students giving a complete "I" Message.

Outside/Gross-Motor Play

- Invite students to explore the outside play area looking at the different habitats found there. Are there anthills? Is there a hole in a tree where squirrels may nest? Have them point out any plants that grow in your play area.



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:

eating
napping
planting
feeding
peeking
sleep
helping
petting
sleeping
if
picking
stream



Red Words:

called having
have don't
then of

Readles:

phone
corn
sheep

Word Presentation

Read sounds.

- Use the key cards to guide practice with /h/, /s/, /p/, /ee/, /ea/, and /ng/.
- Show the Animated Alphabet video segment for /ng/.

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:
song → sing → singing → sitting → sipping

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 were some things Bill and Meg did to help Granddad? *They fed geese, picked beans, and planted seeds.*

T-P-S: What did Mom ask Bill? *She asked if Bill was eating and sleeping.*

T-P-S: What happened while Bill was talking to Mom? *Bill fell asleep.*

T-P-S: Why do you have to sleep to have fun? *So you will get enough rest.*

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 3. Point to something in the picture that shows what the kids did at the farm. Tell your partner in a complete sentence something the kids did 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



- Choose four students to form a line in the front of the room. Select a student to tell which student is in first position. Select another student to tell which student is in third position. Repeat for second and fourth positions.



- Award pocket points if students are able to successfully identify the position of each student.



T-P-S: How did you know which student was in second position? RWE: We knew that (student's name) was in second position because she (he) was after the person in first position in line. She (he) was number two in line.

Active Instruction

- Tell students that they will write numerals.

Today we will do something a little different. Today we are going to practice writing numerals.

- Give each student a chalkboard and chalk or a whiteboard and dry erase marker.

I'm going to show you a number card, and you are going to write the numeral on your board.

- Show students the Number Card for the number 7. Ask them to write the numeral 7 on their boards. Share the prompt for writing the number as they write.

Go across and down with a slant.

- Ask students to hold up their boards so you can see the numeral they wrote.

Let's count to 7. 1, 2, 3, 4, 5, 6, 7.

- Have students erase their boards. Hold up the ten-frame card for 16.



WGR: What number is shown on this ten-frame card? 16. Ten and six is sixteen.

- Ask students to write the numeral 16 on their boards. Share the prompt for writing the number as they write.

Start at the top and draw a line straight down. Then down, around, and in. Let's count to 16. 1, 2, 3, 4, 5, 6...

- Ask students to hold up their boards so you can see the numeral they wrote.
- Ask students to erase their boards. Continue in the same manner using a variety of Ten-Frame cards for the numbers 1 through 20.

Partner Practice

- Tell partners that they will practice writing numerals and counting sets.

Today you and your partner will write numerals and make sets. One partner will turn over a ten-frame card and write the numeral on his or her paper. The other partner will make a set using linking cubes that is equal to the number on the card. Then you will both count the set of cubes together.

- Model how to fold a blank sheet of paper into four equal parts. Tell students that they will use this sheet to record their numbers. They should write only one number in each part. Select a student to be your partner, and model a round of the activity.
- Distribute a set of ten-frame cards, a bag of linking cubes, a blank piece of paper, and a pencil to each partnership.
- As students work, circulate and assist as needed.

Recap



- Select partnerships to share the numerals they wrote with the class. Ask partnerships to count to one of the numbers they wrote.
- Award pocket points if partnerships wrote the numerals correctly and are able to count to a designated number.
- Review the concept of recognizing numerals. Hold up the ten-frame card for the number 14.



WGR: What is this numeral? 14. Write this numeral in the air.



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

- “This Is My Rock,” *The 20th Century Children’s Poetry Treasury*, page 79

Introduce the Poem

In the story *It’s Mine!*, we talked about three frogs who shared what they thought was a rock during a storm. I would like to read a poem called “This Is My Rock” by David McCord to go along with our morning discussion.



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 about plants and animals and people living on Earth together. Today you are going to write about a way we share Earth with other people.



T-P-S: How do we share Earth with other people?

- Share an example that applies to you.

I think that I will write a sentence that says, “People share the food on Earth.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “People share the food on Earth.”

- **The first word is “people.” Do you hear sounds you know in “people”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Share.” What sounds do you hear in “share”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **The next word is “the.” “The” is on the word wall. We can use Say-Spell-Say to help us write and remember it.** Prompt students to use Say-Spell-Say. Write the word “the.”
 - **“Food” is the next word. I hear some sounds I know in “food.” I hear /f/ and /d/.** Write each letter as you say the sound.
 - **“People share the food on Earth.” “On” is the next word. Let’s use Stretch and Spell to write “on.”** Prompt students to use Stretch and Spell. Write the word “on.”
 - **The last word is “Earth.” What sounds do you hear in “Earth”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say, being sure to begin “Earth” with an uppercase “e.” Point out that “Earth” begins with an uppercase letter because it is the name of a planet.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

Today we have been thinking about the many ways we share the planet Earth. T-P-S: Who do we share Earth with? RWE: Yes, we share our planet with all the people, animals, and plants.

- Write “We share our environment with…” at the top of a piece of chart paper. Divide the paper into two columns. Label one column “plants” and the other “animals.”

Let’s think and write about the plants and animals that share our community environment with us. Let’s name as many as we can.

- Invite students to name any animals and plants they are familiar with in your community. Prompt students to tell in which column each item should be placed.
- Use ordinal numbers as you accept students’ responses. For example, you might say, “We have three animals. What could a fourth one be?”
- Read each list, and discuss several items from each. Emphasize the interrelationships of the various living things. Ask questions, such as, “If there were no insects, what would happen to the birds?” “If there were no plants, what would happen to all the rabbits?”
- Invite students who have visited the art lab to share their 3D maps.

Vocabulary Review



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

Our new word today is “Earth.” Earth is the third planet from the sun.
T-P-S: When did we see, hear, or use the word “Earth” 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:
 Earth

| Fostering Richer Language | | |
|---|--|--|
| Student Response | Teacher Prompt | Further Prompting |
| The student responds in an incomplete sentence. Earth planet. | 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, Earth is a planet.</i> |
| The student responds in a complete, but not very elaborate, sentence. Earth is beautiful. | 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 think Earth is beautiful? |



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner how you feel about being in our caring kindergarten class.



- Provide a moment for students to review their "I" Messages.
- Use the sharing sticks to select students to tell how they feel about the classroom community. Award pocket points when students give a complete "I" Message. Comment on the positive feelings they express about the class.

Today is the day we will celebrate using "I" Messages. Point out any instances when students used "I" Messages to share their feelings. Play the "Celebration" rhyme.

- 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.
- **Science Lab:** Remind students who have not done so already to bring to school a cup of soil from around their house or apartment building if they can. It should be placed in a clear plastic bag that is marked with the student's name.
- **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 natural resources on and below Earth's surface.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> No new materials |
| Gathering Circle | <ul style="list-style-type: none"> Stop and Stay Cool graphic (appendix) KinderRoo puppet Stop and Stay Cool class banner icons (appendix) Fruit Basket manipulatives (appendix) in a resealable bag, one set per partnership Scissors, crayons (optional) |
| Theme Exploration | <ul style="list-style-type: none"> Joey puppet Trade book: <i>Dirt</i> Terracotta flowerpot Chart paper and marker Theme vocabulary word cards for “natural” and “resources” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> “Breaks Free,” <i>The 20th Century Children’s Poetry Treasury</i>, page 82 |
| STaR | <ul style="list-style-type: none"> Trade book: <i>Fernando’s Gift</i> World map or globe |
| 15-Minute Math | <ul style="list-style-type: none"> No new materials |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> Layered snack (such as taco salad) in a clear dish Trowels (two) Bags, plastic, clear, sealable Labels, self-sticking Clipboards with paper Pencils or markers Trade book: <i>Dirt</i> |
| KinderRoots | <ul style="list-style-type: none"> Shared Story: <i>Too Busy to Sleep</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards for “h,” “s,” “p,” “ee,” “ea,” and “ng” or IWB access Green Word cards: “eating,” “napping,” “planting,” “feeding,” “peeking,” “sleep,” “helping,” “petting,” “sleeping,” “if,” “picking,” and “stream” or IWB access Red Word cards: “called,” “having,” “have,” “don’t,” “then,” and “of” or IWB access |

| Additional Materials Needed Today | |
|-----------------------------------|---|
| Math Mysteries | <ul style="list-style-type: none"> • Ten-frame card for 14 • Small plastic bag with 50 linking cubes, one bag per partnership • Piece of construction paper, one piece per partnership. |
| Let's Daydream | <ul style="list-style-type: none"> • “Poem to Mud,” <i>The 20th Century Children’s Poetry Treasury</i>, page 70 |
| 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"> • We Use Earth’s Rocks and Soils chart from Theme Exploration • Stones of various sizes, colors, types, degrees of hardness (quartz and limestone) • Samples of soil, mud, sand, and clay • Semiprecious polished stones, individual or set in jewelry, such as turquoise, cat’s eye, coral, etc. (optional) • Home Link animal hand stamp: koala |

Learning Labs—Additional Materials

| |
|--|
| Science Lab Examining Soil Samples |
| <ul style="list-style-type: none"> • Several types of soil (potting soil, sand, clay, common dirt) • Student soil samples • Magnifiers • Water • Paper plates |
| Writing Lab Sand and Soil Observations |
| <ul style="list-style-type: none"> • 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 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 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

- Same as day 1



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. Select this week’s second Cool Kid. |

Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show. Write the word “king” on the board.



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



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

Active Instruction

- Celebrate students’ ability to use Stop and Stay Cool and win-win.

This week, we’re celebrating how well we use the skills we’ve learned to help us work together. Let’s see if KinderRoo can help us remember something very important we can do so we don’t have conflicts.

- Bring out KinderRoo. Invite the Cool Kid to come up and take the card out of KinderRoo’s pouch. Show students the picture of Chilly and the words “Stop and Stay Cool” on the card.



This card has a picture of Chilly and says “Stop and Stay Cool” on it.

T-P-S: How does Stop and Stay Cool keep us from having conflicts? RWE: When we feel like we’re getting so angry or upset that we would mark a Feelings Thermometer at a four or five, we can use Stop and Stay Cool to help us calm down.

- Point to the Stop and Stay Cool poster, and review the steps. Use the rhyme introduced in unit 6 to help students practice the Stop and Stay Cool steps. Invite the Cool Kid to lead the group as they practice.

When I'm feeling upset (Make an angry face.)

And I'm losing control (Shake fists.)

There's something I can do

So I don't get mad at you.

I stop and think! (Put your hand up in a stop signal and pause before saying the next line.)

And give myself a hug. (Hug yourself.)

I breathe real slow. (Take a deep breath and release.)

Then I'm ready to go. (Show relaxed posture.)

After we use Stop and Stay Cool, we can solve our problem. We learned about a way to make sure each person in a conflict gets some of what he or she wants.

Partner Practice

- Invite students to practice the Stop and Stay Cool steps and use manipulatives to find a win-win solution to a problem.



We talked about how important it is to stop and stay cool when we get angry or upset so we don't have conflicts. But when conflicts do happen, we need to solve them in a way that everyone gets some of what they want. WGR: What do we call it when both people win when they solve a problem? *Win-win*. I have a story that can help us think about how to use Stop and Stay Cool and win-win to solve a problem.

- Tell the following little story.

Katy and Ben are good friends. They go to each other's houses to play every day. Today, while they play at Katy's house, the friends get hungry and go to the kitchen for a snack. On the table, there is a bowl of fruit with some oranges, bananas, and one apple in it. Katy and Ben both reach for the only apple. Katy says in a nasty voice, "I got the apple first." Ben says in an angry voice, "But I want the apple. Apples are my favorite fruit." Both of these children are starting to get very angry. Ben feels like he is getting to a four on the Feelings Thermometer, and Katy feels like a five.

WGR: What do Katy and Ben need to do? *Stop and stay cool*. Let's show Ben and Katy how to use Stop and Stay Cool.

- Invite students to follow the Stop and Stay Cool steps. Recite the rhyme if they need more support with this.

Katy and Ben use Stop and Stay Cool, so they are calm now.

- Invite partners to find a win-win solution for Katy and Ben’s problem. Distribute a bag of manipulatives to each partnership. You may want to provide crayons, markers, and scissors for students to use as they resolve the problem.



T-P-S: Now that we are problem-solving experts, let’s think of a solution in which both children get some of what they want. What can they do so they have a win-win solution to their problem? Talk with your partner to find a win-win solution for Ben and Katy. You can use the fruit in the basket to help you figure this out. When you decide on a solution, be sure you can each tell how this solves the problem so both Katy and Ben get something they want.



- Use the sharing sticks to select students to share their ideas. Ask them to explain how this is a win-win solution.
- Post the Stop and Stay Cool graphic, and tell students when they stop and stay cool they will be able to put their name on a paper like this to show others that they are experts at this skill.

Teacher’s Note: Keep a supply of class banner icons handy to present them when you observe students demonstrating Getting Along Together skills. On day 5, you can add them to the banner when it is complete.

Partner Challenge

- Introduce today’s challenge.

Our Partner Challenge today is to show your partner that you are an expert at using Stop and Stay Cool. You will show the steps to Stop and Stay Cool, and if you can remember it, you can say the words to the rhyme.

- Review the Stop and Stay Cool rhyme with students now. Provide a moment for them to think about the rhyme and the Stop and Stay Cool steps.
- Tell students that they will earn pocket points when they show all the Stop and Stay Cool steps.

Today is the day we will celebrate using Stop and Stay Cool. I will look for students who use Stop and Stay Cool when they feel like they are getting angry. At the end of the day, we will celebrate using Stop and Stay Cool to keep from having conflicts.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

- Introduce the Joey puppet to students.
- Ask Joey the partnership question of the day.

What is planet Earth made of?

- Have Joey respond, “**Hmm...well, I see lots of sand when I go to the beach, and I know that sand is under the ocean. I think that maybe Earth is made of lots and lots of sand.**”



T-P-S: Do you think Joey is right? What do you think the planet Earth is made of?

Those are some good ideas. Our Daily Message is going to give us a big hint about what Earth is made of. Let’s see what our Daily Message says.

Daily Message

The planet Earth is made of resources.

- 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 sneaky “e” in today’s Daily Message. T-P-S: Who can find the word with sneaky “e” in it? “Made.”** Have students stretch and read “made.”
 - **WGR: Which word from our Daily Message is also on the word wall? “The.”**




Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us that that Earth is made of resources. T-P-S: What do you think the word “resources” means? RWE: Resources are things that we use. I have a book that will help us better understand today’s Daily Message.




- Introduce the book *Dirt*.



Look at the picture on the front cover. WGR: Do you think this will be a storybook or an information book? Information. Yes. A lot of informational books are illustrated with photographs, but this one has drawings. The drawing on the cover shows us some of the tunnels and things that live in the ground. This book tells us facts about the world around us. As you said, Earth is made of many different things, and today we will read about one that comes from Earth—dirt. The title is *Dirt*, and it was written by Steve Tomecek.

- Read the book, stopping to make points or ask questions.
 - **Pages 4 and 5:** Point to the dark brown and black soil in the garden compared to where the mole is digging. **The dirt in the garden where the mole has planted lettuce and carrots is dark brown and black. But where he is digging in the picture is light gray and brown. It's hard to see, but in the crack between the pages I see what looks like rocks in the ground.**
 - **Page 8:** Show students a variety of rocks, including white chalk pieces, and briefly talk about the differences in color and hardness caused by the minerals in each. Explain that the chalk is so soft that you can write with it. **Chalk breaks and wears down very easily to smaller and smaller pieces. All rocks break apart and wear away. Let's read to find out how rocks get broken apart to become smaller and smaller.**
 - **Page 10:** In our classroom, we have a container with pieces of rock that are so small they slide easily between our fingers. T-P-S: **What are the tiny pieces of rock called? Sand. Yes, sand is rock broken into very tiny pieces. It is a type of soil.**
 - T-P-S: **Which soil type do you think plants will grow best in? Let's look at them again.** Return to the pictures on pages 10 and 11 while you say the name of each soil type and use Think-Pair-Share to ask, **Will plants grow well in...?**
 - **Page 14:** T-P-S: **Other than plants, what other kinds of things do you think lives in dirt and soil?**
 - **Page 17:** **Have you ever looked down at a sidewalk after the rain and seen it covered in wiggling worms? T-P-S: What do you think happened to those worms that they end up on the sidewalk?**
 - **Page 23:** Point to the picture of the layers of soil. Look at the different layers in the soil. T-P-S: **Which layer or layers of soil are easiest to dig with a shovel? Which layers do you think are harder? Let's read to find out.**
 - **Page 28:** T-P-S: **What happens to the soil if we're not careful about where and how we build? What are some ways we can make sure we keep Earth's soil healthy?**
- Finish reading *Dirt*.
- Write "We Use Earth's Rocks and Soils" at the top of a piece of chart paper. Read the title of the chart.

T-P-S: **How do we use the rocks and soil that Earth is made of?**
- As students name ways we use rocks and soils, list them on the chart. If they need help remembering, take a Picture Walk through the book *Dirt*. Read the list after it is complete.

The rocks, sand, and clay we dig from Earth to use are called resources. Because they are from nature, they are called natural resources. Invite students to repeat the phrase twice. There are other natural resources we use, such as water and wind.



- Play the digital dictionary videos for “natural” and “resource.”
- 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 “natural” and “resource.”

The word “natural” means from nature.

A resource is something we use.

I can make a sentence with the words “natural” and “resource.”

Wood is a natural resource that we get from trees.



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

Rhyme Time

TIMING GOAL: 5 minutes

Say the Rhyme

- Have students recite “Breaks Free.”
- Read the words from page 82 of *The 20th Century Children’s Poetry Treasury*.

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.

| | | | | | |
|--------------|-----------|--------------|------------|-------------|----------|
| shout | /sh-ou-t/ | alive | /a-l-i-ve/ | leap | /l-ea-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.



TIMING GOAL: 20 minutes

STaR Words:

gather
tending
harm

Fernando's Gift

Written and photographed by Douglas Keister

Fernando lives in the rain forest of Costa Rica. His father plants trees and makes people aware of the beauty and fragility of the rain forest. Fernando's friend Carmina loses her favorite climbing tree when it is chopped down by people who do not think about the importance of the trees to the soil and animals. Fernando tries to replace Carmina's climbing tree by giving her a seedling to plant.

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 *Fernando's Gift*. WGR: What is another word for the name of a book? *The title*. The author of this story is Douglas Keister. WGR: What is the author's job? *Write the words*. This story has photographs, not pictures that have been drawn or painted, so there is no illustrator. Douglas Keister also took the photographs for this book, so he is the photographer.

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

Remember the title of today's story is *Fernando's Gift*. Look at the cover of the book. Display the cover. I wonder if the boy on the horse is Fernando. T-P-S: What else do you notice about this photograph? *It looks like the boy is in a forest*. Let's take a look at a couple of other photographs in the book. Display pages 4–7. T-P-S: Talk with your partner about what you see in these photographs. *The same boy, a colorful house, a woman washing a baby, two men, two dogs, and the same boy sitting on a bench*. Based on the title and these pictures, what do you think this story might be about? Do you think the boy is Fernando? Who might the other people in the photographs be?

- Introduce the story vocabulary words.

We will learn some new words in *Fernando's Gift*. One new word is “gather.” “Gather” means get together. If you and your friends gather on the playground, that means you get together on the playground.

Another important word in the story is “tending.” When you are tending something, you are taking care of it.



We will also see the word “**harm**.” “**Harm**” means damage or injury. In this story, people do **harm** to the rain forest. That means they hurt the rain forest and cause it damage or injury.

- Introduce the good-reader skill for today.

***Fernando’s Gift* takes place in Costa Rica. Show Costa Rica on a world map or globe. A lot of the story is about the rain forest. Rain forests are special environments where it rains every day. Rare and unusual animals and plants live in rain forests. Many are natural resources for us. Some medicines that people need come from rain forest plants. Rain forests also help to keep Earth’s temperatures from getting too hot.**

Good readers have a purpose for reading. They know why they want to read something. Maybe it’s to learn something, or maybe it’s just to relax and have fun. Think about what you know about this story already. Why do you want to read this book today?

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
 - **Page 6:** T-P-S: **Who are the people in the photographs?** *Fernando and his family. Fernando says that the men in his family gather on the porch. Remember that “gather” means get together.*
 - **Page 9:** **I just read another one of our vocabulary words. Fernando’s father says he will be tending the plants they use to make red dye. That means he will be taking care of the plants.**
 - **Page 13:** T-P-S: **What things in the rain forest does Fernando’s grandfather point out to him?** *Fruits, nuts, insects, lizards, flowers, monkeys. Grandfather says that the squirrel monkeys are not easy to find anymore, but that there were many in the rain forest when he was a child. T-P-S: Why do you think there might not be as many now?*
 - T-P-S: **Think about what has happened in the story so far. Why do you want to keep reading? What do you hope to find out?**
 - **Page 16:** T-P-S: **How do you think Fernando’s school might be like our school? How do you think it might be different?**
 - **Page 21:** **Point to the photograph. T-P-S: Why is Carmina sad?** *Her favorite climbing tree was cut down.*
 - **Page 23:** **Fernando’s grandfather said that people often don’t understand the harm they are doing when they cut down the trees. Remember that “harm” means damage or injury.**

At the beginning of the story, Fernando’s grandfather said that there were fewer squirrel monkeys now than when he was a child, and we talked about why that might be. T-P-S: What does this page say to explain why there are fewer animals in the forest? Reread “He tells us that when trees are cut down, animals no longer have a place to live.” Do you think that might be why there may be fewer squirrel monkeys in the rain forest now?

- T-P-S: **How do the trees help the rain forest?** *Replies. Yes, trees are homes for animals, and the trees’ roots keep the soil from washing away, like the sand in the science lab washes away when water drips on it. Trees also keep the soil from blowing away when wind blows on it.*
- **Page 27:** T-P-S: **Why did they choose that spot to plant Carmina’s tree?** *It would be safe, no one would be able to cut it down.*

After Reading



T-P-S: **Talk with your partners about some of the reasons you wanted to read *Fernando’s Gift*. Did you get out of the story what you were hoping?**

T-P-S: **What was Fernando’s gift?** *He gave a tree to Carmina.*

T-P-S: **Why is it important to protect the rain forest?** *The rain forest is home to many animals, it keeps the soil from washing away, people can eat the plants and fruit that grow there.*

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

We read that one of Fernando’s father’s jobs is tending plants. T-P-S: **“Tending” is one of our vocabulary words. What does “tending” mean?** *Taking care of. Let’s make a sentence together using the word “tending.”*

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 “gather” and “harm.”



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 | Camping Trip

Description:

- In the dramatic play lab, students will pretend to be on a camping trip.

When You Tour:

- Remind students that they can pretend that they are on a camping trip.

Blocks Lab | Ranger Station

Description:

- Students will build a park ranger station.

When You Tour:

- Remind students that they can build a ranger station for the campground in the dramatic play lab. ask students how a park ranger might help protect the earth's natural resources.

Art Lab | 3D Maps

Description:

- Students will create three-dimensional maps with a variety of landforms.

When You Tour:

- Remind students that they may make a clay (playdough) landscape by molding rolling hills, tall mountains, flat mesas, and deep valleys with streams or rivers.

Classroom Library Lab | Places on Our Earth

Description:

- Students will have the opportunity to explore books and magazines about the earth.

When You Tour:

- Remind students that they can explore Earth-themed books and find pictures of places on Earth in magazines and cut them out. They may then sort the pictures according to the kind of place each represents.

Literacy Lab | Play School: Letter Sounds Soup

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to make soup with and practice sounds for letters introduced earlier.

When You Tour:

- Remind students that today in their imaginary classroom they can come to the lab to serve up and identify the letter sounds in the alphabet soup.

Math Lab | Animals in a Row

Description:

- Students will create rows of animals and tell the order of the animals using ordinal numbers.

When You Tour:

- Remind students that each student will take a turn placing the animals in a row and naming the animals and their positions.

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 | Shifting Sands**

Description:

- Students will recreate the effects of water and wind on landforms using sand, water, eye droppers, and straws.

When You Tour:

- Remind students that they can use the materials provided to study the effects of erosion.
- Warn students to be careful not to blow sand in each other's eyes.

Science Lab | Examining Soil Samples

Description:

- Students will examine various types of soil.

Purpose:

- This lab provides students with opportunities to explore the properties of various types of soil.

When You Tour:

- Point out the different types of soil and other items you have added to the lab.
- Tell students that they can examine and compare the different types of soil.
- Encourage students to use a magnifying glass when examining the soil and to test the effect that water has on the soil.
- Tell students that they can write their observations about the soil samples in the writing lab.

Facilitate Learning:

- Join students as they examine the soil samples.
- Ask questions, and make comments, that prompt students to compare and describe the different types of soil.

Examples:

- **I wonder what this type of soil is good for. What do you think?**
- **What do you think will happen to that soil if we add water to it?**
- **How does that soil feel?**

Writing Lab | Sand and Soil Observations

Description:

- Students will write about what they observed when they experimented with moving sand in the sand/water lab, or what they observed about the different soil samples in the science lab.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to record scientific observations in writing.

When You Tour:

- Remind students who have experimented with moving sand in the sand/water lab to visit the writing lab to draw and explain what they observed.
- Explain to students that after they have examined the different types of soil in the science lab they may visit the writing lab to describe what they observed.

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 describe the different textures of the soil.**
- **Using Stretch and Spell to write “mud” is a good strategy.**



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

- Before placing the calendar cutout on the calendar, ask students to predict which picture will be on the calendar cutout and whisper their predictions to their partners. Ask a student to add the calendar cutout for today’s date to the calendar. Ask, **Did you make the correct prediction? Replies. How did you know which picture would be on today’s cutout? It’s a pattern, and patterns repeat. Let’s name the pattern, using letters of the alphabet.** Point to the calendar cutouts, and 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

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.



- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at** (time on the 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

- Before the layered snack is served, hold it up and ask students to compare the layers in the snack to the layers of the rock on page 23 of *Dirt*. Talk with them about the similarities and differences. Serve the snack. Also talk about the various taste and texture differences in the layers of foods in the snack.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to show your partner that you are an expert at using Stop and Stay Cool. Take turns showing your partner the Stop and Stay Cool steps, and if you can remember it, you can say the words to the rhyme.

- Allow students time for both partners to show the Stop and Stay Cool steps. As you monitor, help with the words to the rhyme as needed.
- Award pocket points when students do all the steps.



Outside/Gross-Motor Play

- Students can pretend to be geologists outside today. Give each student who is interested a clipboard with paper and a pencil (or other writing implement). They can explore the play area to find and record some of the soils and rocks of Earth's surface, such as those introduced in the book *Dirt*. Model using the book as a reference. For example, open the book to pages 23–25, and ask students to see if they can find any of what they see in the picture. If there are rocks, they can collect a sample, label it, and write “rocks” on their lists.



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.

Green Words:

eating
napping
planting
feeding
peeking
sleep
helping
petting
sleeping
if
picking
stream



Word Presentation

Read sounds.

- Use the key cards to guide practice with /h/, /s/, /p/, /ee/, /ea/, and /ng/.
- Show the Animated Alphabet video segment for /ng/.

Stretch and Read

- Show the Sound It Out 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:

fang → sang → song → sing → ring

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:

called having
have don't
then of

Readles:

phone corn
sheep



Guided Partner Reading

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



T-P-S: **Why did Meg and Bill jump into a stream?**

T-P-S: **What did Bill and Meg eat at the farm?**

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 7. Read the sentences with your partner. Tell your partner in a complete sentence why Mom is worried.**

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

- Show the ten-frame card for the number 14. Select a student to say the number, come to the board and write the numeral, and then count from 1 to 14. Repeat with the numbers 8 and 12.
- Award pocket points if students are able to successfully name, write, and count to each number.
- Have students write the numeral 7 in the air. Repeat with the numeral 15.

Active Instruction

- Hold up a bag containing 50 linking cubes.



T-P-S: How many cubes do you think are in this bag? How can we find out? Yes, we can count them!

- Take the cubes out of the bag and spread them out on a table or on the floor where they are easily seen by all students. Explain that you will count the cubes with the students help. As you count the cubes, separate them into groups of ten.
- Encourage the students to count aloud with you.



WGR: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Continue counting the cubes and separating into groups of ten. **There are 50 cubes!** Point out that you have separated the cubes into groups of ten. **Let's count the cubes by ten. 10, 20, 30, 40, 50** (point to each group of ten as you count).

- Praise students for counting all the way up to 50. Explain that when you are counting a large number of objects sometimes you may miss an object or make a mistake. Tell students it's always a good idea to count twice when counting a large number of objects. Encourage students to count aloud with you as you place the cubes back into the bag.

Partner Practice

- Explain that students will practice counting a large number of objects with their partners today.

I am going to give each partnership a bag of cubes. One partner will remove each cube one at a time and place it on the construction paper. The other partner will count the cubes. It may be helpful to arrange the cubes in rows of ten on the paper.

- Give each partnership a bag of cubes. Tell students to begin counting. Circulate and listen to students counting.

- When students are done counting the cubes, explain the next step in the activity.

Remember it's always a good idea to count twice when counting a large number of objects. The partner who counted the cubes the first time, will place the cubes back into the plastic bag one at a time. The other partner will count the cubes as they are placed in the bag.

Recap

- Select a few students to share how many cubes they counted with their partner. If any partnerships did not get the same results each time they counted, have them count the cubes again.



- Award pocket points for students successfully counting the cubes.
- Count to 50 by tens together as a class. Select a few students to count to 50 by tens in front of the class.



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

- “Poem to Mud,” *The 20th Century Children’s Poetry Treasury*, page 70

Introduce the Poem

During our morning time, we talked about the things that we get from Earth’s surface, such as rocks. Think about what is made when big rocks are broken into tiny little pieces.

When tiny little pieces of rock get even smaller, they turn into dirt, and when water is added, mud is formed. Imagine picking up a handful of mud and squeezing it between your fingers. Imagine walking in enough mud so it oozes between your toes. Keep those thoughts in your mind as you listen to another poem called “Poem to Mud” by Zilpha Keatly Snyder.



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 the earth. Today you are going to write about mud.



T-P-S: **What does mud look and feel like? What can you do with it?**

- Share an example that applies to you.

I think that I will write a sentence that says, “I make mud pies with mud.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I make mud pies with mud.”

- **The first word is “I.” This word is on the word wall, so I’ll copy it.**
Write “I.”
- **“Make.” Do you hear sounds you know in “make”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **The next word is “mud.” We can use Stretch and Spell to write “mud.”**
Prompt students to use Stretch and Spell. Write “mud.”
- **“Pies.” I can draw a picture for “pies.”** Draw a pie.
- **“With” is the next word. I remember how to write “with.”** Write “with.”
- **The last word is “mud.” I can copy it from earlier in the sentence.**
Write “mud.”
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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



Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Use the “We Use Earth’s Rocks and Soils” chart to review the learning focus of the day.



Today we learned that Earth is made of rock and soil. We also learned that rocks and soil are natural resources taken from Earth’s surface that we use. T-P-S: Can you remember some of the ways that we use rocks and soil? Point to each item remembered on the chart, and add any new ideas as students name them. Use pictures in *Dirt* as visual reinforcement.

- Show and name the various rocks you collected.
- Have students quickly form four or five groups. Give each group a rock or soil sample and a magnifying glass.
- Tell each group to observe their rock or soil sample closely by touch and with the magnifying glass.

- Write “Group 1,” “Group 2,” etc. on the board, and write “rock” or “soil” under the group’s name, according to the sample they have been given.
- Ask each group to think of words that will describe their rock or soil sample (color, smoothness, shapes, size, etc.).
- Use the sharing sticks to have students describe their sample using words the group thought of. Write students’ descriptive words on the board under their group’s name.
- Explain that some stones are so strong and beautiful that they can be used as jewelry after cutting and polishing.
- If time allows, have students observe more than one rock or soil sample. Have students compare the samples and note similarities and differences in the physical characteristics they observe.
- Show students where the stones will be on display in the classroom. Place a magnifying glass and an assortment of age-appropriate books about rocks with the stones.
- Invite students who have visited the art lab to share their 3D maps.



Vocabulary Review



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

One of our new words today is “natural.” The word “natural” means from nature.

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

Our other new word today is “resource.” A resource is something we use.

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



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

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

Theme Vocabulary:
natural
resource

- 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. Trees natural. | Good answer. Can you say that in a complete sentence? | If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, Trees are natural.</i> |
| The student responds in a complete, but not very elaborate, sentence. I like natural things. | 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 some of the natural things you like? |



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to show your partner that you are an expert at using Stop and Stay Cool.



- Provide a moment for students to review the steps to Stop and Stay Cool.
- Use the sharing sticks to select students to demonstrate the steps and recite the rhyme. Award pocket points when students do all the steps.
- **Today is the day we will celebrate using Stop and Stay Cool.** Point out any instances when students used Stop and Stay Cool to avoid conflicts. Play the "Celebration" rhyme.
- 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

Trees are vital to a healthy environment and are an important natural resource.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> Classroom Library Lab: Trade books: <i>Our Big Home: An Earth Poem</i> and <i>Fernando's Gift</i>; Shared Story: <i>Too Busy to Sleep</i> |
| Gathering Circle | <ul style="list-style-type: none"> Brain Game materials for this week's selected Brain Game |
| Theme Exploration | <ul style="list-style-type: none"> "Trees are important..." chart and marker or IWB access Theme-related books about trees Nature magazines Theme vocabulary word card for "oxygen" or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> "Breaks Free," <i>The 20th Century Children's Poetry Treasury</i>, page 82 Joey puppet Places of Our Earth Picture Cards |
| STaR | <ul style="list-style-type: none"> Trade book: <i>Fernando's Gift</i> Paper, markers or crayons |
| 15-Minute Math | <ul style="list-style-type: none"> No new materials |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> Bananas Trade book: <i>Fernando's Gift</i> |
| KinderRoots | <ul style="list-style-type: none"> Shared Story: <i>Too Busy to Sleep</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards for "h," "s," "p," "ee," "ea," and "ng" or IWB access Green Word cards: "eating," "napping," "planting," "feeding," "peeking," "sleep," "helping," "petting," "sleeping," "if," "picking," and "stream" or IWB access Red Word cards: "called," "having," "have," "don't," "then," and "of" or IWB access All letter tiles from previous units |
| Math Mysteries | <ul style="list-style-type: none"> Set of 100 manipulatives (counters, coins, etc.) 100 Chart page (appendix), one per student Small plastic counter or coin, one per student |
| Let's Daydream | <ul style="list-style-type: none"> "Trees," <i>The 20th Century Children's Poetry Treasury</i>, page 45 |

| Additional Materials Needed Today | |
|-----------------------------------|---|
| Write Away | <ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i> |
| Let's Think About It | <ul style="list-style-type: none"> • Chart from Theme Exploration • Samples of tree parts, such as branches, leaves, bark, cut logs, roots, etc. • Magnifying glasses, one per group • Home Link animal hand stamp: leopard |

Learning Labs—Additional Materials

| Blocks Lab Log Cabin |
|---|
| <ul style="list-style-type: none"> • Brown construction paper • Tape • Glue • Picture of a log cabin |
| Sand/Water Lab Planting Trees |
| <ul style="list-style-type: none"> • Craft sticks • Cotton balls • Green construction paper • Glue and tape • Scissors • Green and brown paint • Paint brushes |

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 *Our Big Home: An Earth Poem* and *Fernando's Gift* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Too Busy to Sleep* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 3

Math Lab

- Same as day 3

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

Other

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



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



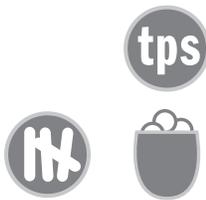
Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.
T-P-S: What is one thing you learned about trees from Alphie in last night's story?
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

Partner Challenge

- Introduce the challenge.
Today's Partner Challenge is to congratulate your partner for using active listening. Later you will tell us how he or she used active listening. Provide a moment for students to think about the challenge and ask any questions they may have.
- Tell students that they will earn pocket points when they demonstrate active-listening skills.

Brain Game

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



T-P-S: How does (name of game) help us exercise our mind muscles? Demonstrate the Stop and Think signal. Play the game several times now, and continue to play throughout the remainder of the week. If appropriate, invite the Cool Kid to be the leader.

T-P-S: How does this Stop and Think game help us when we have to wait for something?

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

tps

T-P-S: What is a type of rock we use in our classroom for writing?

We have been learning about natural resources like rocks and soil. Our Daily Message will tell us about another natural resource.

Daily Message

Trees are important to us and to other creatures on Earth.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - Have students stretch and read “trees” and “us.”
 - **I see two words in our Daily Message that begin with uppercase letters. T-P-S: Why does “Trees” (Point.) begin with an uppercase letter? It is the first word in the sentence. Why does “Earth” begin with an uppercase letter? Earth is the name of a planet.**

tps

Theme Learning

- Explain the content of the Daily Message.

Trees are an important natural resource, like rocks and soil. Remember, a natural resource is something we use that comes from nature.
- Introduce the “Trees Are Important...” chart. Read the heading.

Let’s make a list of what we know about trees and their many uses. We can add to the list as we learn more about trees. T-P-S: Why are trees important? Add students’ responses to the chart as they share.
- Take quick Picture Walks through books and nature magazines to find other ways that trees are important. Add to the list. If there are enough, distribute the books and magazines to partners or small groups and direct students to take Picture Walks to identify ways that trees are important.

tps



- Explain the uses of a tree after it has fallen.

When trees fall in a neighborhood or a town, the wood is usually cleaned up to get it out of people’s way. Sometimes it is chopped up and burned for heat in people’s homes. T-P-S: When a tree falls in the woods, or where it is not in the way, what happens to the wood, or log, as it lies on the ground? RWE: Over several years of lying in the woods, the log becomes soft and rotten and becomes part of the soil in the ground. Trees and all plants are biodegradable, which means that when they die they become rotten, fall apart, and become part of the soil onto which they have fallen. So all trees, even trees that have fallen, are important.

- Ask students to recall with you the benefits of a fallen tree, and record their statements on the chart.
- Explain the importance of trees to Earth’s air.

There is something else trees do for us. Trees help make the air we breathe clean. Trees take carbon dioxide out of the air and give us oxygen to breathe! Let’s add “Trees give us oxygen” to the list. Wow, trees are really important natural resources to us! They help us in so many ways.

- Invite students to stand, and engage them in the following pantomime activity.

Pretend that you are a tree. Pretend that your feet are your roots. Place your feet a little apart, so you have a good solid base. Imagine new roots growing from your feet deep down into the ground to hold you steady and in one place.



Imagine that your legs and your body are the trunk of the tree, covered with protective bark and standing straight and strong. WGR: What part of your body will be the branches and leaves? Arms and hands. Hold your arms up or out the way branches on trees go, without bumping into your neighbor’s branches. Pause. There is a light breeze that is making your leaves move a little. Tell students that now a stronger wind is causing the trees to sway, but their strong roots keep them attached to the ground. Then the wind calms and the trees settle down again. Students can pretend to be homes for small animals, birds, and insects. They can pretend their leaves are helping to make the air cleaner.

- Finally, ask students to lie on the floor as fallen logs providing homes to insects and small creatures. Or they can be logs that have been on the forest floor for a long, long time and are adding nutrients to the soil under and around them, making the forest floor a healthy place for new trees and other plants to grow. This activity can end as students pretend to be new trees sprouting and growing in the woods again.



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

Oxygen is a gas that is part of air. All living things need oxygen to survive. I can make a sentence with the word “oxygen.”

I breathe harder when I exercise because I need more oxygen.



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 “Breaks Free.”
- Read the words from page 82 of *The 20th Century Children’s Poetry Treasury*.

Develop Phonemic Awareness—Auditory Sound Blending

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

Today we are going to play a guessing game. Joey has gone on a trip around the world. We will guess some of the things he saw while he was traveling. Joey and I will look at a picture and tell you a word in Joey Talk. You will have to guess where Joey went by using Say-It-Fast.

- Use the Places on Our Earth Picture Cards to play this guessing game with students. Pick up the desert card, and show Joey. Say “desert” in Joey Talk.
- Prompt students to use Say-It-Fast with their partners. Select a pair to share, and verify that students correctly blended the word by the showing them the picture on the card.
- If appropriate for your class, invite students to take turns segmenting the words and having their classmates blend the sounds. You may have to help students identify the names of the images on the picture cards.
- Award pocket points if the class is successfully able to blend the sounds in the given 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? *Fernando's Gift.*



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

WGR: The photographer is also Douglas Keister. What does the photographer do? *The photographer takes the photographs.*

- 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 “gather.” What does “gather” mean? *Get together.*



T-P-S: Can you think of a sentence that uses the word “gather”? **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 “tending.” *The word “tending” means taking care of.*
- Repeat this process with the word “harm.” *The word “harm” means damage or injury.*

Story Retell

- Tell students that they will make sequencing cards to retell the story *Fernando's Gift*.

After I read the story *Fernando's Gift* again today, we will work in groups to make sets of sequencing cards that show what happens in the story.

- Reread the story without stopping to ask interactive questions.
- Form groups of four students by combining partnerships. Distribute paper and crayons or markers to each group of students.



In the beginning of the story, Fernando goes to school and his teacher has class outside. It is also his friend Carmina's birthday. T-P-S: What happens after school? *Fernando and Carmina go fishing. Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture.* Invite students to hold up the card they draw.

Later something happens that makes Carmina and Fernando sad. T-P-S: What happens that makes them sad? They find out that Carmina's favorite climbing tree has been cut down. Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture. Invite students to hold up the card they draw.

T-P-S: What does Fernando give to Carmina to make her feel better about her tree being cut down? He gives her a little tree. Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture. Invite students to hold up the card they draw.

T-P-S: What happens at the end of the story? Fernando, his father, and Carmina plant the tree in a secret spot. Talk with other students in your group about what you can draw to show this part of the story. Then, work as a group to draw the picture. Invite students to hold up the card they draw.

- Invite students to place their group's cards in order. Monitor students, helping them place the cards in order from left to right as needed.
- Close the activity by asking students to talk in their groups about how Fernando's gift will help the rain forest.
- (Optional) Place the sets of sequence cards in the classroom library lab.



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

Learning Labs

TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | Camping Trip

Description:

- In the dramatic play lab, students will pretend to be on a camping trip.

When You Tour:

- Remind students that they can pretend that they are on a camping trip.

Blocks Lab | Log Cabin

Description:

- Students will build a log cabin.

Purpose:

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

When You Tour:

- Tell students that they can build a log cabin.
- Show students a picture of a log cabin.
- Ask students where logs come from. *Trees*.
- Demonstrate how to roll the construction paper into a tube and tape it to make a “log.” Then show students how they can tape or glue the “logs” together to make a log cabin.

Facilitate Learning:

- Join students in building a log cabin.
- Ask questions, or make comments, that will prompt students to think about log cabin construction.

Examples:

- **I need to make a roof for my cabin. How do you think I should do that?**
- **A long time ago, many people who lived away from cities, in the woods, used to build log cabins. Why do you think that was?**

Art Lab | 3D Maps

Description:

- Students will create three dimensional maps with a variety of landforms.

When You Tour:

- Remind students that they may make a clay (playdough) landscape by molding rolling hills, tall mountains, flat mesas, and deep valleys with streams or rivers. Encourage students to put trees in their 3D maps.

Classroom Library Lab | Places on Our Earth

Description:

- Students will have the opportunity to explore books and magazines about the earth.

When You Tour:

- Remind students that they can explore Earth-themed books and find pictures of places on Earth in magazines and cut them out. They may then sort the pictures according to the kind of place each represents.

Literacy Lab | Play School: Letter Sounds Soup

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to make soup with and practice sounds for letters introduced earlier.

When You Tour:

- Remind students that today in their imaginary classroom they can come to the lab to serve up and identify the letter sounds in the alphabet soup.

Math Lab | Animals in a Row

Description:

- Students will create rows of animals and tell the order of the animals using ordinal numbers.

When You Tour:

- Remind students that each student will take a turn placing the animals in a row while the other students in the lab cover their eyes.

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 | Planting Trees**

Description:

- Students will make trees and use them to create a forest in the sand table.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to explore natural resources and landforms.

When You Tour:

- Point out the materials that have been added to the lab.
- Tell students that they can use materials to make trees and then “plant” the trees in the sand table to make a forest.
- Point out that students can paint the cotton balls green or use the green construction paper to make the tops of the trees.

Facilitate Learning:

- Join students as they make trees and create a forest.
- Ask questions, and make comments, that will prompt students to think about making trees and the importance of forests. For best results, jump in and join the play as you interact with students.

Examples:

- **I want the trunks of my trees to look more real. What should I do?**
- **I wonder how the world would be different if there weren't any trees. What do you think the world would be like with no trees?**

Science Lab | Examining Soil Samples

Description:

- Students will examine various types of soil.

When You Tour:

- Remind students that they can examine and compare the different types of soil. Ask students which type of soil they think would be the best for growing trees and why.

Writing Lab | Sand and Soil Observations

Description:

- Students will write about what they observed when they experimented with moving sand in the Shifting Sands lab, or what they observed about the different soil samples in the science lab.

When You Tour:

- Remind students who have experimented with moving sand in the sand/water lab to visit the writing lab to draw and explain what they observed.
- Remind students that after they have examined the different types of soil in the science lab they may visit the writing lab to describe what they observed.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.
- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at (time on the 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 bananas, and talk with children about where this fruit comes from. Ask them if they remember what Fernando sometimes had for breakfast. *Bananas*. T-P-S: **Where did the bananas that Fernando ate come from?** If no one remembers that they grew right outside his house, read on page 10: “When it’s time for breakfast....”
- Invite students to talk about the Partner Challenge.

Today’s Partner Challenge is to congratulate your partner for using active listening. Later you will tell us how he or she used active listening. Talk with your partners now about something you did today in the Learning Labs. Watch your partner while you talk to him or her. Notice how your partner uses active listening so you can congratulate him or her and tell us about it at the end of the day.

- Allow time for students to talk with their partners. As you monitor conversations, point out the active-listening skills you see students using with their partner.
- Award pocket points when students demonstrate active-listening skills.



Outside/Gross-Motor Play



- When students use the climbing equipment, they can pretend to be apes or monkeys in the rain forest climbing through the treetops.
- Before you go in, take a few minutes to sit under a tree to observe it closely. Direct students to feel the bark, search for the roots, and gaze up at the branches and the leaves. Encourage students to close their eyes as they touch the bark. Ask questions, such as, “What does the bark remind you of?” “Can you see any insects on the bark?” “What are they doing, and where are they going?” Invite students to hold a leaf. **What colors do you see? Is the leaf larger than your hand? What is its shape? Let’s watch to see if there are any larger animals, such as squirrels and birds, that we haven’t scared from the tree. T-P-S: If you were a squirrel, on which branch would you place your nest? Why? What route up the tree would you take? Before you leave the tree, ask, What do you like about sitting under the tree?**



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:

eating
napping
planting
feeding
peeking
sleep
helping
petting
sleeping
if
picking
stream



Red Words:

called having
have don't
then of

Readles:

phone
corn
sheep



Word Presentation

Read sounds.

- Use the key cards to guide practice with /h/, /s/, /p/, /ee/, /ea/, and /ng/.

Animated Alphabet

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

Stretch and Read

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

Quick Erase

- Use the following word sequence:
 bang → rang → hang → hung → lung

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

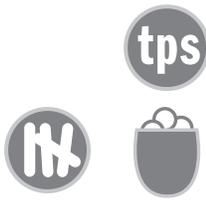
Partner Word and Sentence Reading

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

Partner Reading

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

Roo's Request



It's time for Roo's Request!

Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look on pages 8 and 9. Use the words "tired" and "sleeping" to tell your partner about Mom's phone call with Bill.**

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 baggies of letter tiles to students.
- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.
- If students are writing, have them draw the number of lines that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the words on the lines.

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

eating

ring

bang

Celebration

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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Write the numeral 50 on the board. Select a student to say the number and count from 1 to 50.
- Award pocket points for students successfully counting to 50.
- Ask the whole class to count to 50 by tens together.



Active Instruction

- Hold up a set of 100 manipulatives (coins, counters, or something else small that you have to make a set of 100).



T-P-S: How many items do I have? Do you think it is more than 50 items? Let's count to find out!

- Count the items with students. Separate items into groups of ten as you count. Make sure the items are easily visible to students so they can see the groups of ten as you count. Explain that it's a good reason to separate into groups of ten as you count because if you happen to lose count as you go, you don't have to start counting all the way back at the beginning. You can just recount the group of ten that you are currently counting. After finishing counting the items, talk about the number 100.

T-P-S: How many items did we count? 100. Is this what you thought a group of 100 would look like? Did you think it would look bigger or smaller than this? Do you see anything that we have 100 of in the classroom?

- Count the items again, counting by tens to 100. Write the number 100 on the board so students can see what it looks like. Select a few students who would like to come up and count by tens to 100.

Partner Practice

- Give each student a copy of the 100 Chart page and a plastic counter or small coin. Explain that students will practice counting to 100 with their partners.

This 100 Chart has the numbers from 1 to 100. Place the counter on the number 1. First, I want you to practice counting by ones from 1 to 100. You and your partner can alternate saying each number. As you say each number, move the counter along the chart. Point out that when they get to the end of each row, they need to move to the beginning of the next row.

- Circulate as students count by ones from 1 to 100. Listen to see if all students are able to count successfully from 1 to 100.
- When all students are done counting, explain that students will now practice counting by tens to 100. Hold up a copy of the 100 Chart page and run your finger down the tens column. Point to 10, 20, 30, 40, etc. as you count from to 100 by tens.

It's your turn to practice counting by tens to 100. One partner will begin counting with 10, then you and your partner will continue alternating counting until you reach 100. Move your finger down the tens column as you count. Demonstrate moving your finger down the tens column for students.

- Circulate and listen as students count by tens to 100. If time is left, have the students color the tens column with a crayon. Students could also color each column a different color. As students look down each column, they will begin to see the pattern of the numbers.

Recap



- Select a few students to count by tens to 100 for the whole class. Award pocket points for students who are able to successfully count by tens to 100.
- Encourage students to practice counting at home to 100 by ones and by tens.



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

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

Introduce the Poem

Today we have been hearing and reading and thinking about trees, so I chose a poem called “Trees” to read to you. The poet, Harry Behn, thinks that trees are kind. I know that kind people give love and attention to others. As I read the poem “Trees,” listen for the ways Harry Behn says that trees are kind.



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 more about trees. Imagine that you are a small animal, such as a squirrel, bird, or chipmunk, that lives in a tree trunk or in a nest that is high in the branches of a tree. Write about what living in a tree would be like.



T-P-S: What would living in a tree be like if you were a small animal?

- Share an example that applies to you.

I think that I will write a sentence that says, “My nest holds my eggs.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, "My nest holds my eggs."

- **The first word is "My." I can copy "my" from the word wall.** Write "My."
 - **The next word is "nest." Let's use Stretch and Spell to write "nest."** Prompt students to use Stretch and Spell. Write "nest."
 - **"Holds." Do you hear sounds you know in "holds"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **"My nest holds my eggs." I can copy "my" again.** Write "my."
 - **The last word is "eggs." I think I'll draw a picture for "eggs."** Draw several eggs on the last line.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students if time permits. 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



- Use the chart from Theme Exploration to review the learning focus of the day.

Today we learned that trees are natural resources that are important to us and other creatures. Trees help clean the air and give us the oxygen we need to breathe. T-P-S: What are some other ways that trees are important? Point to each item listed on the chart, and add any new ideas as students name them. Use pictures in the books and magazines as visual reinforcement.

- Show students each tree part (branch, leaves, bark, etc.), and briefly discuss where it is found on the tree.
- Quickly form four or five groups by combining partnerships. Give each group a tree part and a magnifying glass.
- Invite each group to observe its sample closely by touch and with the magnifying glass.
- Write “Group 1,” “Group 2,” etc. on the board, and write “branch,” “leaf,” etc. under the group’s name according to the part they have been given.
- Encourage students to think of words that will describe their tree part (color, texture, shape, size, etc.).
- Use the sharing sticks to have students describe their sample using words the group thought of. Write students’ descriptive words on the board under their group’s name.
- If time allows, have students observe more than one tree part. Have students compare the parts and note similarities and differences in the physical characteristics they observe.
- Show students where the tree parts will be on display in the classroom. Place a magnifying glass and an assortment of age-appropriate books about trees with the parts.
- Invite students who have visited the art lab to share their 3D maps.



Vocabulary Review



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

Our new word today is “oxygen.” Oxygen is a gas that living things need to live. T-P-S: When did we see, hear, or use the word “oxygen” 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:
oxygen

| Fostering Richer Language | | |
|--|--|--|
| Student Response | Teacher Prompt | Further Prompting |
| The student responds in an incomplete sentence. Oxygen air. | 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, There is oxygen in the air.</i> |
| The student responds in a complete, but not very elaborate, sentence. Oxygen is important. | 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 why oxygen is important? |



- 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 congratulate your partner for using active listening. Later you will tell us how he or she used active listening.



- Provide a moment for students to remember how their partner used active-listening skills at snack.
- Use the sharing sticks to select students to tell about the active-listening skills their partner used and what they said to congratulate them. Award pocket points when students demonstrate active-listening 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.).
- 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

We use many products made from natural resources in our homes and schools.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> No new materials |
| Gathering Circle | <ul style="list-style-type: none"> Bulletin board (or craft paper) Markers or crayons Decorative items for banner Class banner icons (appendix), one per student |
| Theme Exploration | <ul style="list-style-type: none"> Bag (canvas, cotton, or another natural fabric) Household or classroom items made from natural resources, e.g., paper, pencil, ceramic flowerpot or plate, small woolen blanket or sweater, piece of fruit, small container of sand, piece of chalk Theme vocabulary word card for “product” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> “Breaks Free,” <i>The 20th Century Children’s Poetry Treasury</i>, page 82 Bags of ten manipulatives or counters, one bag per student and one for teacher |
| 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"> Cheese Deli meats Hard-boiled eggs Crackers |
| KinderRoots | <ul style="list-style-type: none"> Shared Story: <i>Too Busy to Sleep</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards for “h,” “s,” “p,” “ee,” “ea,” and “ng” or IWB access Green Word cards: “eating,” “napping,” “planting,” “feeding,” “peeking,” “sleep,” “helping,” “petting,” “sleeping,” “if,” “picking,” and “stream” or IWB access Red Word cards: “called,” “having,” “have,” “don’t,” “then,” and “of” or IWB access |

| Additional Materials Needed Today | |
|-----------------------------------|--|
| Math Mysteries | <ul style="list-style-type: none"> • Ten-Frame Cards for 6, 9, 11, 13, and 19 • Bag of thirty-eight linking cubes • Bags of manipulatives, one bag per partnership, plus a few extras • Paper • Pencils |
| Let's Daydream | <ul style="list-style-type: none"> • "A Good Place to Sleep," <i>The 20th Century Children's Poetry Treasury</i>, page 84 |
| 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 <i>I Am Amazing! I Feel Fine!</i>) • Bag and household/classroom items from Theme Exploration • Cool Kid certificates |

Learning Labs—Additional Materials

- SOLO assessment for your current grading period

Day 5

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

| Student Routines | Teacher Routines |
|---|--|
| <ol style="list-style-type: none"> 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

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

Home Link Debrief

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

T-P-S: In last night's story, you learned about endangered animals. What did you learn about animals in danger from this story?
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.



Class Council

- Review the Getting Along Together skills for the week.

We're really becoming experts at using Getting Along Together skills. I am proud of you for all your hard work remembering and using these skills.
- In place of a problem-solving session, use this time to create a banner to celebrate students' success with Getting Along Together skills.

Teacher's Note: This activity is designed to recognize all students in the class. Each student does not have to demonstrate use of all skills to receive an icon to display. The intention is that each student should be able to demonstrate at least one skill so all students in your class are represented on the class banner.

We've been talking about how well you use the skills we've learned for being good classmates. Today we're going to make a banner so we can let everyone know how well we've done. This will be a way to show others that we are experts at using active listening, using Stop and Stay Cool, giving "I" Messages, and using conflict solvers.

- Invite students to think of a title for the banner. Some suggestions may include "(teacher's name)'s Class of Experts or Wall of Excellence." Write the agreed-upon title across the banner. Distribute the art materials for students to work cooperatively on this project. Include a list of the focus skills somewhere on the

banner (using active listening, using Stop and Stay Cool, giving “I” Messages, and using conflict solvers).

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- Point to the title on the banner. T-P-S: **How can we let everyone in the school know who the experts in our class are with these skills?** *Put our names on the banner.* Hold up one of the icons you have cut out, and say, **I have little signs you can put on the banner. When you show one of the ways we work well together, I will give you a sign. You can put your name on it and then put it on (or under) the banner. That way everyone will know who the experts are.** Model writing your name on an icon, and place it on the wall. You may want to give out icons to individual students for demonstrating active listening, giving an “I” Message, telling how they feel, or using conflict solvers while they work on the banner.
- If students need more time than you have allotted for this component, you may place the banner in the art lab so they can continue working on it during Learning Labs time. When students are satisfied with the banner, display it prominently in a common area where the rest of the school can see it, such as your classroom door or in the hall just outside your class. Invite students to help you decide on the best location to display it. Be sure to leave enough room to place the icons with students’ names on or under the banner.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

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T-P-S: **What are some ways that trees are important?**

You know a lot about trees and why they are important. I wonder what our Daily Message will tell us about today.

Daily Message

We use many things from nature in our homes and in our school.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - T-P-S: **Who can find the two words with sneaky “e” in our Daily Message?** *“Use,” “homes.”*
 - Have students stretch and read the words “use” and “homes.”
 - T-P-S: **What word from our word wall is in our Daily Message?** *“We.”*

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Theme Learning



- Explain the content of the Daily Message.

Many of things we use in our homes and at school, and products we buy at stores, are made from materials found in nature. T-P-S: **What things might we use in our homes and at school that come from nature?** *Replies.* Listen to students’ ideas, and encourage them to add to one another’s comments.

- Introduce the bag of items made from natural resources.

Today I have a bag of items we use every day at home or at school that are made from nature or natural resources; for example, rocks, soil, and wood. Listen to the clues, and try to guess what each item is.

- Give the following clues, pausing between each to give students time to think about the information you have just given them:

- **This was made from a tree.**
- **It is white.**
- **It is something that you can write or draw on.**

T-P-S: **What is it?** If some students give answers other than “paper,” ask them to explain their answers. Show students the paper, and restate the clues so they can verify each. Note that paper is a product made from trees. Repeat the process with the following clues for sand:

- **This is made of tiny pieces of rock.**
- **You play with this in our classroom.**
- **You find this near the ocean.**

- Repeat this process with the other items in your bag. When you have named all the items, give clues about the bag. If you use a canvas bag, note that canvas is a product made from cotton and linen—two fabrics made from plants. Explain that most fabrics are made from plants.

Look at all of these items made from natural resources that we use every day—and we didn’t even talk about the food we eat!



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

A product is something that is made by humans. I can make a sentence with the word “product.”

There were many different products on the shelves at the store.



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 “Breaks Free.”
- Read the words from page 82 of *The 20th Century Children’s Poetry Treasury*.

Develop Phonemic Awareness—Auditory Sound Segmentation

- Tell students that today they will break down words and count how many sounds are in those words.

Yesterday we used Say-It-Fast to name some interesting places around the word. Today we will break down some of those words. We will also count how many sounds are in each word to see which words have more sounds than others.

- Say the words “hill” and “valley.” Take a quick class poll, asking students whether “hill” has more sounds, “valley” has more sounds, or if they have the same number of sounds.



- Tell students that you will break down both words and see how many sounds are in each word. Ask students to break down the word “hill” with you. Demonstrate placing counters in front of you as you say each sound. Encourage students to do the same. WGR: **How many sounds are in the word “hill”?** *Three.*
- Tell students that you will now break down a second word. Tell students that this time, they will leave their “hill” counters on the ground and create a new line of sounds for the new word. Ask students to break down the word “valley” with you. Demonstrate placing the counters in a new line below the “hill” counters, and encourage students to do the same. WGR: **How many sounds are in the word “valley”?** *Four.*
- Ask students which word has more sounds. “Valley.”

WGR: Now that we have two lines of sounds in front of us, we can see which word has more sounds. How many sounds are in the word “hill”? *Three. How many sounds are in the word “valley”?* *Four. Which word has more sounds?* *“Valley.” Yes. We can see from our line of sounds that “valley” has more sounds than “hill.” Let’s gather up our counters and play again with a new pair of words.*



- Use Think-Pair-Share to continue this activity. Present the following pairs of words to students.

| First word | Second word |
|-----------------------------|-----------------------------|
| Stream (five sounds) | River (four sounds) |
| Desert (five sounds) | Forest (five sounds) |
| Reef (three sounds) | Sea (two sounds) |
| Lake (three sounds) | Cliff (four sounds) |



- Award pocket points if most students are successfully able to segment each pair of words and identify the word with the most sounds.



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



TIMING GOAL: 20 minutes

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



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



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 SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | Camping Trip

Description:

- In the dramatic play lab, students will pretend to be on a camping trip.

When You Tour:

- Remind students that they can pretend that they are on a camping trip.

Blocks Lab | Log Cabin

Description:

- Students will build a log cabin.

When You Tour:

- Remind students that they can build a log cabin.

Art Lab | 3D Maps

Description:

- Students will create three-dimensional maps with a variety of landforms.

When You Tour:

- Remind students that they may make a clay (playdough) landscape by molding rolling hills, tall mountains, flat mesas, and deep valleys with streams or rivers.
- If you have moved the class banner to the art lab, remind students that they may continue to work on it.

Classroom Library Lab | Places on Our Earth

Description:

- Students will have the opportunity to explore books and magazines about the earth.

When You Tour:

- Remind students that they can explore Earth-themed books and find pictures of places on Earth in magazines and cut them out. They may then sort the pictures according to the kind of place each represents.

Literacy Lab | Play School: Letter Sounds Soup

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to make soup with and practice sounds for letters introduced earlier.

When You Tour:

- Remind students that today in their imaginary classroom they can come to the lab to serve up and identify the letter sounds in the alphabet soup.

Math Lab | Animals in a Row

Description:

- Students will create rows of animals and tell the order of the animals using ordinal numbers.

When You Tour:

- Remind students that each student will take a turn placing the animals in a row while the other students in the lab cover their eyes.

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.

Sand/Water Lab | Planting Trees

Description:

- Students will make trees and use them to create a forest in the sand table.

When You Tour:

- Remind students that they can make trees and then “plant” the trees in the sand table to make a forest.

Science Lab | Examining Soil Samples

Description:

- Students will examine various types of soil.

When You Tour:

- Remind students that they can examine and compare the different types of soil.

Writing Lab | Sand and Soil Observations

Description:

- Students will write about what they observed when they experimented with moving sand in the Shifting Sands lab, or what they observed about the different soil samples in the science lab.

When You Tour:

- Remind students who have experimented with moving sand in the sand/water lab to visit the writing lab to draw and explain what they observed.
- Remind students that after they have examined the different types of soil in the science lab they may visit the writing lab to describe what they observed.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.
- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at** (time on the 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 snack, and talk with students about where they think these foods came from. If their response is “the kitchen,” “the refrigerator,” or “the market,” talk with them about where these items were before they were in these places.

Outside/Gross-Motor Play

- Introduce the game of Leapfrog. Students who want to play will line up one behind the other with some space in between. All students, except the last one in line, will squat on the ground, making themselves as small as possible. The student still standing is the “frog,” and he leaps over the student directly in front of him. The “frog” continues leaping over students in line, one at a time until he comes to the end. At this point, the student who was leaping squats down in front of the last student he jumped over, and the student who is now at the back of the line becomes the “frog” and leaps over students until she comes to the end. This can continue as long as students have an interest. Other students may want to join in the game and can do so at any point by going to the end of the line.

Teacher’s Note: Select a place with plenty of space. As the “frog” moves from the back to the front of the line of students, the line also moves.

- As students line up, reinforce ordinal words. Take this opportunity to observe which students can jump forward, backward, and sideways with control and coordination.



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:

eating
napping
planting
feeding
peeking
sleep
helping
petting
sleeping
if
picking
stream



Word Presentation

Read sounds.

- Use the key cards to guide practice with /h/, /s/, /p/, /ee/, /ea/, and /ng/.
- Show the Animated Alphabet video segment for /ng/.

Stretch and Read

- Show the Sound It Out video segment.

Stretch and Read

- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:

picking → sticking → stacking → packing → pecking

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:

called having
have don't
then of

Readles:

phone
corn
sheep



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 5. Tell your partner in a complete sentence why Bill is sleeping.**

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:

helping

king

song

- 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.

Planting seeds is fun.

All Together Now

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



Celebration

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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Show the Ten-Frame card for the number 13. Select a student to say the number, come to the board and write the numeral, and then count from 1 to 13. Repeat with the numbers 9 and 19.



- Award pocket points if students are able to successfully name, write, and count to each number.
- Have students write the numeral 6 in the air. Repeat with the numeral 11.

Active Instruction

- Tell students that they will practice counting today.

Today we will do a counting activity. Let’s begin by counting to 50.

- Select a student to point to the numbers on the Days of School Tape from 15-Minute Math as the rest of the class counts aloud to 50. If students have difficulty, you may repeat this several times.
- Show students a plastic bag filled with manipulatives.



T-P-S: Look at this bag. It is filled with manipulatives. I want to count and find out how many manipulatives are in the bag. How can I do that?
RWE: If I take all the manipulatives out of the bag, I can move them one at a time and count each one as I move it. The last number I count is the number of manipulatives in the bag.

- Ask students to count with you. Take the manipulatives out, and move them one at a time, counting each one as you move it until you have counted all thirty-eight manipulatives.



WGR: How many manipulatives were in the bag? *Thirty-eight.*

- Prompt students to think about how they can check their counting.

T-P-S: How can we check to make sure we counted correctly? *Count again.*

- Have students count the manipulatives with you again to double check your counting.
- Write the total number on the board.

Partner Practice

- Tell partners that they will practice counting.

Today you and your partner will count bags of manipulatives. You will count them just as I did and then count them again to check and make sure you counted correctly. Then you will write the total number on your sheet of paper. When you are finished, I will tell you when you can switch bags with another partnership and count again.

- Distribute a bag of manipulatives, a piece of paper, and a pencil to each partnership. Model how to fold a blank sheet of paper into four equal parts. Tell students that they will use this sheet to record the total numbers. They should write only one number in each part.
- As students work, circulate and assist as needed. Prompt students to count again to check. When most students are finished counting and recording the number of manipulatives on their paper, tell students to place their manipulatives back in their bags and switch with another partnership.
- Continue in this same manner, exchanging manipulatives and counting, as long as time and interest allow.

Recap



- Select partnerships to share the total number of manipulatives in each bag they counted.



- Award pocket points if partnerships wrote the numerals correctly that represent each total number.



- Review the concept of counting large sets.

T-P-S: Why is it a good idea to count twice when counting a large number of objects? *To check and be sure that you counted correctly the first time.*



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, blankets, 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

- “A Good Place to Sleep,” *The 20th Century Children’s Poetry Treasury*, page 84

Introduce the Poem

You’ve been learning about how people, plants, and animals share the beautiful planet Earth. You’ve seen some of the places in the world where different animals live. Today I will read a poem called “A Good Place to Sleep” about some of the places animals and people sleep.



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

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

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

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

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

Partner Planning

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

Writing

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

Sharing



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



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



Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.
Today we have been learning about items from nature that we use in our homes and at school, or buy at stores. T-P-S: Can you name a product that is made from something in nature? Possible answers include: paper and houses from wood, fabric from cotton and other plants, etc.
- Review the learning focus of the week, incorporating the theme-related vocabulary words for the week.

This week, we have learned a lot about our planet, Earth. We learned that Earth has many different environments. T-P-S: Can someone describe the environment around our school? Restate students’ responses. Earth gives us many natural resources. T-P-S: Who can remember some natural resources that we talked about? Trees, water, rocks, clay, etc. We

also learned about how important trees are. Trees help make oxygen for people and animals to breathe. T-P-S: What are some other reasons that trees are important for people and animals? *Trees give us wood to build with, they are shelter for animals, etc.*

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

Earth is a planet with living things on it. *Agree.*

We can help protect our environment by picking up trash. *Agree.*

Trees are a natural resource. *Agree.*

A computer is a natural resource. *Disagree. People make computers. Computers are not found in nature.*

Rocks make oxygen. *Disagree. Trees help make oxygen.*

Rocks, such as chalk, are natural resources. *Agree.*

A product is something that is made by humans. *Agree.*

Products can be made from natural resources. *Agree.*

- Invite students who have visited the art lab to share their 3D maps.
- If time allows, continue to play the guessing game from today’s Theme Exploration with new items.

Vocabulary Review



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

Our new word today is “product.” A product is something that is made by humans. T-P-S: When did we see, hear, or use the word “product” 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:
product

- 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. Mom bought product. | Good answer. Can you say that in a complete sentence? | If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, My mom bought a product.</i> |
| The student responds in a complete, but not very elaborate, sentence. My toy is a product. | 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 materials you think helped make this product? |



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

Cool Kid Recognition

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

Pocket Points for the Day

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

Home Link/Departure



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

Theme Exploration: **Find something in your home that comes from nature.**

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

Day 6 | Ready, Set...

Focus

To stay healthy, all people, plants, and animals need clean environments.

| Additional Materials Needed Today | |
|------------------------------------|---|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 16, week 2 |
| Gathering Circle | <ul style="list-style-type: none"> • Brain Game materials for focus game of Cool Kid's choice |
| Theme Exploration | <ul style="list-style-type: none"> • Litter in a bag (e.g., empty beverage cans, plastic grocery bags, candy and snack wrappers, scrap paper) • Onion slices, hard-boiled egg, or other strong-smelling food, placed in a brown bag • Water in a clear pitcher or large glass • Tempera paint • Dirt • Trade book: <i>A Cool Drink of Water</i> • Theme vocabulary word card for "litter" or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> • No new materials |
| STaR | <ul style="list-style-type: none"> • Trade book: <i>Joseph Had a Little Overcoat</i> |
| 15-Minute Math | <ul style="list-style-type: none"> • Our Favorite Outside Activities Graph • Overhead marker |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> • Garbage bags • Rubber gloves • Camera (optional) <p>Teacher's Note: Try to serve similar snacks today and on day 7, so the weight of the trash does not increase. If the trash's weight does increase despite efforts to decrease it over the coming days, use this as a teaching opportunity by discussing the reasons the trash is heavier.</p> |
| KinderRoots | <ul style="list-style-type: none"> • Shared Story: <i>Shep, the Sheep</i> (teacher and student copies) • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards for "a," "d," "p," "ee," "ea," "ng," and "sh" or IWB access • Green Word cards: "bring," "gosh," "rushed," "shut," "dashed," "hush," "shed," "will," "dish," "keep," "sheep," "near," "flash," "let," "sheets," "went" or IWB access • Red Word cards: "our," "when," "were," "too," "they," "you" or IWB access |

| Additional Materials Needed Today | |
|-----------------------------------|---|
| Math Mysteries | <ul style="list-style-type: none"> • Bag of manipulatives, total more than 30 • Small plastic bag with 20 bear counters, one per partnership • Piece of paper, one per student |
| Let's Daydream | <ul style="list-style-type: none"> • "We Are Plooters," <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"> • Trash from week 1 • Today's non-food trash (bagged) • Today's food-related trash (bagged) • Bathroom scale • Large graph or chart paper and marker • Read & Respond bookmarks • Home Link animal hand stamp: lion |

Learning Labs—Additional Materials

| |
|--|
| Dramatic Play Lab Housekeeping |
| <ul style="list-style-type: none"> • Three small trash cans • Variety of clean trash (paper, plastic, and glass) • Garbage bags • Paper for labels • Markers • Tape |
| Blocks Lab Building with Recycled Materials |
| <ul style="list-style-type: none"> • Boxes of various sizes and shapes • Toilet paper and paper towel rolls • Empty plastic containers |
| Art Lab Weaving with Trash |
| <ul style="list-style-type: none"> • Yarn • Pushpins • Pieces or scraps of paper and cardboard • Scraps of old fabric • Long pieces of foil and plastic • Fast food containers (clean) |

| |
|---|
| Classroom Library Lab Free Reading |
| <ul style="list-style-type: none"> • Theme-related books about trash and recycling |
| Literacy Lab Play School: Find the Green Words |
| <ul style="list-style-type: none"> • Shared Stories 4–17 |
| Math Lab Recycling Center |
| <ul style="list-style-type: none"> • Two or three different sized empty recycling bins (or empty cardboard boxes labeled with the recycling symbol) • Empty, washed small milk cartons (enough to fill various sized recycling bins) • Empty, washed soda cans (enough to fill various sized recycling bins) • Empty, washed plastic bottles (enough to fill various sized recycling bins) |
| Computer/Media Lab Poetry and Rhyme Recording Studio |
| <ul style="list-style-type: none"> • Audio recording device |
| Sand/Water Lab Free Exploration |
| <ul style="list-style-type: none"> • Sand and water play tools—measuring cups and spoons, funnels, buckets, scoops, plastic jars and bottles in a variety of shapes and sizes |
| Science Lab Weighing Rocks |
| <ul style="list-style-type: none"> • Rocks (variety of sizes and appearance) • Balance scale • Paper • Crayons |
| Writing Lab We Can Reduce, Reuse, and Recycle |
| <ul style="list-style-type: none"> • We Can Reduce, Reuse, and Recycle Booklets (appendix) • Crayons and markers • Collage pieces cut from used items (e.g., fabric, paper, foil, plastic bags, string, yarn, buttons, cardboard, paper clips) • Glue • Sentence strip prewritten with “Reduce trash.” • Sentence strip prewritten with “Reuse trash.” • Sentence strip prewritten with “Recycle trash.” |

Day 6

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond
- Ask students if they found any products made from natural resources in their homes over the weekend. What did they find? From what natural resources were the items made?

Available Activities

Classroom Library Lab

- Same as day 5

Literacy Lab

- Same as day 5

Math Lab

- Same as day 5.

Computer/Media Lab

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

Writing Lab

- Same as day 5

Other

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

Observe Student Progress

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

Beginning Reading

- This week, find out if your students can sound out the words “keep” and “shut.” You will also watch to see whether they can read the sentence “Bill and Meg rushed out to the shed.”
- 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

Math

- Tell the student that he or she will estimate (or guess) the number of objects in a set. Explain the task. **We will play a game today. I will show you some objects, and you will tell me about how many there are** (or guess), **but you cannot count them. I will say some numbers, and you will tell me which one makes sense. Ready?** Place fifteen bear counters or other objects in front of the student. **About how many bears do you think there are? Three? Ten? Fifty?**
- Ask the student to count the bear counters and see if the estimate they selected was close to the actual number of objects.
- 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.
 - Today's Partner Challenge is to use the Cool Rule and tell your partner how you used it.**
- Review the Cool Rule with students. Remind them that they will have to think about how they want to be treated in a situation and then treat someone else that way. You may want to give some examples, such as, "If you want the puzzle someone else has, think about how you would feel if that friend came up to you and took the puzzle from you. You might feel angry. If you use the Cool Rule, you will think about how you want to be treated, and you won't take it." or "If you want to be the first person to get a drink and someone is at the water fountain, think about how you would feel if someone pushed you out of the way. If you use the Cool Rule, you will wait until the other person finishes before you get a drink."
- Tell students that they will earn pocket points when they use the Cool Rule today.

Brain Game

- Invite 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 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.
 - T-P-S: How does this game help us focus? What did you do to help you focus while you played the game?** Review the focus strategies: self-talk to remind oneself to listen, looking at the speaker, etc.
- Continue to play this Brain Game throughout the day and the week.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What are some ways we can help keep our environment clean?**

You have some wonderful ideas about keeping our environment clean! Our Daily Message will tell us more about why it is important to keep the environment clean.

Daily Message

ALL PEOPLE, PLANTS, AND ANIMALS NEED CLEAN LAND, AIR, AND WATER.

- Write the Daily Message in front of students, reading each word as you finish writing it. Write the message in all uppercase letters. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **Something is wrong with our Daily Message. WGR: What do you think is wrong with our Daily Message? All the letters are uppercase. Right! All the letters are uppercase. Which letters should be uppercase, and which should be lowercase? Only the first letter of the sentence should be uppercase. The rest of the letters should be lowercase.**
 - Rewrite the message with correct capitalization.



Theme Learning

- Explain the content of the Daily Message.

Let's read our Daily Message again and think about its meaning. Read the Daily Message aloud. **Today's message tells us that we need three things: clean land, clean air, and clean water.**
- Pour paint and some dirt into the clean glass or pitcher of water.

Do you remember when I offered you a drink of water like this? WGR: Why didn't you want a drink of it? RWE: Right. This water is polluted. We learned a lot about polluted water a couple of weeks ago. T-P-S: Why is clean water so important for people, animals, and plants? RWE: Clean water is healthy for our bodies, so we try to drink several glasses of it each day. Water that is polluted with chemicals or other unhealthy things can hurt the bodies of the people, plants, and animals that drink it.
- Take a quick Picture Walk through *A Cool Drink of Water* to recall how people all over the world need access to clean water.



- Engage students in a discussion about the importance of clean land. Between each reply, pull an item or two out of the bag of litter, pretend to drink or eat from the item, and then toss it on the floor. Call on the next student as if nothing has happened. If students tell you that you dropped something or they question your actions, simply say that you had what was inside and now you don't need the wrapper or can. Continue until you have a mess around you.

T-P-S: What do you already know about plants and creatures needing clean land? Why is clean land important?

- At the end of the discussion, look around at the mess you have created.

T-P-S: What is the problem for the class if this litter stays on the floor? The word “litter” describes pieces of trash that have been left in a place or thrown on the ground instead of being put in a garbage can or recycling bin. RWE: Right, we would have to watch where we are walking, and the litter makes our classroom look and feel unclean. If there were food left over in the wrappers, mice and roaches might come into our room to eat it.

- Ask students to help you put the trash back into the bag,

WGR: When we finish with a snack, candy, gum, or drink, what can we do with the wrapper or container instead of throwing it on the floor or ground? *Throw it in the trash can.*

- Pretend to eat from a container again, and then throw the container into the trash can. Ask for several volunteers to do the same. Thank students for helping to clean up your litter.
- Point to the Daily Message.

The Daily Message says that all creatures and plants also need clean air. Open the bag of smelly food just enough so students cannot see the contents but can catch a whiff of it as you quickly pass the bag under each nose. **While this doesn't smell good, it is food and it will not harm your body. Show students the contents of the bag. **Air that is dirty from cars and trucks or chemicals is called polluted air. It can hurt our lungs and other parts of our bodies. Polluted air hurts the bodies of all animals and plants too. Now we know that polluted air, water, and land are unsafe. We need clean air, water, and land.****



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

Litter is pieces of trash. I can make a sentence with the word “litter.”

There was litter in my yard after the trash bag broke open.



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 “Make Today a Great Earth Day.”

Today I’m going to teach you a new poem about Earth and keeping it clean. This poem is called “Make Today a Great Earth Day.” Earth Day is one spring day each year when people all around the world think of ways they can take better care of our Earth. This poem helps us to realize that we can do that every day of the year.



- Read the words.
- Use My Turn, Your Turn to teach the refrain to students, one line at a time. Ask students to identify the rhyming words. “Hey,” “say,” “day.”
- Use My Turn, Your Turn to teach the first verse to students. Recite the verse and the refrain several times. Gradually increase the tempo and make it rhythmic, like a rap song.

Teacher’s Note: On subsequent days, use My Turn, Your Turn to teach the second verse to students.

Make Today a Great Earth Day

We all live on the planet Earth

It’s the home that we all share.

We need to keep all of it clean

The water, the ground, the air.

Hey! Hey! What did you say?

Make today a great Earth Day!

Reuse everything you can

Use only what you need.

Recycle each paper and each can

Plant a tree or a seed.

Hey! Hey! What did you say?

Make today a great Earth Day!

Develop Phonemic Awareness—Phoneme Substitution

- Tell students that they will play Switcheroo. Review with students how the game is played.



Today we are going to play Switcheroo. I will say a word. Then I will ask you to switch the beginning sound of the first word with a new sound to make a different rhyming word. For example, if I say “sun” and then say the new sound /b/, you would switch the /s/ to /b/ and say... Pause for students to jump right in with “bun.”



- Play Switcheroo with the following words. Use Think-Pair-Share to have students share the new words.

| You say | New sound | Students respond |
|---------|-----------|------------------|
| sea | /l/ | lea |
| day | /s/ | say |
| seed | /n/ | need |

- Tell students that they will play a different kind of Switcheroo. Explain how to play the game. As you demonstrate how the game is played, be sure to emphasize the final sound of the word.

Now we are going to play a new kind of Switcheroo. Instead of switching the first sound in a word, we are going to switch the last sound in a word. For example, if I say “seed” and then say the new sound /m/, you would switch the /d/ to /m/ and say “seem.” Let’s try another one. If I say “beach” and say the new sound /d/, you would switch the /ch/ to /d/ and say... “Bead.”

- Play Switcheroo with the following words. Use Think-Pair-Share to have students share the new words.

| You say | New sound | Students respond |
|---------|-----------|------------------|
| neat | /d/ | need |
| road | /s/ | rose |
| made | /k/ | make |

- Congratulate students for their effort.
- Award pocket points if several students are successfully able to substitute initial and final phonemes to form new words.



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



TIMING GOAL: 20 minutes

STaR Words:
handkerchief
fasten

Joseph Had a Little Overcoat

Written and illustrated by Simms Taback

Adapted from an Eastern European Jewish folktale, this is the story of Joseph, who had an overcoat that had grown worn and tattered. Instead of throwing out the overcoat, Joseph used it to make a new jacket. As the jacket became worn, it was reduced to a vest, then a scarf, then a tie, then a handkerchief, and finally a button. This story tells of the virtue of recycling and creativity in repurposing old and much loved objects.

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 *Joseph Had a Little Overcoat*. T-P-S: What does the title of the story tell us? *The name of the story.* **Simms Taback is the author and illustrator for this story. What did Simms Taback do to create 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, the title, and a short picture walk.

Let's look at the cover of this book to see if we can find any clues about the story. The title is *Joseph Had a Little Overcoat*. T-P-S: What do you notice on the cover of the book? *A man wearing a big coat. It looks like it has holes in the bottom. I wonder if the man is Joseph.* **Display pages 1–3.**

Talk with your partners about what you see on these pages. *The man has a big coat, but then he has a smaller coat.* T-P-S: Think about the title of the story and what you saw on the cover and the pages we looked at. What do you think might happen in this story?

- Introduce the story vocabulary words.

We will hear some new words in our story today. One new word we will see is “handkerchief”. A handkerchief is a small square of fabric that you can wear around your neck or on your head, or you can use it to wipe your nose or face. You can reuse and wash a handkerchief unlike paper tissues.

Another important word we will read is “fasten.” “Fasten” means to attach to something. You fasten your shoes to your feet by tying your shoelaces. Or you fasten your belt by putting it through the buckle. Or you fasten your shirt by buttoning it up.



Make predictions.

- Introduce the good-reader skill for today.

To help them guess what might happen next, good readers think about what has already happened in the story. As I read the story today, think about what has happened so far. We will stop a few times and guess what we think will happen next.

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
 - **Page 1:** T-P-S: **Who do you think the man on the left side of this picture is? *Joseph.* Good. We can guess that the man in this picture is Joseph because he’s the same man as on the cover of the story. He’s also the only person in the pictures. Point to the different scraps of cloth sewn onto Joseph’s coat in the picture opposite page 1.**
 - **Pages 2–3:** T-P-S: **What happened to Joseph’s old coat when I turned the page? It became a shorter jacket. What do you think he did to make his jacket? *He cut off the bottom of the coat where it was patched.***
 - **Page 4:** **Before reading page 4: Point to the picture.** T-P-S: **How is Joseph’s coat looking? *It is patched on the bottom and sleeves.* What do you think Joseph might make from his jacket?**
 - **Page 6:** WGR: **Was your prediction about what Joseph might make from the jacket correct?**
 - **Page 8:** T-P-S: **What is wrong with Joseph’s vest? *The bottom is falling apart. He has patches on in.* How do you think Joseph will fix his vest?**
 - **Page 10:** WGR: **Was your prediction about how Joseph would fix his vest correct?**
 - **Page 18:** T-P-S: **What keeps happening to Joseph’s old coat as it gets worn? *It keeps getting turned into smaller things.* I just read one of our vocabulary words, “handkerchief.” Joseph turns his necktie into a handkerchief. T-P-S: **Who can remember what a handkerchief is? *It’s a small square of cloth you can wear or use to wipe your nose.*****
 - **Page 24:** T-P-S: **Do you think Joseph is going to be able to fix his problem? Why or why not?**
 - **Page 29:** T-P-S: **Was your prediction about Joseph correct?**



After Reading



T-P-S: **Why do you think the author says “you can always make something from nothing” at the end of the book?**

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

Joseph made many things from his old overcoat, and the things he made got smaller and smaller each time. One thing he made was a “handkerchief.” Remember that a “handkerchief” is a small square of cloth that you can wear or use to wipe your nose or face. Let’s make a sentence together using our new word “handkerchief.” T-P-S: Talk to your partner about ideas that you have for our sentence.

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



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.
- Point out the materials that have been added to the lab.
- Suggest that students use the trash cans for recycling and label them by type.

Facilitate Learning:

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

Example:

- **Where should I put this soda bottle?**

Blocks Lab | Building with Recycled Materials

Description:

- Students will build using recycled materials.

Purpose:

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

When You Tour:

- Point out the recycled materials you have added to the lab.
- Tell students that they can use the materials to build anything they want.

Facilitate Learning:

- Join students in building with recycled materials.
- Talk with students about what they are building and the materials they are using.

Examples:

- **I see you have used boxes in building your house. What do the boxes remind you of?**
- **This is an interesting way to reuse materials instead of throwing them away after one use.**

Art Lab | Weaving with Trash

Description:

- Students will create a woven design using recycled objects.

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 yarn that you have attached to the bulletin board.
- Explain to students that they can create a woven design using the discarded items that you found.
- Model how to weave an item in and out of the yarn.

Facilitate Learning:

- Join students in weaving with the trash.
- Talk with students about the materials they are using as they weave.

Examples:

- **I wonder what this was used for before it was collected it for the weaving. What does it look like? What do you think it was used for?**
- **Why do you think it was thrown away?**

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: Find the Green Words

Description:

- Students will find Green Words in Shared Stories and read the sentences that contain them.

Purpose:

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

When You Tour:

- Tell students that today in their imaginary classroom they can play a game called Find the Green Words.
- Point out the Shared Stories you have added to the lab.

- Explain that students will work with partners. One partner will pick a Green Word from the word box on the inside front cover of a Shared Story. The other partner will find a sentence in the book that contains the Green Word and read the whole sentence.
- Partners will then switch and repeat the steps until they have found all the Green Words in the word box.
- Pick two students to model the steps once.

Facilitate Learning:

- Join students as they play Find a Green Word. Take a turn finding the words and reading sentences.
- Model correctly stretching and reading words.

Math Lab | Recycling Center

Description:

- Students will count how many recyclable items will fit in a recycling bin.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to practice counting and addition skills.

When You Tour:

- Point out that there are various recyclable items in the math lab this week along with small recycling bins.
- Explain that students will pretend that they work at a recycling center. It is their job to fill each bin with a different item to be recycled. Then they will count the number of items in each bin.
- Challenge students to add the items in each bin to find the total number of items being recycled.

Facilitate Learning:

- Join students as they count. Ask them questions, such as:
 - **How many milk cartons will fit in this bin?**
 - **How many items all together did you recycle?**

Computer/Media Lab | Poetry and Rhyme Recording Studio

Description:

- Students will record poetry, rhymes, or songs they have learned in school.

Purpose:

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

When You Tour:

- Point out the audio recording device and review its use.
- Tell students that they can record themselves reciting poems that they learned in Rhyme Time or any other poems, songs, or rhymes that they like.
- Afterward, they may play their recordings back and recite along with the recording.

Facilitate Learning:

- Join students as they record their poetry, rhymes, or songs.
- Encourage students to recite the words slowly and to think about the meaning.
- Suggest that students listen to their recorded words to hear if what is being said makes sense.

Sand/Water Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Example:

- **What are some things we can do to keep our beaches and oceans clean?**

Science Lab | Weighing Rocks

Description:

- Students will weigh rocks and sort them according to weight.

Purpose:

- This lab provides students with opportunities to weigh and classify.

When You Tour:

- Point out the rocks you have placed in the lab, and ask students to think of different ways the weight of the rocks might be compared. Affirm ideas, such as holding a rock in each hand and using the balance scale.
- Tell students that they will weigh the rocks using the balance scale.
- If necessary, demonstrate how to use the balance scale.
- Suggest that students place the rocks in order by weight by continuing to compare them on the balance scale.
- Tell students that they can record their findings by drawing the rocks in order.

Facilitate Learning:

- Join students in weighing and sorting the rocks.
- Discuss the activity with students and stress comparative vocabulary.

Examples:

- **Does this rock weigh more than that rock?**
- **Which rock is lightest?**

Writing Lab | We Can Reduce, Reuse, and Recycle

Description:

- Students will write about ways to reduce, reuse, and recycle.

Purpose:

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

When You Tour:

- Show students the booklets titled *We Can Reduce, Reuse, and Recycle*. Read the title, and point out where they can write their names next to “By.”
- Explain that as the week goes on, and they learn more about reducing trash, they will write about and illustrate the ways to reduce, reuse, and recycle things instead of throwing them out. Invite students to begin the book by decorating the cover with drawings and bits of cut-up trash.

- Read the sentence strips aloud to students.
- Explain that they may copy one simple sentence onto each page of their book and then write ideas about how to reduce, reuse, and recycle trash on the pages.

Facilitate Learning:

- Join students in creating a booklet.
- Ask students to think about what thrown-away objects the different pieces of trash are from.
- Be sure that students know what the title says and means.
- Model, and assist with, sound spelling and letter formation as necessary.
- Discuss students' ideas with them as they create their booklet.

Examples:

- **I like your idea to turn off the faucet while you brush your teeth. That will reduce the amount of water you use.**
- **How else can we reduce what we use?**



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.



Ask students to think about the time shown on both clocks. T-P-S: What is an activity that we might do at (time on the clock)?

Our Favorite Outside Activities Graph



- Ask students if they notice anything new on the 15-Minute Math board. *A new graph.* Read the title of the graph. T-P-S: **What kind of information do you think we will record on this graph?** *Which outside activities we like to do.* Ask students to look at the different choices on the graph. Think about which of these activities you would most like to do. Allow students a moment to think about their choices. Then ask them to predict which activity more of them will choose. Ask them to share their predictions with their partners.

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

- Select two or three students to pick their favorite activity on the graph. Use an overhead marker to shade a box in the appropriate row for each student's choice. (See the sample bulletin board in the teacher's manual.)



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



TIMING GOAL: 30 minutes

Snack

- Serve a nutritious snack. As students eat, talk with them about the importance of a clean area in which to eat and of food that has not been contaminated with others' germs that would make them sick. Emphasize the need to clean up thoroughly, especially all the trash from snack.
- Invite students to talk about the Partner Challenge.

Today's Partner Challenge was to use the Cool Rule. Now you will tell your partner about using the Cool Rule.

- Allow time for students to talk about their experiences. As you monitor their conversations, ask questions to help them elaborate on their experiences using the Cool Rule. Did they stop to think about how they would feel in the situation before they acted in a way that might cause a conflict? Were they able to treat a friend the way they want to be treated in the situation? How did the friend respond when they used the Cool Rule?
- Award pocket points as you hear students tell about using the Cool Rule.



 If the schoolyard is heavily littered, you may want to take before and after cleanup snapshots.

Outside/Gross-Motor Play

- Invite students to join you in picking up the trash in the play area outside. Caution them against picking up glass, however. (Make an arrangement for adults to clean up broken glass and other sharps on the play area.) Put the trash in the dumpster. Ask students what they know about garbage pickup and eventual disposal. Affirm their knowledge, and correct misconceptions. You might say, **The trash from the trash cans will be collected at the end of the day and put in the dumpster outside. Our school pays for a trash truck to come along and take the trash to be burned or buried in a place called a landfill. It costs a lot of money to pay for the trash pickup and disposal. That's one of the problems about trash.**



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:

sheet
shirt
shut
gate
shed
dash
rushing
need



Previewing

- Show the cover of *Shep, the Sheep*. Introduce the title, author, and illustrator of the story.

In our last two Shared Stories, we have read about Meg and Bill's trip to Granddad's farm. Today we are going to read more about the kids' visit to the farm and their adventures with Shep, the sheep.

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

- Show the Word Play video segment.

Making Predictions

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



T-P-S: What do sheep look like?

T-P-S: Why do people raise sheep?

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

T-P-S: What do you think Meg and Bill will do with the sheets?

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

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



Green Words:

bring
gosh
rushed
shut
dashed
hush
shed
will
dish
keep
sheep
near
flash
let
sheets
went



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 /a/, /d/, /p/, /ee/, /ea/, and /ng/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /sh/. **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 /sh/.

Stretch and Read

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

- Show the Sound and the Furry video segment.

Now it's your turn.

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



Quick Erase

Let’s practice using Stretch and Read to find out what these words will be in our Quick Erase game.

- Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.

bring → ring → rang → sang → song

Red Words:

our
when
were
too
they
you

Say-Spell-Say

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

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

Readles

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

Readle:

gate

- Show the readle “gate” on page 2 of the Shared Story. **When we see this picture, we will say, “gate.”**

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 their success with a cheer and pocket points. Repeat this process with the second student. Then announce who will need to practice tonight for tomorrow’s celebration.
- Use My Turn, Your Turn to quickly review the Red Words on the word wall.



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



Math Mysteries

TIMING GOAL: 25 minutes



Show What You Know

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



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

Active Instruction

- Explain that this week you will review math concepts the students have learned this year.

This will be review week in math. We are going to review many of the concepts that we learned this year. This week you will have a chance to show how much you know about math. Today we will review adding and subtracting.

- Remind students that when we put sets together we are adding. When we add we combine sets and count how many we have altogether. Tell students an addition story.

Betty picked up four pieces of litter in the forest. Buster picked up three pieces of litter in the forest. How many pieces of litter did they pick up altogether? 7. Can you write the number sentence for this addition story? $4 + 3 = 7$. Write the equation on the board.

- Review what subtraction means. Tell students that when we take objects away from a set, we are subtracting. Tell students a subtraction story.

Owlivia had six leaves on her tree branch. Three of the leaves fell to the ground. How many leaves are left on the branch? 3. How can you write this in a number sentence? $6 - 3 = 3$. Write the equation on the board.

- Tell students to think of an addition story to tell their partners.



T-P-S: Look around the classroom and think of an addition story to tell your partner. What is your addition story? Select a student or two to share their stories with the rest of the class.

Partner Practice

- Explain that students will practice telling addition and subtraction stories, and they will write the number sentence for each story. Give each partnership a bag of bear counters and each student a piece of paper.

Today we are going to tell addition and subtraction stories. One partner will tell either an addition or a subtraction story. The other partner will solve the story, and then write the number sentence on the paper. Then you will switch roles. Use the bear counters to act out the story and to help you solve it.

- Circulate as students tell their addition and subtraction stories. Ask questions like the following:

What was the problem in the story?

Was it an addition or a subtraction problem?

How did you use the bear counters to help you act out the story and solve it?

What was the number sentence for the story?

Recap



- Call on a few students to share their addition and subtraction stories with the whole class. Award pocket points if students are able to successfully solve the addition and subtraction stories.



- Play the “Scooter Counting Hats” video to reinforce subtraction.



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

- “We Are Plooters,” *The 20th Century Children’s Poetry Treasury*, page 82

Introduce the Poem

Today I'm going to share a poem with you by Jack Prelutsky. The name of the poem is "We Are Plooters." When I read this poem, it makes me feel sad because it makes me think about how people destroy the wonderful resources and natural beauty in our world. Jack Prelutsky describes littering, cutting down trees, and poisoning the water, the air, and Earth. It really makes me feel sad to think about the things on Earth being destroyed. I wonder how you will feel when you listen to the poem.



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

Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing 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 learning about the importance of a clean environment. Clean air, clean water, and clean land are very important for us to live healthy lives. Today I would like for you to write about a way you can help keep our world clean.



T-P-S: How can you help keep Earth clean?

- Share an example that applies to you.

I think that I will write a sentence that says, "I can pick up trash."

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, "I can pick up trash."

- **The first word is "I."** I can copy that word from the word wall. Write "I."
- **The next word is "can."** What sounds do you hear in "can"? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

- **“Pick.”** What sounds do you hear in the word **“pick”**? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Up.”** Prompt students to use Stretch and Spell to write “up.” Write “up.”
 - **“I can pick up trash.”** **“Trash” is the last word.** What sounds do you hear in **“trash”**? 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

rwe

tps



- Review the learning focus of the day.

We are learning about how people, plants, and animals need a clean environment. T-P-S: **Why do people, animals, and plants need clean land, air, and water?** RWE: **Our bodies can be harmed by polluted land, air, or water.**

This morning, I was careless with trash. I threw it on the floor and made a mess with all that litter. You helped me clean it up. WGR: **What did you do with it?** *We threw it away.*

- Use Think-Pair-Share to have students explain what they know about trash pickup and disposal.
- Show and explain the container(s) of trash accumulated from last week. Pull out some of the trash from one of the bags.

Most of this trash is used paper. Think back to what you learned about natural resources last week. WGR: **What in nature gets cut down and chopped up to make paper?** *Trees.* **Paper is made from trees. When we use paper, we have to buy more, which means more trees have to be cut down to make more paper for us to buy and use. Luckily, new trees can be planted, but eventually Earth will run out of some natural resources, such as coal and oil, which are pulled from the ground and made into things we use and then throw away.**

We don't always have to throw things away. Over the next few days, we will talk and learn more about what to do with our trash so Earth's natural resources are not used up and we can keep our land, air, and water clean. We will learn how to reduce the amount of trash we throw away.

Isn't it amazing how much trash we threw out last week? If we try really hard, do you think we can reduce the amount of trash we throw away this week? At the end of the week, we will compare the amount of last week's trash to this week's. Let's see how well we can do to throw away less trash.

- Explain to students that food-related trash (any items that have come in contact with food, such as used napkins, food containers, and wrappers) cannot be kept in the classroom overnight, the way non-food trash (drawing paper, used pens, empty glue bottles) can. To know how much food-related trash is being thrown out each day, you can weigh the bag of food trash on a bathroom scale.

To really understand these numbers, I would like to have a picture that shows how much trash we are throwing out today. I'll make a graph.

- Write the days of the week across the bottom of the page, beginning with day 6, and the number of pounds the trash weighs on the vertical axis. Record the weight under today's date on the graph, and show the trash weight for day 6 by filling in the graph.

We'll call this graph Let's Reduce Food Trash.

- Remind students that reducing the amount of food trash will be a goal during snack time each day this week.

Tomorrow I'll show you one way to do that.



Vocabulary Review



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

Our new word today is “litter.” “Litter” is the word we used to describe trash that is not placed in a trash can. T-P-S: When did we see, hear, or use the word “litter” today?

- Ask partners to work together to think of a sentence that uses the word. Use the sharing sticks to select a partner 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:
litter

- 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. Litter trash can. | 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, Litter goes in the trash can.</i> |
| The student responds in a complete, but not very elaborate, sentence. I pick up litter. | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence. Can you tell us about why you pick up litter? |



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge was to use the Cool Rule and tell about what you did.

- Provide a moment for students to review what they told their partners at snack.
- Use the sharing sticks to select students to tell about their experiences. Encourage them to explain how they put themselves in the other student's place to avoid a conflict. As students tell about using the Cool Rule, award pocket points.
- 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

Reusing products helps conserve natural resources and reduce trash volume.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> Classroom Library Lab: Trade book: <i>Joseph Had a Little Overcoat</i>; Shared Story: <i>Shep, the Sheep</i> Math Lab: Estimating Handfuls sheets and manipulatives (from day 6) |
| Gathering Circle | <ul style="list-style-type: none"> KinderRoo Conflict solvers graphic (appendix) Conflict solver class banner icons (appendix) Conflict solver cards (from unit 8 <i>Winter Weatherland</i> appendix) |
| Theme Exploration | <ul style="list-style-type: none"> SFAF Big Book: <i>Don't Throw Me Away</i> Items that would typically be discarded as trash but that could be reused; e.g., egg cartons, margarine tubs, plastic grocery bags, gift wrapping Chart paper and marker Theme vocabulary word cards for “reuse” and “reduce” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> No new materials |
| STaR | <ul style="list-style-type: none"> Trade book: <i>Joseph Had a Little Overcoat</i> Jacket Vest Scarf Tie Handkerchief Button Container to hold objects |
| 15-Minute Math | <ul style="list-style-type: none"> No new materials |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> Same snack as day 6 Small drab button |

| Additional Materials Needed Today | |
|-----------------------------------|--|
| KinderRoots | <ul style="list-style-type: none"> • Shared Story: <i>Shep, the Sheep</i> (teacher and student copies) • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards for “a,” “d,” “ee,” “ea,” “ng,” and “sh” or IWB access • Green Word cards: “bring,” “gosh,” “rushed,” “shut,” “dashed,” “hush,” “shed,” “will,” “dish,” “keep,” “sheep,” “near,” “flash,” “let,” “sheets,” “went” or IWB access • Red Word cards: “our,” “when,” “were,” “too,” “they,” “you” or IWB access |
| Math Mysteries | <ul style="list-style-type: none"> • Items of various shapes (circle, square, cube, triangle, etc.) • Shape cutouts (from unit 5), one set per partnership |
| Let’s Daydream | <ul style="list-style-type: none"> • “We Are Plooters,” <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 • Colorful pages from a newspaper, such as comic pages • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i> |
| Let’s Think About It | <ul style="list-style-type: none"> • “Ways to Reuse” chart from Theme Exploration and marker or IWB access • Non-food trash from day 6 and week 1 • Food-related trash from today • Bathroom scale • Let’s Reduce Food Trash graph (from day 6) • Empty and clean plastic water or soda bottles, one per student • Paint • Paintbrushes • Home Link animal hand stamp: walrus |

Learning Labs—Additional Materials

| Classroom Library Lab Retell or Act Out <i>Something from Nothing</i> |
|---|
| <ul style="list-style-type: none"> • Jacket, vest, scarf, tie, handkerchief, and button (from STaR) • Trade book: <i>Joseph Had a Little Overcoat</i> |

Day 7

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Joseph had a Little Overcoat* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Shep, the Sheep* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 6

Math Lab

- Same as day 6

Computer/Media Lab

- Same as day 6

Writing Lab

- Same as day 6

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: **What happened to Betty Bottle in last night's story?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

Active Instruction

- Celebrate students' ability to use conflict solvers. Post the conflict solver cards.

This week, we're celebrating how well we use the skills we've learned that help us be a classroom community of learners who work well together. Even though we know how to work well together, we can sometimes have conflicts. Luckily for us, we are becoming a class of experts at solving our conflicts so everyone wins.
- Bring out KinderRoo, and Invite the Cool Kid to come up and take the card out of KinderRoo's pouch.
- Hold up the card, and review conflict solvers.
- The words on this card say "conflict solvers." T-P-S: **We know five ways to solve conflicts. What are they?** *Share, take turns, get help, new idea, and apologize.*

Partner Practice

- Quickly create groups of four by combining partnerships.

I'm going to tell you a little story, and your group will decide which conflict solver you will use to fix the problem in the story.

- Share the following story.

A group of friends wants to work in the dramatic play lab together. There is enough room in the lab for all of them, so they sign up and go to the dramatic play lab together. When they get there, they want to pretend that they work in a post office. They look around and gather up what they need to set up the post office. Each person wants to be the postal worker behind the counter who sells stamps and weighs packages. Some of the children are getting angry. They have a problem.

- Invite students to solve the problem.

Pretend that you are the children in the dramatic play lab. Your job is to figure out how to solve the problem using one of our conflict solvers. Pause while students talk in their groups about a possible way to arrive at a win-win solution. **Now that you have agreed on one conflict solver, you will think of a little play to show us your idea.**

- Allow a brief amount of time for students to determine how to act out their solution. Circulate and offer help to keep their dramatizations as simple as possible. Invite one group to act out their solution so the rest of the class can guess which conflict solver the group used. Have as many groups as possible (and are interested) act out their solutions now. Tell the remaining groups that they will have a turn to act out their solutions at another time, if they wish. Record which conflict solver each group chose. You can use the list at another time to remind the groups that don't get to dramatize their solution now. Be sure to find the time to allow all groups who wish to act out their solution to do so.
- Post the conflict solvers graphic, and tell students when they use conflict solvers they will be able to put their name on a paper like this to show others they are experts at this skill.

Teacher's Note: Keep a supply of class banner icons handy to present them when you observe students demonstrating Getting Along Together skills. Invite students to place them on the class banner.

Partner Challenge

- Have students work in groups to determine which conflict solver they would use in the scenario.

Our Partner Challenge today is for you and your partner to name the conflict solvers.

- Provide a moment for students to think about the conflict solvers.
- Tell students that they will earn pocket points when partnerships name all five conflict solvers.

Today is the day we will celebrate using conflict solvers. I will look for students who use conflict solvers when they work with friends. At the end of the day, we will celebrate using conflict solvers to work out problems with others.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **Why is it important for people, animals, and plants to have clean land, air, and water?**

Let's see what our Daily Message tells us about keeping our environment clean.

Daily Message

We can reuse some things to reduce trash.

- 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: **Which word from our Daily Message is also on the word wall? “We.”**
 - Underline the word “some.” **This word ends with an “e.” I wonder if this is a sneaky “e.”** Invite students to slowly say “some” with you. T-P-S: **Is “some” a sneaky “e” word? No. Why not? The “e” does not make the vowel “o” say its name.**
 - Lead students in stretching and reading the word “trash.”




Theme Learning

- Explain the content of the Daily Message.

Our Daily Message says that we can reuse some things to reduce trash. “Reuse” means use more than once, and “reduce” means make less, so the message is telling us that we make less trash when we find more uses for objects.

Yesterday I showed you the huge amount of trash we threw away last week. Our goal this week is to throw away less trash. We want to reduce the amount of trash we throw into trash cans. We want to make our Earth a cleaner place to live.
- Introduce the Big Book, *Don't Throw Me Away!*

This book is called *Don't Throw Me Away!* T-P-S: What do you think this book will be about? *Answers will vary.* You have some great ideas. Let's read and find out why the author, Sally Francis Anderson, doesn't want us to throw away certain objects.
- Read *Don't Throw Me Away!*



- Prompt students to find objects in the classroom that have been reused.

Today, we will make a special effort to find ways to reuse items instead of throwing them away. If you look around the room, you will find some things we could have thrown away after they were used once, but that we are using again and again.

- Direct students to be detectives with their partners to find these things. As students tell what they have found, be sure that they talk about the original purpose of the item and how it is currently being reused.
- Place students in groups of three or four. Distribute one reusable item to each group. Have them brainstorm ways to reuse the item after it has been used for its original purpose. Have each group report back to the class. If more than one group had the same or similar items, compare their ideas. **Were they the same? Did they have some ideas that were different?**
- Write “Ways to Reuse” at the top of the chart paper, and divide the chart into two columns. Record student ideas on the chart paper. Write the name and/or purpose of their item in the column on the left and how it can be reused in the column on the right.



WGR: Will these items ever be thrown away? Yes. Yes, they will be thrown away eventually, but by reusing them as long as we can, we won’t have to use new items. New items are made with things from Earth, or natural resources. If we reuse things instead of buying new items, we can reduce the amount of trash we make, and we can reduce the amount of natural resources we use.



- Play the digital dictionary videos for “reuse” and “reduce.”
- 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 “reuse” and “reduce.”

“Reuse” means to use again. I can make a sentence with the word “reuse.”

We reuse sponges instead of throwing them away after using them once.

“Reduce” means to make less. I can make a sentence with the word “reduce.”

The shop owner might reduce the price of gum from ninety cents to eighty cents.



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 “Make Today a Great Earth Day.”
- Read the words (see day 6).

Develop Phonemic Awareness—Auditory Sound Blending

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

| | | | | | |
|------------|--------------|----------|-------------|--------|------------|
| /c-l-ea-n/ | <i>clean</i> | /n-ee-d/ | <i>need</i> | /c-an/ | <i>can</i> |
|------------|--------------|----------|-------------|--------|------------|



- Award pocket points if students are able to successfully blend the sounds to make words.



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

STaR Story Retell

TIMING GOAL: 20 minutes

Review

- Review the title, author, and illustrator.

We read this story yesterday. Do you remember the title? Joseph Had a Little Overcoat.

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

WGR: The illustrator is also Simms Taback. 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.

TP-S: We learned some new words in our story yesterday. The first word was “handkerchief.” What does “handkerchief” mean? *A small square of cloth that you can wear or use to wipe your face or nose.*

TP-S: Can you think of a sentence that uses the word “handkerchief”?
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 “fasten.” *The word “fasten” means to attach to something.*

Story Retell

- Introduce the pictures or objects, and explain their purpose.

Today we will use some objects to help us think about the different things that happen in the story *Joseph Had a Little Overcoat*. Show each object, and place it where students can see it as you reread the story. When I reread the story, think about the parts of the story that the pictures remind you of.

- Reread the story.
- Place students in five groups. Select one of the objects, and model telling about the part of the story that it represents. (e.g., Hold up the jacket. **I remember Joseph makes a jacket from his overcoat in the beginning of the story.**)

| Picture or object | Page |
|-------------------|------|
| jacket | 2 |
| vest | 6 |
| scarf | 10 |
| tie | 14 |
| handkerchief | 18 |
| button | 22 |

- Distribute the remaining items so each group has one. Name or describe each object as you hand it to a group. Have students talk with the members of their group about what this object reminds them about in the story.
- Bring the class back to a large group. Invite each group to tell about their item and what happens in the part of the story it represents. Show or reread the appropriate page in the book as they share.
- Close the activity by inviting students to put the objects in the same sequence they appear in the story.



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



TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | Housekeeping

Description:

- The dramatic play area will be an imaginary home.

When You Tour:

- Remind students that the dramatic play area will be a home today and that they can use the trash cans for recycling.

Blocks Lab | Building with Recycled Materials

Description:

- Students will build using recycled materials.

When You Tour:

- Remind students that they can use the recycled materials to build anything they want.

Art Lab | Weaving with Trash

Description:

- Students will create a woven design using recycled trash.

When You Tour:

- Remind students that they can create a woven design using the discarded items that you found.

Classroom Library Lab | Retell or Act Out *Joseph Had a Little Overcoat*

Description:

- Students will retell or act out the story *Joseph Had a Little Overcoat*.

Purpose:

- This lab provides practice with retelling or dramatizing stories.

When You Tour:

- Point out the jacket, vest, scarf, tie, handkerchief, and button.
- Tell students that they can use items to act out *Joseph Had a Little Overcoat* and pretend that they are all made from the same fabric.
- Encourage them to change their voices to sound like the various characters.
- Point out that the book will be in this lab for their reference.

Facilitate Learning:

- Join students as they act out the story.
- Encourage students to chant the repeated phrases.
- If students are telling the story out of sequence, gently question their version and lead them to correct the order of events. Suggest that they pretend they are acting out or retelling the story to younger children who have never heard it before, so it is very important that the story be told in the correct sequence.

Literacy Lab | Play School: Find the Green Words

Description:

- Students will find Green Words in Shared Stories and read the sentences that contain them.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game called Find the Green Words.

Math Lab | Recycling Center

Description:

- Students will count how many recyclable items will fit in a recycling bin.

When You Tour:

- Remind students that they will pretend that they work at a recycling center. It is their job to fill each bin with a different item to be recycled. Then they have to count and add the items to find out how many items were recycled all together.

Computer/Media Lab | Poetry and Rhyme Recording Studio

Description:

- Students will record poetry, rhymes, or songs they have learned in school.

When You Tour:

- Remind students that they can record themselves reciting poems that they learned in Rhyme Time or any other poems, songs, or rhymes that they like.

Sand/Water Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that the lab is open today.

Science Lab | Weighing Rocks

Description:

- Students will weigh rocks and sort them according to weight.

When You Tour:

- Remind students that they can weigh the rocks using the balance scale and sort them by weight.

Writing Lab | We Can Reduce, Reuse, and Recycle

Description:

- Students will write about ways to reduce, reuse, and recycle.

When You Tour:

- Remind students that they can write about and illustrate the ways to reduce, reuse, and recycle things instead of throwing them out.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.
- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at** (time on the clock)?

tps

Our Favorite Outside Activities Graph

- Point to the graph, and ask students to tell you what information is being recorded on the graph. Ask students what activities were chosen yesterday as favorite outdoor activities. T-P-S: **How do you know?** Then select two or three students to pick their favorite activity on the graph. Use an overhead marker to shade one box in the appropriate row for each student's choice.

tps



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

 Be sure that any measures used to reduce food-related trash remain in compliance with your local school and health department regulations. This is also a great time to discuss excessive packaging and its impact on trash volume.

Snack

- Serve a nutritious snack. As students are eating, talk with them about the trash that will be left when snack is finished. Ask them what they will do with it. If they respond that they will throw what's left into the trash can, ask additional questions, such as, "Is there anything that was not eaten or used that can be wrapped up for tomorrow's snack?" and "Do you think this metal spoon can be used again?" guiding them to the understanding that some things are reusable. Ask students to think carefully about things such as napkins that have remained unused and can be put away for use on another day instead of being needlessly thrown away.
- Remind students of the weight of yesterday's food-related trash. Ask them to estimate whether today's trash will weigh more or less than yesterday's.
- Remember to collect snack-related trash in a separate container from the non-food trash so it can be weighed during Let's Think About It and disposed of in the usual daily manner.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is for you and your partner to name the conflict solvers.

- Allow time for students to talk with their partners and name the conflict solvers. If students need support remembering the conflict solvers, point out the conflict solver cards you have posted.
- Award pocket points when partnerships name all five conflict solvers.



Teacher's Note: Day 9 will focus on composting. Save and refrigerate some food scraps, such as orange peels, leftover vegetable sticks and peelings, and apple cores. Be sure to include some food that falls apart easily, such as pieces of bread, bananas, apple, and crackers, for the lesson.

Outside/Gross-Motor Play

- If the weather is unsuitable for outdoor activities, play Huckle, Buckle, Beanstock, a game in which students cover their eyes while you hide a small, drab button where it can be seen without moving anything. The button should be in plain sight without standing out. Students try to find it. When they do, they do not touch the button or indicate where it is. They come over to you and say, "Huckle, buckle, beanstock" and whisper to you where the button is. Continue until many or all students have found it. Select a student who finds the button to then hide it. The play continues as long as there is time or students' interest remains high.

- Take this opportunity to observe students as they interact to note those who express their feelings appropriately with words.



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



TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

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

Reading Rehearsal

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

Word Presentation

Read sounds.

- Use the key cards to guide practice with *a/*, */d/*, */ee/*, */ea/*, */ng/*, and */sh/*.
- Show the Animated Alphabet video segment for */sh/*.

Stretch and Read

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

Quick Erase

- Use the following word sequence:
dish → dash → flash → bash → cash

Say-Spell-Say

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

Readles

- Review the readle from the story.

Green Words:

bring
gosh
rushed
shut
dashed
hush
shed
will
dish
keep
sheep
near
flash
let
sheets
went



Red Words:

our when
were too
they you

Readle:

gate

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: How were Bill and Meg trying to help Granddad? *They were going to feed Shep the sheep.*

T-P-S: How did Shep the sheep get out? *The kids left the gate open.*

T-P-S: How did the kids get Shep back in his pen? *They chased him and waved sheets.*

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 3. Point to something in the picture that is not a good idea. Tell your partner in a complete sentence what will happen to Shep.**

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



Celebration

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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Use the sharing sticks to select several students to tell an addition or a subtraction story. Award pocket points if students successfully solve the stories. Ask students to identify the number sentence for each story.
- Have students complete these number sentences.



WGR: $4 + 5 = \underline{\quad} 9$.

WGR: $7 - 2 = \underline{\quad} 5$.

WGR: $3 + 7 = \underline{\quad} 10$.

Active Instruction

- Remind students that this week they are reviewing information that they learned this year in math. Explain that today they will review shapes and patterns.

Today we are going to review shapes and patterns. Let’s look around the room and see how many shapes we can find.

- Discuss the different types of shapes and their characteristics.



T-P-S: What is a shape that has three sides? A triangle. What other shapes do you know? As students name shapes, ask them to identify how many sides and corners each shape has.

- Create a pattern with shapes on the board or on the floor where it’s easily visible to all students (e.g., circle, square, circle, square, etc.). Remind students that this is called a pattern. A pattern is a repeated design.

T-P-S: What comes next in this pattern? A circle. Call on a student volunteer to come up and continue the pattern.

- Create another pattern with shapes on the board or the floor. This time create a pattern that has two shapes before the next shape appears (e.g., triangle, triangle, rectangle, rectangle, etc.).

T-P-S: What comes next in this pattern? Triangle, triangle. Call on a student volunteer to come up and continue the pattern.

Partner Practice

- Explain that students will practice making patterns with shapes with their partners. Hand out a set of shape cutouts to each partnership.

Let’s see what patterns you can make with your partner. One partner will make a pattern with the shapes. Then the other partner will identify the pattern and say what shape comes next. Then you will switch roles.

- Have partners make at least four sets of patterns. Circulate as students work to check their patterns. Ask students to identify the shapes in each pattern.
- As a challenge, see if students can put together two or more shapes to make another shape. Demonstrate this for students by putting together two squares to make a rectangle. Allow time for students to work with their partners to create new shapes. Circulate as they work to see the shapes they are creating.

Recap



- Call on a few student volunteers to share their shape patterns with the rest of the class. Ask them to identify the names of the shapes in each pattern.
- Award pocket points if students can make a pattern and identify the shapes.
- Play the “3-D Shapes: What’s next?” video to reinforce the concept of shapes and patterns.

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

- “We Are Plooters,” *The 20th Century Children’s Poetry Treasury*, page 82

Introduce the Poem

Today I am going to read “We Are Plooters” by Jack Prelutsky again. As I’m reading, think about why we have to be very careful to not be “plooters.”



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 talked about many of the ways items can be reused. Show students several colorful pages from a newspaper, such as the comic pages. **These newspaper pages can be reused in many ways. Today I would like you to write about a way that you can reuse this newspaper.**



T-P-S: How can you reuse the newspaper?

- Share an example that applies to you.

I think that I will write a sentence that says, “I can wrap presents with newspaper.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I can wrap presents with newspaper.”

- **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, like it is written on the word wall. Write “I.”**
- **“Can.” We can use Stretch and Spell to write “can.”** Prompt students to use Stretch and Spell. Write “can.”
- **“Wrap” is the next word. What sounds do you hear in “wrap”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“I can wrap presents with newspaper.” The next word is “presents.” I’m going to draw a picture for that word.** Draw a present.
- **“With.” I remember how to write the word “with.”** Write “with.”

- “Newspaper” is the last word. Do you hear sounds we’ve learned in “newspaper”? 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.
- Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

Sharing

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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.
 - Today we’ve been talking about ways to reuse things and reduce the amount of trash we make. Let’s look at our ideas for reusing some items.**
- Review the “Ways to Reuse” list from Theme Exploration. Add any new items students have noticed in the classroom or thought of throughout the day.

- Remind students of the goal to reduce the amount of trash collected this week. Compare the non-food classroom trash from yesterday with the trash collected today. Compare last week’s trash with that collected so far this week.

Let’s see how much we have reduced our trash today.

- Weigh today’s food-related trash, and record it on the Let’s Reduce Food Trash graph. Compare the weight of today’s food-related trash to yesterday’s trash. Ask whether they are moving toward meeting their goal of collecting less trash this week (including reducing the amount of food-related trash) than last week.
- Tell students that they have been talking about reusing items, but now they are really going to do it.
- Pass out a plastic bottle to each student. Explain that they can turn the plastic bottle into a beautiful flower vase. Tell students that they can paint the plastic bottles in any way they would like. (Feel free to replace this activity with other reuse projects, such as turning metal cans into pen or pencil holders, shoe boxes into craft supply organizers, or CDs into drink coasters.)
- Have students briefly plan with their partners how they would like to paint their vases. Distribute the paints and paintbrushes, and tell students that they can begin.
- When students have finished painting, place the vases in a safe place to dry. If students need more time, tell them that they can finish their vases during Learning Labs later this week.
- Encourage students to give their reuse vases or other projects as a gift to someone when they take them home.

Vocabulary Review



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

One of our new words today is “reuse.” “Reuse**” means to use again.**

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

Another of our new words is “reduce.” “Reduce**” means to make less.**

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

reuse
reduce

| Fostering Richer Language | | |
|--|--|---|
| Student Response | Teacher Prompt | Further Prompting |
| The student responds in an incomplete sentence. Reuse things. | 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, We can reuse things.</i> |
| The student responds in a complete, but not very elaborate, sentence. We can reuse things. | 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 what we can reuse? |



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is for you and your partner to name the conflict solvers.

- Provide a moment for students review the conflict solvers.
- Use the sharing sticks to select students to name the conflict solvers. Award pocket points when partnerships name all five conflict solvers.



Today is the day we will celebrate using conflict solvers. Point out any instances when students used conflict solvers to work out problems with others. Play the “Celebration” rhyme.



- 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

Recycling used products helps conserve natural resources and reduce trash volume.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> No new materials |
| Gathering Circle | <ul style="list-style-type: none"> KinderRoo puppet Peace Path graphic (appendix) Peace Path class banner icons (appendix) |
| Theme Exploration | <ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Aluminum beverage cans (one empty and one unopened) Aluminum pie plate Glass bottles (one empty and one unopened) Plastic bottle (empty) Prepared recycling bins for plastic, glass, aluminum, and paper (label each) Recycle symbol (appendix) or IWB access Theme vocabulary word card for “recycle” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> No new materials |
| STaR | <ul style="list-style-type: none"> Trade book: <i>The Giving Tree</i> |
| 15-Minute Math | <ul style="list-style-type: none"> No new materials |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> Biscuits Butter Jam or other spread Plastic knives, spoons, or other spreaders |
| KinderRoots | <ul style="list-style-type: none"> Shared Story: <i>Shep, the Sheep</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards for “a,” “d,” “ee,” “ea,” “ng,” and “sh” or IWB access Green Word cards: “bring,” “gosh,” “rushed,” “shut,” “dashed,” “hush,” “shed,” “will,” “dish,” “keep,” “sheep,” “near,” “flash,” “let,” “sheets,” “went” or IWB access Red Word cards: “our,” “when,” “were,” “too,” “they,” “you” or IWB access |

| Additional Materials Needed Today | |
|-----------------------------------|---|
| Math Mysteries | <ul style="list-style-type: none"> • Set of 8 bear counters (at least three different colors) • Items of a variety of colors and sizes, one set of items per partnership • Two pieces of construction paper to sort objects, per partnership |
| Let's Daydream | <ul style="list-style-type: none"> • “We Are Plooters,” <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"> • Recycle/no recycle symbols (appendix) or IWB access • Recyclable items that have the recycle symbol on them (e.g., cans, bottles, food containers) • Other recyclables (e.g., paper, plastic bottles, plastic bags) • Items that cannot be recycled (e.g., tissues, waxed paper, non-paper items without the recycling symbol) • Non-food trash from days 6 and 7 and week 1 • Food-related trash from today • Bathroom scale • Let's Reduce Food Trash graph • Home Link animal hand stamp: hippopotamus |

Learning Labs—Additional Materials

| |
|---|
| Dramatic Play Lab Recycling Center |
| <ul style="list-style-type: none"> • Large empty boxes • Recyclable materials; e.g., plastic bottles, empty food containers, paper (clean) |
| Blocks Lab Recycling Center |
| <ul style="list-style-type: none"> • Blocks • Toy trucks |
| Art Lab Recycled Sculpture |
| <ul style="list-style-type: none"> • Discarded materials; e.g., toilet paper rolls, polystyrene-foam packing material, or other interesting objects that can be glued or attached to students’ artwork • Pieces of fabric and/or paper (e.g., scraps of wrapping paper, wallpaper samples, etc.) • Glue or stapler • Scissors |
| Sand/Water Lab Recycle |
| <ul style="list-style-type: none"> • Small plastic, paper, and glass trash (clean) • Sorting trays labeled “paper,” “plastic,” and “glass” |

Day 8

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 7

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. Write the word "fish" on the board.



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



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

Active Instruction

- Celebrate students' ability to use the Peace Path.

This week we're celebrating how well we use the skills we've learned that make our classroom a place where we all can learn. One of the things we learned is sometimes we can't solve problems easily. There is something we can do with the person with whom we have a problem. Let's see if KinderRoo can help us remember this important way to solve conflicts.

- Bring KinderRoo out. Invite the Cool Kid to come up and take the card out of KinderRoo's pouch. Show students the card with the words "Peace Path" written on it.

These words tell another way we can solve problems.

- Point in the direction of the Peace Path.



WGR: What do you see that we can use to help solve problems? The Peace Path.

Partner Practice

- Invite students to work with their partners to demonstrate use of the Peace Path.

Let's pretend that KinderRoo doesn't know about using the Peace Path to solve problems. Listen to this story, and then we'll show KinderRoo how to use the Peace Path to solve Leya and Raj's problem.

- Tell the following story.

Mrs. Walker put some new materials in the science lab so students can perform experiments about whether items absorb or repel water. All the students in the class are excited about the new materials and can't wait to try the experiments. Raj and Leya both sign up to work in the science lab at the same time. When Raj gets to the lab, Leya has already gathered up all the materials, so there are none for Raj to work with. Raj is angry and yells at Leya, "No fair! You have everything for the experiments. Give me some!" Leya scoops everything up in her arms so Raj can't get them and says, "I want to test all the materials by myself. You'll just mess things up!"



It looks like Raj and Leya have a problem. WGR: What can Raj and Leya do to solve their problem? Use the Peace Path.

- Invite students to stand next to their partners. Quickly assign one member of each partnership to be Leya and the other Raj.

It sounds like Raj and Leya are both angry. I'll bet they could mark a Feelings Thermometer at the four or even the five. WGR: What should they do before they start on the Peace Path? Stop and stay cool. They both need to cool down before they try to fix their problem. Let's all show KinderRoo how to use Stop and Stay Cool.

- Allow time for students to go through the steps to Stop and Stay Cool. Use the poster to remind them of the steps if necessary.

Now that these two children have cooled down, they can walk the Peace Path. Invite students to walk as if moving to the first step on the Peace Path. WGR: What's the first step on the Peace Path? Tell the problem.

Leyas, you may go first. Tell your partner how you feel and why you feel that way. Pause. Rajes, now you tell your partner how you feel and why. Pause. WGR: You both know how the other person feels, so what will you do next? Brainstorm solutions. Yes, you need to agree on a conflict solver you want to try. Pause while students decide on a conflict solver. WGR: Now what are you ready to do? Solve the problem!

- Invite partnerships to share their solutions. Have KinderRoo thank students for demonstrating how to walk the Peace Path.

Congratulations! You were able to find a solution to the problem.

- As KinderRoo: **Thank you for showing me how to use the Peace Path. If I get into a conflict, I know what I can do.**

If necessary, repeat the parts of the story that will help each partner form an "I" Message.

- Post the Peace Path graphic, and tell students that when they use the Peace Path they will be able to put their name on a paper like this to show others they are experts at this skill.

Teacher’s Note: Keep a supply of class banner icons handy to present them when you observe students demonstrating Getting Along Together skills. Invite students to place them on the class banner.

Partner Challenge

- Introduce today’s challenge.

Our Partner Challenge today is for you and your partner to think of a win-win solution for the children in the story we just heard.

- Review the conflict situation if necessary. Provide a moment for students to think about the challenge and ask any questions they may have.
- Tell students that they will earn pocket points when they tell how their solution is a win-win.

Today is the day we will celebrate using the Peace Path. I will look for students who use the Peace Path when they have problems working with friends. At the end of the day, we will celebrate using the Peace Path to work out problems with others.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What are some ways you can reuse items in your home or at school?

Yesterday we talked about reusing things as a way to make less trash. Let’s see if today’s Daily Message tells us about another way to reduce trash.

Daily Message

We can recycle some things instead of throwing them away.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **There is a word from the word wall in our Daily Message again today.**
WGR: **What is it?** “We.”
 - **There is also a word you can stretch and read.** Have students stretch and read “can.”



Theme Learning



- Explain the content of the Daily Message.

Yesterday we thought a lot about the ways we can reduce our trash by reusing some items. Today we will look at another way to reduce the amount of trash we produce. Our message says that we can recycle some things. T-P-S: What do you know already about recycling? *Answers will vary.*

- Be sure that students are reminded about any established recycling routines in your classroom, school, and community.
- Point to the word “recycle.”

There are two parts to the word “recycle”: “re” and “cycle.” T-P-S: What other words do you know that have the word “cycle” in them? “Bicycle,” “tricycle,” “motorcycle,” etc.

A bicycle and a tricycle have wheels that go around. One meaning of the word “cycle” is to go around. Since “re” means again and “cycle” means to go around, the word “recycle” means to go around again.

I have a video that will help us learn more about recycling. Let’s watch it.



- Play the recycling background video.
- Hold up the recycling sign so all can see it.

In the video, we saw a sign that stands for recycling. This sign has no words on it. Look at this sign. T-P-S: Do you think this is a good sign to show recycling, which means to go around again? Why or why not?

- Introduce the concept of recycling.

Do you remember when you learned that things in our homes and at school come from nature? Paper is made from trees, plastic things are made from oil taken from the ground, glass is made from sand, and metals are taken from rocks. But there is another way to make new things without taking the trees, oil, or sand from Earth. We can recycle items that we have already used to make new ones. We can make the material they are made of go around again!

- Hold up an empty beverage can.

When we finish drinking from an aluminum can, we can recycle that can. It will be taken to a recycling center, like we saw in the video, where it will be melted down to liquid aluminum. That liquid aluminum will be used to make new cans or other aluminum products like pie plates. Hold up an unopened beverage can and an aluminum pie plate.

- Hold up an empty glass bottle.

Glass bottles and jars are made into new glass bottles and jars.

- Hold up an empty plastic bottle.

Plastic bottles are made into new plastic items. Point to any heavy plastic items in your classroom. When we are finished with these aluminum, glass, and plastic items, they can be recycled to make new ones all over again!

- Show students the prepared recycling containers for cans, bottles, and paper. If recycling is not a usual part of your routine, explain the procedure to students. If recycling is an established routine in your classroom, use this opportunity to reinforce it with your students.

Our goal this week is to reduce the amount of trash in our classroom that we throw away. We'll reduce the amount of trash we throw away by using these recycling bins for everything that can be recycled.



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

Our word for today is “recycle.” “Recycle” means to go around again. I can make a sentence with the word “recycle.”

When we recycle metal cans, they get melted down.



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 “Make Today a Great Earth Day.”
- Read the words (see day 6).

Develop Phonemic Awareness—Auditory Sound Segmenting

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

| | | | | | |
|--------------|------------|-------------|----------|------------|--------|
| clean | /c-l-ea-n/ | need | /n-ee-d/ | can | /c-an/ |
|--------------|------------|-------------|----------|------------|--------|



- 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:

shade

gathered

The Giving Tree*Written and illustrated by Shel Silverstein*

This is an endearing story of a relationship between a boy and a tree over the boy's lifetime. As the boy grows, his needs and interests change and the tree accommodates these changes. By the end of the story, they have come full circle and are content to spend time together once again.

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 *The Giving Tree*. WGR: What is another word for the name of the story? *The title*. Shel Silverstein is the author and the illustrator for this book. WGR: What two jobs did Mr. Silverstein do? *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.



The title of this story is *The Giving Tree*. T-P-S: What do you see on the cover illustration that gives you an idea for what the story is about? It looks like the tree is giving the boy an apple. T-P-S: What else do you think the tree gives? Let's look at some of the pages in the book to see if we can get some more ideas about this story. Take a Picture Walk through the book, stopping on several pages, such as 21, 34, 39, 45, and ask students what the tree is giving to the boy and what they think the boy will do with the things the tree gives him. **When I read the story, listen for your ideas.**

- Introduce the story vocabulary words.

We will hear some new words in this story. One new word is "shade." Shade is the darkness created by a tree or another object when the sun shines on it. When it is hot and sunny, people like to sit in the shade of a tree to stay cool.

Another new word is "gathered." When we picked up trash to clean up the playground, we gathered the trash.

- Introduce the good-reader skill.



Compare characters in different stories.

Good readers think about how the characters in one story are the same as or different from characters in other stories that they have read. As I read the story, think about what happens in the story *Joseph Had a Little Overcoat*.

During Reading

tps

- 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 11: The leaves on this tree are very high, too far for the boy to reach.** T-P-S: **How does the boy get the leaves from the tree?**
 - As you read pages 12–17, encourage students to look closely to find the boy in the illustrations.
 - **Page 21: I heard one of our new words, “shade.”** T-P-S: **Why do you think the boy sleeps in the tree’s shade?**
 - **Page 27:** Point out the boy leaning against the tree. T-P-S: **How is the boy different in this part of the story?** RWE: **The story says time went by. It looks like the boy grew up. Let’s make a prediction about what will happen next in the story. Tell your partner what you think will happen next. Let’s see if you are right.**
 - **Page 31:** Review students’ predictions. Did anyone predict the boy would go away, leaving the tree alone?
 - **Page 35: I heard our new word “gathered.”** **The boy gathered, or picked up, the tree’s apples.** T-P-S: **Do you think the boy will come back to the tree after he sells the apples he gathered? Why (or why not)?**
 - **Page 37:** T-P-S: **How can you tell the tree feels happy when the boy comes back?** RWE: **The author says the tree shook with joy. That tells us the tree is very happy.** T-P-S: **What does the boy ask the tree for when he visits this time? Why do you think the tree gives the boy its branches?**
 - **Page 43:** T-P-S: **How is the boy different when he comes to see the tree this time? How can the tree give the boy a boat?**
 - **Page 49:** T-P-S: **Why is the tree sorry when the boy who is now an old man comes to visit? What do you think will happen next? What do you think the tree can give the boy now?**

rwe

After Reading

rwe

tps

We said good readers think about how the characters in one story are the same as or different from characters in other stories that they have read. T-P-S: **What did you notice about this story that is like the story *Joseph Had a Little Overcoat*? RWE: In the story *Joseph Had a Little Overcoat*, Joseph keeps finding ways to reuse the fabric from his old overcoat as the coat and fabric grows older. In *The Giving Tree*, the tree finds ways for the boy to use its parts as he grows. At the end of the story, there is only enough of the tree left for the boy to have a place to sit.**

In the beginning of the story, the boy plays in the tree and rests under its leaves when he is tired. That reminds me of the new word “shade.” Let’s make a sentence together with the word “shade.” T-P-S: **Talk to your partners about ideas you have for our sentence.**

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



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 | Recycling Center

Description:

- The dramatic play lab will be a recycling center.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language. It will also help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, and social skills.

When You Tour:

- Explain that students in the dramatic play and blocks labs will work together to build and run a recycling center.
- Remind students that recycling is a way to make things reusable instead of throwing them away.

- Ask students what kinds of roles they might play in a recycling center. *People dropping off stuff to be recycled, truck drivers, person who sorts stuff to be recycled, manager of the center, etc.*
- Encourage students to go to the writing lab to make signs for the lab that indicate where the trash trucks should park and what kinds of items go into each box (paper, plastic, etc.).

Facilitate Learning:

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

Example:

- **Is this plastic bottle trash, or can it be recycled? What should we use the plastic to create next?**

Blocks Lab | Recycling Center

Description:

- The blocks lab will be a recycling center.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language. It will also help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, and social skills.

When You Tour:

- Explain that students in the dramatic play and blocks labs will work together to build and run a recycling center.
- Encourage students to use the blocks and boxes to create sorting stations in the recycling center.
- Point out that the toy trucks can be used to transport bottles, cans, and other recyclables.

Facilitate Learning:

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

Examples:

- **Where should we put the sorting boxes?**
- (As a truck driver) **I've got a full load. Where do you want me to drop it off?**

Art Lab | Recycled Sculpture

Description:

- Students will create sculptures using recycled materials.

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 materials you have added to the lab.
- Explain to students that they can recycle the materials by using them to make sculptures.

Facilitate Learning:

- Join students in creating sculptures with recycled materials.
- Talk with students about their work. Have them tell you about the materials they have chosen and what they are making with them.

Examples:

- **I like how you used that box for the base of your sculpture.**
- **How are you going to use that paper towel roll?**

Classroom Library Lab | Retell or Act Out *Joseph Had a Little Overcoat*

Description:

- Students will retell or act out the story *Joseph Had a Little Overcoat*.

When You Tour:

- Remind students that they can retell or act out *Joseph Had a Little Overcoat*.

Literacy Lab | Play School: Find the Green Words

Description:

- Students will find Green Words in Shared Stories and read the sentences that contain them.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game called Find the Green Words.

Math Lab | Recycling Center

Description:

- Students will count how many recyclable items will fit in a recycling bin.

When You Tour:

- Remind students that they will pretend to work at a recycling center. It is their job to fill each bin with a different item to be recycled. Then they will count and add items together.

Computer/Media Lab | Poetry and Rhyme Recording Studio

Description:

- Students will record poetry, rhymes, or songs they have learned in school.

When You Tour:

- Remind students that they can record themselves reciting poems that they learned in Rhyme Time or any other poems, songs, or rhymes that they like.

Sand/Water Lab | Recycle

Description:

- Students will find recyclable items in the sand and sort them according to type.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to sort items according to attribute.

When You Tour:

- Tell students that there are items buried in the sand that can be recycled.
- Explain that students will dig up the items and then sort them on the trays according to whether they are paper, plastic, or glass.

Facilitate Learning:

- Join students in finding and sorting the items.
- Ask questions, or make comments, that will prompt students to think about recycling and sorting.

Example:

- **Where should we put this pen cap?**
- **Why do you think it's important to sort items to be recycled?**

Science Lab | Weighing Rocks

Description:

- Students will weigh rocks and sort them according to weight.

When You Tour:

- Remind students they can weigh the rocks using the balance scale and sort them by weight.

Writing Lab | We Can Reduce, Reuse, and Recycle

Description:

- Students will write about ways to reduce, reuse, and recycle.

When You Tour:

- Remind students that they can write about and illustrate the ways to reduce, reuse, and recycle things instead of throwing them out.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.
- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at** (time on the clock)?



Our Favorite Outside Activities Graph

- Point to the graph, and discuss the information already recorded on it. Ask questions such as, “Which activities have most students picked as their favorite?” and “How do you know?” Then select two or three students to pick their favorite activity on the graph. Use an overhead marker to shade one box in the appropriate row for each student’s choice.



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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- Serve biscuits with butter and jam family style. Allow students to scoop the amount of jam they want from the jar and take the amount of butter from the butter dish, so there is no waste. Talk with students about the amount of waste with this type of snack. Point out that the biscuits leave no waste because they eat them all up. There is no waste from the jam or butter because they take just what they need and the remainder stays in the container. Hopefully, the jam jar and butter containers will be recycled or repurposed when they are empty.
- Remember to collect food scraps and food-related trash in a separate container from the non-food trash to be weighed during Let’s Think About It. Remind students of the weight of yesterday’s food-related trash. Ask them to estimate whether today’s trash will weigh more or less than yesterday’s trash. Discuss ways of reducing the food-related trash by keeping things that can be reused in a snack on another day, or by recycling.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is for you and your partner to think of a win-win solution for the children who had a conflict about using the materials in the science lab.

- Review the conflict situation if necessary. Allow students time to determine a win-win solution. As you monitor conversations, talk with students about how the solution is one in which both children get some of what they want.
- Award pocket points when students tell how their solution is a win-win.



Outside/Gross-Motor Play

- Play Leapfrog or Huckle, Buckle, Beanstock.
- Take this opportunity to observe which students can jump forward, backward, and sideways with control and coordination.



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 /a/, /d/, /ee/, /ea/, /ng/, and /sh/.
- Show the Animated Alphabet video segment for /sh/.

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:
rush → rash → dash → hash → hush

Green Words:

bring
gosh
rushed
shut
dashed
hush
shed
will
dish
keep
sheep
near
flash
let
sheets
went



Red Words:

our when
 were too
 they you

Readle:

gate

Say-Spell-Say

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

Readles

- Review the readle from the story.

Partner Word and Sentence Reading

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



Guided Partner Reading

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



T-P-S: **Can anyone remember the title of the story?** *Shep, the Sheep.*

T-P-S: **How did Shep get out of his pen?** *The kids forgot to shut the gate.*

T-P-S: **How did the kids get Shep back in his pen?** *They chased him with sheets.*

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 8. Read the sentences with your partner. Tell your partner in a complete sentence what everyone did to help get Shep.**

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



Celebration

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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Use the sharing sticks to select several students to name a shape and find it in the classroom. Award pocket points if students are able to successfully name a shape and find it.
- Draw a pattern with shapes on the board (e.g., triangle, square, triangle, square, etc.).



WGR: **What shape comes next in the pattern?** *A triangle.*

Active Instruction

- Remind students that this week they are reviewing things they learned this year in math.

Today we will review sorting objects. Anyone wearing a blue shirt, please stand up. Anyone wearing a red shirt, please sit on the floor. Anyone not wearing a blue or red shirt, stay in your seat.



T-P-S: **How did I sort you into groups?** *You sorted us by the colors of our shirts. Yes, I sorted you into groups based on the color shirt that you are wearing. One way to sort objects is by color.*

- Show students a group of bear counters of several different colors. Ask for a student volunteer to come up and sort the bear counters into groups by color. Have the rest of the students give a thumbs up if the student correctly sorts the bears by color.
- Show students several items separated into two groups by size. One group includes only small items (paper clip, penny, button, etc.), and the other group includes only large items (book, tissue box, trash can, etc.).



T-P-S: **Look at the objects in these two groups. How did I sort these objects?** *You sorted them by size. Yes, these objects are sorted by size. One group is small objects, and the other group is large objects.*

- Explain that there are many different ways to sort objects. Objects can be sorted by color, size, or shape.

Partner Practice

- Tell students that they will practice sorting objects with their partners today. Give each partnership a set of items to sort and two pieces of construction paper to use as sorting mats.

You and your partner will sort the objects into groups. You may decide to sort them by color, size, or in another way. Use the two pieces of paper as sorting mats.

- Allow time for students to sort the objects. Circulate and ask students about the groups of objects.

How did you sort the objects?

How many objects are in each group?

Point to one of the groups of objects. **Are there more or fewer objects in this group?**

Can you think of a new way to sort the objects?

- Have partnerships sort the items at least two different ways.

Recap



- Select partnerships to share how they sorted the objects. Ask them to tell if the objects in the group are more than, less than, or equal to the objects in the other group.
- Award pocket points if partnerships can explain their thinking and describe how they sorted the objects.
- Review the concept of sorting objects.



T-P-S: How could you sort your socks at home? *By color, by size (long or short), by whether they have stripes, etc.*



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

- “We Are Plooters,” *The 20th Century Children’s Poetry Treasury*, page 82

Introduce the Poem



WGR: Do you remember what the poet called people who destroy the beautiful things on Earth? **RWE:** He called those people Plooters. It doesn’t feel good to see people destroying our planet Earth and polluting our natural resources. Let’s read “We Are Plooters” again today to help remind us of the beauty that our natural resources provide.



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 recycling. Show students a plastic bottle. **Write about things that you can make with a plastic bottle, or how you can reuse it instead of throwing it away.**



T-P-S: How can you reuse the plastic bottle?

- Share an example that applies to you.

I think that I will write a sentence that says, “I can refill the bottle with 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, say-spell-say*

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I can refill the bottle with water.”

- **The first word is “I.” I can copy this word off the word wall.** Write “I.”
 - **“Can.” Let’s use Stretch and Spell to write “can.”** Prompt students to use Stretch and Spell. Write “can.”
 - **“Refill” is the next word. What sounds do you hear in “refill”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“I can refill the bottle with water.” The next word is “the.” “The” is also on the word wall. We can use Say-Spell-Say to help us write and remember “the.”** Prompt students to use Say-Spell-Say. Write “the.”
 - **“Bottle.” I hear a few sounds I know in “bottle.” I hear /b/, /o/, /t/, and /l/.** Write each letter as you say the sound.
 - **“With.” I remember how to write “with.”** Write “with.”
 - **“Water” is the last word. Do you hear sounds you know in “water”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say. **I also need to remember to put a period after this word because it is the end of the sentence.**
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

Today we have learned more about recycling. T-P-S: What does it mean to recycle something? *To use it again.* What are some things around your home or our school that can be recycled? *Bottles, cans, paper, plastic.* Yes. The plastic from bottles can be melted down and recycled to create something new made from plastic. The aluminum from a can can be melted down and recycled to create something new made from aluminum.

- Hold up the recycle sign.

Look at this sign. The sign’s arrows keep your eye going around and around, just like the word “recycling,” which means... Pause to let students complete your statement. *To go around again.* Another word for “sign” is “symbol.” We can call this the “recycling sign” or the “recycling symbol.” We can tell which plastic, glass, and aluminum items can be recycled by finding the special recycle symbol.

- Introduce the following activity.

Let’s be detectives to figure out which of these items can be recycled by looking for the recycle sign on each of them.

- Distribute one item to each partnership, and invite them to look at the base of the item to determine if it can be recycled. Explain that the items will be sorted into recyclables and non-recyclables. Place the recycle/no recycle symbols where all students can see them. Remind students that a symbol that has a line across it means no or do not.
- Ask each partnership to name their item and point to its recycle sign, if it has one. If necessary, model for them by saying something like, “We have a plastic bottle. Its recycle symbol is here, so it can be recycled,” or “This metal can does not have a recycle symbol on its base. It cannot be recycled.” Students will then place their items under the appropriate symbol. Be sure that all students have an opportunity to see the recycle symbol stamped on an item.
- Tell students that this activity will be set up when they arrive at school tomorrow morning so they can practice sorting used items for recycling.
- Remind students of the goal to reduce the amount of trash collected this week. Note the extent of the impact recycling has made on the amount of trash today. Compare the non-food classroom trash from yesterday with the trash collected today. Compare last week’s trash with that collected so far this week. If recyclables were not separated out on days 6 and 7, you may decide to involve the class in helping you do so at this time.
- Weigh today’s food-related trash, and record it on the Let’s Reduce Food Trash graph. Compare the weight of today’s food-related trash to yesterday’s trash. Ask students to estimate whether they are meeting their goal of collecting less trash this week (including reducing the amount of food-related trash) than last week.

 It is suggested that you wear rubber gloves while sorting through the trash. Hold out any bottles and cans not yet washed so students can inspect the bases to look for the recycle symbol and to determine how to sort the item.

Vocabulary Review



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

Our new word today is “recycle.” “Recycle” means to go around again.
T-P-S: When did we see, hear, or use the word “recycle” 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:
recycle

- 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. Recycle cans. | 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, We can recycle cans.</i> |
| The student responds in a complete, but not very elaborate, sentence. I recycle bottles. | 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 how you recycle bottles? |



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is for you and your partner to think of a win-win solution for the students who had a conflict about using the materials in the science lab.

- Provide a moment for students to review their solutions from snack.
- Use the sharing sticks to select students to tell their win-win solution. Encourage students to explain how the solution is win-win. Award pocket points when students tell how their solution is a win-win.
- Point out any instances when students used the Peace Path to solve conflicts today. Play the "Celebration" rhyme.

Today is the day we will celebrate using the Peace Path.

- 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

Composting biodegradable material reduces garbage and produces fertile soil.

| Additional Materials Needed Today | |
|--|--|
| Greetings, Readings, & Writings | <ul style="list-style-type: none"> Classroom Library Lab: trade book: <i>The Giving Tree</i>; Shared Story: <i>Shep, the Sheep</i> |
| Gathering Circle | <ul style="list-style-type: none"> No new materials |
| Theme Exploration | <ul style="list-style-type: none"> Let's Reduce Food Trash graph Wood (rotten) Cups (one polystyrene and one paper) Food scraps for composting saved since day 7 (fruit and vegetable peels, leftovers) One piece of bread Glass jar or bowl Water (one cup) Spoon Theme vocabulary word cards for "compost" and "biodegradable" or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> No new materials |
| STaR | <ul style="list-style-type: none"> Trade book: <i>The Giving Tree</i> |
| 15-Minute Math | <ul style="list-style-type: none"> Chart paper and marker |
| Snack/Outside/ Gross-Motor Play | <ul style="list-style-type: none"> Oranges or other fruits that can be peeled |
| KinderRoots | <ul style="list-style-type: none"> Shared Story: <i>Shep, the Sheep</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards for "a," "d," "ee," "ea," "ng," and "sh" or IWB access Green Word cards: "bring," "gosh," "rushed," "shut," "dashed," "hush," "shed," "will," "dish," "keep," "sheep," "near," "flash," "let," "sheets," "went" or IWB access Red Word cards: "our," "when," "were," "too," "they," "you" or IWB access All letter tiles from previous units |
| Math Mysteries | <ul style="list-style-type: none"> Set of 10 red linking cubes and 4 blue linking cubes Piece of paper, one per student Review: Add or Subtract page (appendix), one per student |

| Additional Materials Needed Today | |
|-----------------------------------|--|
| Let's Daydream | <ul style="list-style-type: none"> • “Keep a Poem in Your Pocket,” <i>The 20th Century Children's Poetry Treasury</i>, page 87 |
| 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"> • Is it biodegradable? Cards (appendix), one set per group of four or five students • Food scraps for composting saved since day 7 (fruit and vegetable peels, leftovers, bread, crackers, etc.) • Noncompostable trash items (plastic bottles, metal cans, cardboard, etc.) • Non-food trash from days 6–8 and week 1 • Food-related trash from today • Bathroom scale • Let's Reduce Food Trash graph • Home Link animal hand stamp: elephant |

Day 9

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *The Giving Tree* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Shep, the Sheep* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 8

Math Lab

- Same as day 8

Computer/Media Lab

- Same as day 8

Writing Lab

- Same as day 8

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

Partner Challenge

- Introduce today's Partner Challenge.
Our Partner Challenge today is to tell your partner a skill you do well, a skill at which you are an expert. Your partner may congratulate you for learning this skill that helps you work well in our class.
- You may want to model this with the Cool Kid. Invite the Cool kid to tell you a skill he or she does well. Then say something such as "Congratulations! You are an expert at (name of skill)."
- Tell students that they will earn pocket points when they congratulate their partners.

Today is the day we will celebrate using our Getting Along Together skills. I will look for students who use Getting Along Together skills when they have problems working with friends. At the end of the day, we will celebrate using our skills to work out problems with others.

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 like 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 understand how others feel?**

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **How does recycling help keep our environment clean?**

We have talked about how reusing and recycling help Earth. Let’s see if our new Daily Message tells us about another way to help the planet!

Daily Message

Some garbage can be composted

- Write the Daily Message in front of students, reading each word as you finish writing it. Omit any end punctuation. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - WGR: **What is wrong with our Daily Message today?** *There should be a period on the end.* Correct the sentence after students note the mistake.
 - Have students stretch and read “can.”



Theme Learning

- Explain the content of the Daily Message.



Yesterday you learned about recycling. T-P-S: Please talk with your partner about what the word “re...cycle” means? “Recycle” means to go around again. You learned that trash, like aluminum cans, can be recycled into something new, like pie plates or new cans. The glass from a used bottle can be used to make a new bottle, and used paper can be made into new paper. Used cans, bottles, and paper can be put in recycling bins and then made into new items so there is less trash.

- Remind students of the class’s trash-reduction goal and of the amount of food-related trash thrown away during snack time each day. Refer to the Let’s Reduce Food Trash graph.

Yesterday, we were able to reduce the amount of trash we threw out by reusing and recycling items. There is another way we can reduce the amount of trash at snack time. You pretended to be trees last week. A wind knocked you down, and then over time the tree’s wood on the ground became rotten and turned into soil. Wood is biodegradable, which means that when it falls to the ground it becomes rotten and eventually turns into soil.

- Show students the pieces of rotten wood, and encourage them to crumble pieces between their fingers. Invite them to practice saying the word “biodegradable” several times.
- Hold up the polystyrene cup.

This cup, like other plastic things, will not turn into soil. It might break into pieces, but the pieces will always be plastic, never soil. Paper cups (Hold up the paper cup.) are biodegradable because they will turn back into soil one day.

Now let’s think again about reducing the amount of trash from snack. Some of it might be biodegradable—it might become rotten and turn into soil.

- Explain that some food items can be composted.

Vegetables, fruit, and breads can be put into a bin along with yard waste, such as grass cuttings and leaves. There, the food and yard waste will rot, fall apart like the rotting wood, and turn into rich soil, which is excellent for growing new plants in gardens. We call this composting.

- Point to the bowl of water, the piece of bread, and the polystyrene cup.

We can do a quick experiment to see how food can be composted and become soil, but products such as plastic cannot.

- Demonstrate how food waste will fall apart during composting, but plastic will not. Tear small pieces of bread and pieces of a cup into a bowl of water. Use your hands to break up the bread until it dissolves. Show students your attempt to break up the cup pieces in the same way. Point out that the bread dissolved, but the pieces of cup are still the same.

The water breaks up the bread in the same way it will dissolve and become soil when it is composted. We can see that plastic will not break up in this way. Composting is a form of recycling—making something new from something used.



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

Our words for today are “compost” and “biodegradable.”

When we compost, we collect rotting plants and food until they become soil. I can make a sentence with the word “compost.”

We can compost vegetables, but not plastic.

The word “biodegradable” means able to break down and become soil.

I can make a sentence with the word “biodegradable.”

Carrots are biodegradable, so I put them in the compost bin.



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

Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

- Have students recite the song “Make Today a Great Earth Day.”
- Read the words.

Develop Phonemic Awareness—Phoneme Substitution

- Review the new form of final-sound Switcheroo with students.



A few days ago, we played a new form of Switcheroo. We switched the last sound of a word with a new sound to make a new word. If I say “bat” and ask you to replace /t/ with /k/, you would get “back.” If I say “back” and ask you to replace /k/ with /d/, you would get... Pause for students to jump right in with “bad.” Yes. Let’s try playing this game again.



- Play Switcheroo with the following words. Use Think-Pair-Share to have students share the new words.

| You say | New sound | Students respond |
|---------|--------------|----------------------|
| map | /t/ | <i>mat</i> |
| gate | /m/ | <i>game</i> |
| cat | /n/, /p/, b/ | <i>can, cap, cab</i> |
| cub | /p/, /t/ | <i>cup, cut</i> |
| hot | /g/, /p/ | <i>hog, hop</i> |
| safe | /v/, /m/ | <i>save, same</i> |



- Congratulate students for their efforts
- Award pocket points if several students are successfully able to substitute final phonemes 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? The Giving Tree.



WGR: The author and illustrator is Shel Silverstein. What does the author do? *The author thinks of the story, writes the words.*

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 “shade.” What does “shade” mean? *Darkness created when light is blocked.*



T-P-S: Can you think of a sentence that uses the word “shade”? 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 “gathered.” *The word “gathered” means picked up.*

Story Retell

- Explain to students that they will act out the story with their partners.

Today when I read this story, you and your partner will be the boy and the tree and do the things they do.

- Assign roles to members of partnerships. Partner A is the boy, Partner B is the tree.
- Have partnerships spread out so they have enough room to act out the story without crowding one another.
- Read the story, pausing as needed to allow students to act out what’s happening. If time allows, have students switch roles and act out the story again.
- Close the activity by having students tell their partner something they would like to make from the tree.



T-P-S: If you were the boy in this story, how would you use the parts of the tree?



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 | Recycling Center

Description:

- The dramatic play lab will be a recycling center.

When You Tour:

- Remind students that in the dramatic play and blocks labs they can work together to build and run a recycling center.

Blocks Lab | Recycling Center

Description:

- The blocks lab will be a recycling center.

When You Tour:

- Encourage students to use the blocks and boxes to create sorting stations in the recycling center.
- Point out that the toy trucks can be used to transport bottles, cans, and other recyclables.

Art Lab | Recycled Sculpture

Description:

- Students will create sculptures using recycled materials.

When You Tour:

- Remind students that they can recycle the materials by using them to make sculptures.

Classroom Library Lab | Retell or Act Out *Joseph Had a Little Overcoat*

Description:

- Students will retell or act out the story *Joseph Had a Little Overcoat*.

When You Tour:

- Remind students that they can retell or act out *Joseph Had a Little Overcoat*.

Literacy Lab | Play School: Find the Green Words

Description:

- Students will find Green Words in Shared Stories and read the sentences that contain them.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game called Find the Green Words.

Math Lab | Recycling Center

Description:

- Students will count how many recyclable items will fit in a recycling bin.

When You Tour:

- Remind students that they will pretend to work at a recycling center. It is their job to fill each bin with a different item to be recycled. Then they will count and add items.

Computer/Media Lab | Poetry and Rhyme Recording Studio

Description:

- Students will record poetry, rhymes, or songs they have learned in school.

When You Tour:

- Remind students that they can record themselves reciting poems that they learned in Rhyme Time or any other poems, songs, or rhymes that they like.

Sand/Water Lab | Recycle

Description:

- Students will find recyclable items in the sand and sort them according to type.

When You Tour:

- Remind students that they can dig up the items and then sort them on the trays according to whether they are paper, plastic, or glass.

Science Lab | Weighing Rocks

Description:

- Students will weigh rocks and sort them according to weight.

When You Tour:

- Remind students that they can weigh the rocks using the balance scale and sort them by weight.

Writing Lab | We Can Reduce, Reuse, and Recycle

Description:

- Students will write about ways to reduce, reuse, and recycle.

When You Tour:

- Remind students that they can write about and illustrate the ways to reduce, reuse, and recycle things instead of throwing them out.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.
- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at** (time on the clock)?



Our Favorite Outside Activities Graph

- Select two or three students to pick their favorite activity on the graph. Use an overhead marker to shade one box in the appropriate row for each student's choice. Ask students to tell their partners what they know by looking at the 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 oranges or other fruit. Ask students what they think should be done with the peel after they finish snack. Save the peels, other food scraps, and any other trash to put into a compost bin.

Is there anything left from snack that can't be used as compost or recycled? Things that can't be reused, recycled, or composted have to be thrown in the trash to be taken out to the dumpster.

- Place the items that are left over into a trash bag. Set the bag aside to weigh during Let's Think About It.
- Remind students of the weight of yesterday's food-related trash. Ask them to estimate whether today's trash will weigh more or less than yesterday's.

On most days, there is a lot of snack trash. Because you did not throw away what can be reused, used for compost, or recycled, there is very little trash to take to the dumpster today. You made the amount of garbage smaller to help keep our Earth a beautiful place.

- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner a skill you do well, a skill at which you are an expert. Your partner may congratulate you for learning this skill that helps you work well in our class.

- Allow students time for each member of the partnership to name a skill they do well and receive feedback from their partner. As you monitor their conversations, guide them with making congratulatory statements if needed.
- Award pocket points when students congratulate their partners.



Outside/Gross-Motor Play

- Play a game of Farmer in the Dell on the playground today. As suggested in *City Gardens & Country Farms*, have the farmer take different animals instead of family members.



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



TIMING GOAL: 30 minutes

Warm-Up

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 /a/, /d/, /ee/, /ea/, /ng/, and /sh/.
- Show the Animated Alphabet video segment for /sh/.

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:
dish → dash → bash → bush → hush

Say-Spell-Say

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

Readles

- Review the readle 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:

bring
gosh
rushed
shut
dashed
hush
shed
will
dish
keep
sheep
near
flash
let
sheets
went



Red Words:

our when
were too
they you

Readle:

gate



Partner Reading

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

Roo's Request



It's time for Roo's Request!

Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look on pages 8 and 9. Use the words "waved" and "Granddad" to tell your partner something that happened in the story.**

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

Writing

Partner Story Questions



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

Stretch and Count/Stretch and Spell

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

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

gosh

shut

dish

Celebration

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



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Hold up two towers of linking cubes. (One tower should be made up of ten red cubes, and the other tower should be made up of four blue cubes.) Ask students to look at the towers and decide which tower has more cubes. Have several students share their thoughts with the class.



T-P-S: How can we know for sure which tower has more cubes? *Count the cubes. Which tower has more cubes?* *The red tower has more cubes.*

- Award pocket points if students are able to identify the tower with more cubes.
- Have students think about how the linking cubes were sorted into two groups.



WGR: How are the linking cubes sorted? *By color; one tower is made up of red cubes, and one tower made up of blue cubes.*

Active Instruction

- Remind students that this week they are reviewing things they learned this year in math.

Today we are going to review addition and subtraction again. Adding and subtracting are something you will do a lot of next year in first grade and in all grades throughout elementary school.

- Explain that to write the number sentences for addition and subtraction problems, you have to know how to write all the numbers. Quickly review how to write the numbers from 1 to 10. For each number, model writing the numeral in the air, and ask students to do the same. Then write each numeral on the board or on a piece of chart paper. Ask if students have any questions about how to write any of the numbers from 1 to 10.
- Tell students an addition story and have them write the matching number sentence.

I am going to tell you an addition story and I want you to think about how to solve it with your partner. I put three items in the recycling bin this morning. Then, after lunch, I put six more items in the recycling bin. How many items did I put in the recycling bin altogether today?



T-P-S: How do you solve this addition story? What number sentence would you write to show the solution? You add three items and six items, and when you count them altogether you get nine items. $3 + 6 = 9$.

Partner Practice

- Explain that students will practice writing the numbers from 1 to 10 today. Give each student a piece of paper, and make sure they each have a pencil.

Let's see how well you can write the numbers from 1 to 10. Write each of the numbers from 1 to 10 on the piece of paper. Take your time, and ask your partner if you forget how to write a number.

- Allow time for students to write the numbers from 1 to 10. Circulate and check that students know how to write all the numbers.
- After students have finished writing the numbers from 1 to 10, hand out a Review: Add or Subtract page to each student. Tell students they can talk about how to complete each number sentence with their partners, but each student has to write the answer on his or her own page.

Look at each number sentence and decide whether you need to add or subtract. Then work with your partner to solve it, and write the correct number on the line to complete the equation.

- Circulate as students work, and provide help as needed. Encourage students to use manipulatives to help them solve the addition and subtraction problems. Check that students are solving the equations correctly.

Recap



- Select students to share their answers to the Review: Add or Subtract page. Ask students to explain how they figured out the solution to each problem.
- Award pocket points if students can successfully explain their thinking and give the correct answer.

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, blankets, 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

- “Keep a Poem in Your Pocket,” *The 20th Century Children’s Poetry Treasury*, page 87

Introduce the Poem

Today I will reread a poem to you that we have heard before. This poem is called “Keep a Poem in Your Pocket,” and it was written by Beatrice Schenk de Regniers. The poet writes about how a poem can make you happy.



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

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

Today we’ve been talking about composting. Composting helps create rich soil. Think back to what we have learned about plants. Write about why soil is important to the earth.



T-P-S: Why is soil important to the earth?

- Share an example that applies to you.

I think that I will write a sentence that says, “Plants need good soil to grow.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “Plants need good soil to grow.”

- **“Plants” is the first word. We can use Stretch and Spell to write “plants.”** Prompt students to use Stretch and Spell. **I need to make sure to use a capital or uppercase “p” when I write “plants” 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 “Plants.”
 - **The next word is “need.” Do you hear sounds we know in “need”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Plants need good soil to grow.” “Good” is the next word. I hear a couple of sounds I know in “good.” I hear /g/ and /d/.** Write each letter as you say the sound.
 - **“Soil.” What sounds do you hear in “soil”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“To” is the next word. I remember how to write “to.”** Write “to.”
 - **The last word is “grow.” What sounds do you hear in “grow”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

Today we have been learning about composting and how it helps us make less trash.



T-P-S: What are some kinds of trash that you can compost? What are some kinds of trash that you can’t compost? RWE: We can compost trash that is biodegradable, such as bread, orange rinds, and apple cores. These items break down into soil. We cannot compost trash such as plates or cups made from foam. Those items are not biodegradable. They will not break down into soil.

- Create groups of four or five students by combining partnerships. Distribute a set of Is it biodegradable? Cards to each group. Tell students that four of their cards show items that are biodegradable and can be composted, and the other four show items that are not biodegradable and cannot be composted. Tell students to discuss the items and sort them into a pile that can be composted and a pile that cannot be composted.
- Write “Compost” and “Do Not Compost” on the board. Call on students from each group to list the items in their piles. Write students’ responses under the correct heading. Discuss any items that students sort into the wrong pile.
- Review the class’s trash-reduction efforts.



Let’s see how much we have reduced our trash today. T-P-S: During snack time today, what was the new way we reduced the trash we threw away? Hold up the container of items for compost, and remind students that this will be put to good use to make soil. We also put recyclable items from snack into the recycling bins. WGR: Do you think the weight of today’s snack trash will be more or less than yesterday’s trash? *Less.*

- Weigh the trash to be discarded, record the amount on the Let’s Reduce Food Trash graph, and compare that amount to the weight of snack trash from previous days.
- Note the number of recycled items collected so far this week, and ask students how this has affected the amount of trash to be thrown out. Compare the non-food classroom trash from yesterday with the trash collected today. Compare last week’s trash with that collected so far this week. Use Think-Pair-Share to have students estimate whether they are meeting their goal of collecting less trash this week (including reducing the amount of food-related trash) than last week.
- Congratulate students on their efforts to take care of our Earth.

Vocabulary Review



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

One of our new words today is “compost.” When we compost, we collect rotting plants and food until they become soil. T-P-S: When did we see, hear, or use the word “compost” today?

Our other new word today is “biodegradable.” The word “biodegradable” means able to break down and become soil. T-P-S: When did we see, hear, or use the word “biodegradable” today?

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

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

Theme Vocabulary:

compost
biodegradable

- 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. Compost vegetables. | 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, We can compost vegetables.</i> |
| The student responds in a complete, but not very elaborate, sentence. We can't compost plastic. | 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 we can't compost plastic? |



- 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 a skill that you do well, a skill at which you are an expert, and for your partner to congratulate you.



- Provide a moment for students to review what they told their partner and the congratulations they received.
- Use the sharing sticks to select students to tell their partner's skill and how they congratulated him or her. Guide them with giving compliments if needed.
- Award pocket points when students congratulate their partners.
- Today is the day we will celebrate using our Getting Along Together experts. Play the "Celebration" rhyme.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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



Home Link/Departure

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

Day 10 | Ready, Set...

Focus

Everyone can help to keep Earth's environment clean and healthy.

| 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"> Bins labeled for recyclables, reusables, giveaways, compost, and trash Bags of mixed trash (eight to ten items in each bag; one bag for teacher demonstration and one for each group of four students) Theme vocabulary word card for “trash” or IWB access |
| Rhyme Time | <ul style="list-style-type: none"> Key cards for “b” and “t” |
| 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"> Vegetable sticks Dip |
| KinderRoots | <ul style="list-style-type: none"> Shared Story: <i>Shep, the Sheep</i> (teacher and student copies) KinderCorner 2nd Edition Plus Media and Software flash drive Key cards for “a,” “d,” “ee,” “ea,” “ng,” and “sh” or IWB access Green Word cards: “bring,” “gosh,” “rushed,” “shut,” “dashed,” “hush,” “shed,” “will,” “dish,” “keep,” “sheep,” “near,” “flash,” “let,” “sheets,” “went” or IWB access Red Word cards: “our,” “when,” “were,” “too,” “they,” “you” or IWB access |
| Math Mysteries | <ul style="list-style-type: none"> Chart paper Paper and pencil, one set per partnership |
| Let's Daydream | <ul style="list-style-type: none"> “Tree Climbing,” <i>The 20th Century Children's Poetry Treasury</i>, page 78 |
| 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

- Non-food trash from days 6–9 and week 1
- Food-related trash from today
- Bathroom scale
- Let's Reduce Food Trash graph or IWB access
- Cool Kid certificates

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

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

Home Link Debrief

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

T-P-S: In last night's story, how did Diego and Natalia grow such big vegetables?

- 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 Getting Along Together skills, and celebrate students' use of them.

I am so happy that we have learned the Getting Along Together skills that help us work and play together well. I am proud of how hard you all work to learn and use these skills every day. You are showing that you are becoming experts at using these skills.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no current classroom problems to be resolved, use the experts' banner you created during Class Council last week to count your classroom experts in each skill.
- Count the number of "I" Message icons with students' names on them, and announce the total. For example, you might say, "There are (number) 'I' Message experts in our class." Invite students to give a cheer. Do this for each of the remaining icons: active listening, Stop and Stay Cool, and conflict solvers, inviting students to give a cheer for each.

Count the number of icons for each skill rather than reading names. This activity is designed to celebrate success, not to draw attention to students who may not yet have demonstrated the ability to use the Getting Along Together skills.



Theme Exploration

TIMING GOAL: 15 minutes



Partnership Question of the Day

T-P-S: **How does composting help Earth?**

We have learned so much in this unit about how to help planet Earth. I wonder what today's Daily Message will tell us.

Daily Message

How can we keep our Earth healthy for all people, plants, and creatures?

- 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: **Is our Daily Message a statement or a question?** *Question. How do you know? It has a question mark at the end.*
 - **There are a few words in our Daily Message that we can stretch and read.** Lead students in stretching and reading “can,” “keep,” and “plants.”



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message asks us a question. You can answer this question because you have learned about trash and Earth's natural resources, such as trees. T-P-S: What are some ways people can keep our Earth healthy for all people, plants, and creatures? Answers will vary. You have learned so much!
- Introduce the following sorting game.

Recycling is one way people can help keep Earth healthy. Let's play a game to practice what you have learned about recycling.
- Ask students to listen as a volunteer gently shakes the bag of trash you have prepared for the activity demonstration. Invite students to guess what might be inside.
- Point out the sorting bins you have ready for each category of items. Include a can for compost items and a trash can for legitimate trash items that will go in the dumpster.

- Invite a volunteer to remove an item from the bag and decide if it should be reused, recycled, given away, used as compost, or taken to the dumpster. Remind the volunteer to look for the recycling symbol on food containers and to talk out loud about his or her sorting decisions. Explain that many items that are to be thrown in the dumpster will not be in today’s lesson because they are unsanitary; for example, soiled tissues and paper towels, meat scraps and bones, used bandages, and rags soiled with heavy grease or chemicals.
- Hold up or point out the bags of trash for students to sort.

These bags are full of items that might have been thrown away. Now it is your turn to reduce the trash. When you have finished sorting the items for recycling, reusing, giving away, and composting, we will see how much trash will actually be going to the dumpster.

- Divide the class into groups of four or five students each, and distribute a prepared bag of trash to each group. Students will take turns choosing an item from the bag, and then the group will decide what to do with the item. The student who chose the item will place it in the proper bin, while the next student pulls an item from the bag for the group discussion and decision. Repeat the process until all the items have been either put into a bin or the trash can.
- When the groups have completed their trash-sorting job, ask them to talk about the items they sorted, asking questions, such as, “Who can tell us about a container with the recycling symbol on it?” “Tell us about an item that will be given away.” “What was an item that will go to the dumpster?” “Think about an item that will be reused. Tell us what it is and how someone could use it.”
- Hold up the bag of trash to go to the dumpster, and ask students to compare it to the amount of space the original group of bags took up. Congratulate them on their ability to reduce trash.



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

The word “trash” describes things that are thrown away. I can make a sentence with the word “trash.”

We should pick up any trash we see in the schoolyard.



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

Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

- Have students recite the song “Make Today a Great Earth Day.”
- Read the words.

Develop Phonemic Awareness—Phoneme Addition and Substitution

- Tell students that today they will play another sound game. Demonstrate how to play the game with students.



Today we are going to play a game called Add and Switch. We are going to make lots of new words in this game. First, I will say a word, and then you will make a new word by adding a sound to the beginning of the word. If the word is “all” and I say add the /b/ sound (Hold up the “b” key card.) to the beginning of the word, you would say “ball.” Now we have two words: “all” and “ball.” Let’s make another word. What happens when we make the /a/ in “ball” say “i”? We get the new word “bill.” Now we have “all,” “ball,” and “bill.” Let’s try this switching part again. T-P-S: What happens when we make the /i/ in “bill” say /e/? RWE: That’s right. When we switch the /i/ in “bill” to /e/, we get “bell”! We just made a lot of new words.

- Have students work in pairs to play Add and Switch.

Ready? The word is “ape.” Hold up the key card for “t.” T-P-S: Add /t/ to “ape.” “Tape.” Great. T-P-S: Now, what happens when we make the “a” in “tape” say /o/? RWE: Yes, we would get “top.” T-P-S: What happens when we make the /o/ in “top” say /i/? “Tip.”

| You say | New initial sound | Students respond | New medial sound | Students respond |
|---------|-------------------|------------------|------------------|------------------|
| at | /b/ | bat | “o”, /e/ | boat, bet |
| eat | /m/ | meat | /a/, /i/ | mat, mitt |
| or | /f/ | for | /u/ | fur |

- Celebrate success by adding pocket points to KinderRoo’s pouch.
- Award pocket points if several students are successfully able to substitute initial and medial phonemes to form new 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 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 | Recycling Center

Description:

- The dramatic play lab will be a recycling center.

When You Tour:

- Remind students that in the dramatic play and blocks labs they can work together to build and run a recycling center.

Blocks Lab | Recycling Center

Description:

- The blocks lab will be a recycling center.

When You Tour:

- Encourage students to use the blocks and boxes to create sorting stations in the recycling center.
- Point out that the toy trucks can be used to transport bottles, cans, and other recyclables.

Art Lab | Recycled Sculpture

Description:

- Students will create sculptures using recycled materials.

When You Tour:

- Remind students that they can recycle the materials by using them to make sculptures.

Classroom Library Lab | Retell or Act Out *Joseph Had a Little Overcoat*

Description:

- Students will retell or act out the story *Joseph Had a Little Overcoat*.

When You Tour:

- Remind students that they can retell or act out *Joseph Had a Little Overcoat*.

Literacy Lab | Play School: Find the Green Words

Description:

- Students will find Green Words in Shared Stories and read the sentences that contain them.

When You Tour:

- Remind students that today in their imaginary classroom they can play a game called Find the Green Words.

Math Lab | Recycling Center

Description:

- Students will count how many recyclable items will fit in a recycling bin.

When You Tour:

- Remind students that they will pretend to work at a recycling center. It is their job to fill each bin with a different item to be recycled. Then they will count and add items.

Computer/Media Lab | Poetry and Rhyme Recording Studio

Description:

- Students will record poetry, rhymes, or songs they have learned in school.

When You Tour:

- Remind students that they can record themselves reciting poems that they learned in Rhyme Time or any other poems, songs, or rhymes that they like.

Sand/Water Lab | Recycle

Description:

- Students will find recyclable items in the sand and sort them according to type.

When You Tour:

- Remind students that they can dig up the items and then sort them on the trays according to whether they are paper, plastic, or glass.

Science Lab | Weighing Rocks

Description:

- Students will weigh rocks and sort them according to weight.

When You Tour:

- Remind students that they can weigh the rocks using the balance scale and sort them by weight.

Writing Lab | We Can Reduce, Reuse, and Recycle

Description:

- Students will write about ways to reduce, reuse, and recycle.

When You Tour:

- Remind students that they can write about and illustrate the ways to reduce, reuse, and recycle things instead of throwing them out.



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



15-Minute Math

TIMING GOAL: 15 minutes

Continue the estimation activity (along with Calendar, Days of the Week, Ten-Frames, and Days of School Tape) through the end of the school year. Change the Estimation poster every week.

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Telling Time

- Select a student to come up and pull one Time Cutout from the plastic bag. Ask the student to tell the class what time the cutout says. Then ask the student to change the instructional clock or the laminated analog clock to match the time on the cutout. Ask the class what you should write on the laminated digital clock to show the same time. Write the time on the digital clock.
- Ask students to think about the time shown on both clocks. T-P-S: **What is an activity that we might do at** (time on the clock)?



Our Favorite Outside Activities Graph

- Select two or three students to pick their favorite activity on the graph. Use an overhead marker to shade one box in the appropriate row for each student's choice. Ask students to tell their partners what they know by looking at the 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 a nutritious snack of vegetable sticks and dip. Discuss the origin of each snack item, asking questions, such as, “Is it a fruit or vegetable that was grown on a farm?” Remind students of the importance of a clean, healthy Earth that can produce healthy food for us.
- Remember to collect appropriate food scraps for composting and food-related trash in a separate container from the non-food trash to be weighed during Let’s Think About It. Remind students of the weight of yesterday’s food-related trash. Ask them to estimate whether today’s trash will weigh more or less than yesterday’s. Discuss ways of reducing the trash through reusing and recycling. Ask students to think carefully about things such as napkins that have remained unused and can be put away for use on another day instead of being thrown away needlessly.
- Take trash from Theme Exploration to the dumpster.

Outside/Gross-Motor Play

- Invite students to play a favorite game from this or a previous unit.



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



KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Green Words:

bring gosh
 rushed shut
 dashed
 hush
 shed
 will
 dish
 keep
 sheep near
 flash let
 sheets went

**Red Words:**

our when
 were too
 they you

Readle:

gate

Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /d/, /ee/, /ea/, /ng/, and /sh/.
- Show the Animated Alphabet video segment for /sh/.

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:

ship → shop → shot → shut → shush

Say-Spell-Say

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

Readles

- Review the readle from the story.

Partner Word and Sentence Reading

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

**Partner Reading**

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

Roo's Request

It's time for Roo's Request!

Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"



Use KinderRoo to make this request: **Look at page 10. Tell your partner in a complete sentence why Granddad tells the kids to keep the gate shut.**

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:

shed

sheep

hush

- 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 fed the sheep.

All Together Now

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



Celebration

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



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



Math Mysteries

TIMING GOAL: 25 minutes



Show What You Know

- Use the sharing sticks to select several students to share addition or subtraction stories with the class. Award pocket points for thoughtful stories and for students' successful solutions to the stories.
- Have students complete these number sentences.



WGR: $6 + 2 = \underline{\quad} 8$.

WGR: $10 - 6 = \underline{\quad} 4$.

WGR: $2 + 4 = \underline{\quad} 6$.

Active Instruction

- Remind students that this week they are reviewing things that they learned this year in math. Review problem solving with students.

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

- Remind students that when we problem solve, sometimes the answer is not always clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.
- Tell students the problem-solving story.

Luke, Sophia, and Trent put items in the recycling bin after lunch. Before they put their items in the bin, it was empty. Now there are 18 items in the recycling bin. Trent put 5 items in the bin. Luke put 7 items in the bin. How many items did Sophia put in the bin?

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

I need to figure out what the problem is. Let's see, I know that three students put items in the recycling bin. I know that there are 18 items in the recycling bin. I know that Trent put in 5 items, and Luke put 7 items in the bin. I need to figure out how many items Sophia put in the bin.

- Tell students that you could use items in the classroom to act out the story to help solve it.

I could use a piece of construction paper as the recycling bin, and maybe I could use linking cubes as the items that students put into the bin. But sometimes I don't have cubes around to help me. I wonder if I could draw a picture.

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



T-P-S: How might I draw a picture to help me solve this problem? I can draw a picture of the recycling bin. Then I can draw circles for the 18 items that are in the bin. Then I can cross off the items that each student puts in.

- Repeat the problem-solving story.

Luke, Sophia, and Trent put items in the recycling bin after lunch. Before they put their items in the bin, it was empty. Now there are 18 items in the recycling bin. Trent put 5 items in the bin. Luke put 7 items in the bin. How many items did Sophia put in the bin?

Pause to think. **I will draw a big rectangle for the recycling bin.** Model drawing a large rectangle that will represent the recycling bin. **There are eighteen items in the recycling bin, so, I will draw eighteen small circles inside the rectangle to represent the items.** Model drawing the 18 circles inside the rectangle. **Trent put in 5 items. I will draw a big “T” over 5 of the circles to show Trent’s items.** Model drawing a “T” over 5 of the circles. **Luke put 7 items in the recycling bin. I will draw a big “L” over 7 of the circles to show Luke’s items.** Model drawing an “L” over 7 of the circles.

- Encourage students to think about the next step in acting out and solving the problem.



T-P-S: I have drawn a picture of the recycling bin and labeled items put in by Trent and Luke. Now what should I do? *Count the items that are not labeled, and that will tell you how many items Sophia put in the bin.*

- Continue solving the problem.

When I look at the picture, I see some circles that are not labeled. These circles show the items that Sophia put into the recycling bin. If I count these circles then I will solve the problem. Point to the unlabeled circles one at a time and count aloud with the help of the students. **1, 2, 3, 4, 5, 6. Sophia put 6 items in the recycling bin. We solved the problem!**

Partner Practice

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

Maya, Kevin, and Trey recycled the juice boxes from the cafeteria after lunch. They placed 16 juice boxes in the recycling bin altogether. Maya put 6 juice boxes in the recycling bin. Trey put 5 juice boxes in the recycling bin. How many juice boxes did Kevin put in the recycling bin?

- Prompt students to think about the problem.



T-P-S: What is the problem in the story? *The problem is that we need to figure out how many juice boxes Kevin put into the recycling bin.*

- Read the story again slowly, prompting one partner to draw a big rectangle for the recycling bin. Then prompt the other partner to draw circles for the 16 juice boxes. Then prompt the first partner to write an “M” over 6 of the circles for the juice boxes that Maya put in the bin. Then prompt the second partner to write a “T” over 5 of the circles for the juice boxes that Trey put in the bin.
- Prompt students to think about the answer.

T-P-S: We are trying to figure out how many juice boxes Kevin put in the recycling bin. How do we figure this out? *We count the circles left without an “M” or a “T.” Kevin put 5 juice boxes in the recycling bin.*

- 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 thinking about the problem and drawing a picture to help solve it.



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

- “Tree Climbing,” *The 20th Century Children’s Poetry Treasury*, page 78

Introduce the Poem

Sometimes I enjoy being by myself so I can have my own thoughts, sing, or read. In the poem today titled “Tree Climbing,” the poet Kathleen Fraser tells about a special place she likes to go to be alone—she climbs her favorite tree. Listen to find out why this tree is so special to her.



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

Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

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

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

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

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

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



Review the learning focus of the day.

Today we have been reviewing how we can keep the earth healthy. T-P-S: What can we do with trash, other than just throwing it away, to help keep Earth healthy? *Recycle, reuse, compost.*

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

This week, we have learned about how to help keep our land, air, and water clean. Picking up litter helps, but we can do more. T-P-S: What are some ways we can reuse things, instead of throwing them away? *Possible answers include using items for crafts; writing on the unused side of paper, etc. How does reusing things help reduce the amount of trash we make? When we reuse something, we don’t throw it away. We do something new with the object. We can also recycle some things instead of throwing them away. T-P-S: What are some things we find at home or school that we can recycle? *Bottles, cans, boxes, etc. We can’t reuse or recycle most food or plants; however, we can compost many food or plant items because they are biodegradable. T-P-S: What are some foods or plants that we can compost? *Orange peels, apple cores, leaves, grass, etc.***

- Quickly place students in groups of five or six members, and have them form a circle with their group.
- 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, “We can reuse plastic bottles as flower vases” to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their group. Have students give a thumbs down if the message changed in their group.

- Continue playing several rounds of Telephone, using the following theme vocabulary words in short sentences.

trash litter
 reduce recycle
 compost biodegradable

- Remind students of the goal to reduce the amount of trash collected this week. Note the extent of the impact recycling has made on the amount of trash today. Compare the non-food classroom trash from yesterday with the trash collected today. Compare last week’s trash with that collected so far this week.
- Weigh today’s food-related trash, and record it on the Let’s Reduce Food Trash graph. Compare the weight of today’s food-related trash to yesterday’s trash. Ask students to determine whether they have met their goal of collecting less trash this week (including reducing the amount of food-related trash) than last week and by how much.
- Congratulate students on their new knowledge of ways of taking care of our Earth, and celebrate by reciting “Make Today a Great Earth Day” and singing and moving to any other theme-related music.

Vocabulary Review



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

Our new word today is “trash.” The word “trash” describes items that are thrown away. T-P-S: When did we see, hear, or use the word “trash” 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:
trash

- 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. Trash messy. | 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, Trash looks messy.</i> |
| The student responds in a complete, but not very elaborate, sentence. We can reuse trash. | 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 how we can reuse trash? |



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

Cool Kid Recognition

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

Pocket Points for the Day

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

Home Link/Departure



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

Read & Respond: I’d like you to read with a member of your family this weekend. Perhaps you could read a book about helping to keep Earth healthy.

Summer Activities Calendar: On the last day of school, distribute the Summer Activities Calendar from the appendix for parents to use as a resource.

Appendix

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What Else Can We Get Into?

- Plan a “Play in the Mud Day.” Invite students to bring in old clothes and arrange for a way for them to clean up after playing in natural or teacher-made mud puddles outside or indoors. Encourage students to use descriptive language as they squish the mud through their fingers and toes. To prompt students to use similes and metaphors ask questions such as “What does this remind you of?” and “What is it like?”
- Plant a tree or shrubbery on school property.
- Begin a compost pile. While you’re at it, conduct an experiment to see what kinds of things can biodegrade. With permission to dig a hole on school property, bury the following items: an aluminum can, a plastic bottle (or cup), an apple core, and a lettuce leaf. Mark the spot for digging up the items in two weeks. Explain to students that two of these items will break down to form soil. Have them predict which items they are and why they think so. Record the predictions. In two weeks’ time dig up the items. Were the predictions correct?
- Composting requires water and microbes. Particularly in dry regions, soak each buried item with a mixture of a composting formula and water to speed the biodegrading process.
- Have students make pinecone birdfeeders. Take a pinecone, coat it with peanut butter, and then roll it in birdseed. Attach string or yarn and hang it outside.
- Try some of the following suggestions to use throwaways in artwork or to make into usable items:
 - Help students make birdfeeders out of plastic milk bottles or paper milk cartons. Cut an opening in the container, fill it with birdseed, and hang it outdoors.
 - Make a beanbag toss game. Cut holes in the top (or bottom) of a cardboard box. Students can toss beanbags into the holes.
 - Use old socks for students to make puppets. They can add details with bits of fabric, construction paper, and buttons.
 - Have students make pencil containers (as a gift for a parent) out of empty coffee cans. Try to find the type that does not need to be opened with a can opener to avoid possible cuts.
 - Use empty toilet paper rolls to make binoculars. Students can color or decorate them, tape them together, and use them in the dramatic play lab for bird watching.
 - Use plastic bottles to make play equipment for your class.
 - > Plastic milk bottles can be cut to create scoops with handles, and students can use them to play catch with beanbags. Hold the bottle by the handle and cut the front and bottom.
 - > Cut a two-liter bottle in half and use the top half as a funnel in the water table.
 - > Cut plastic bottles of different sizes to create scoops to use in the sand.
 - > Punch holes in a gallon plastic milk bottle on the side opposite the handle and use as a watering can.

- Visit a recycling center where the class can deliver the recyclable items they have collected.
- Make new paper from used paper.
 - Paper-making materials and equipment:
 - > Paper (used, torn in strips)
 - > Water
 - > Starch (several ounces)
 - > Screen (close gauge, about 8" x 8")
 - > Dishpan
 - > Blender (optional)
 - > Cloth pieces (thin, cotton; e.g., old bed sheets, thin dishtowels, or felt; 10" x 10", several)
 - > Sponges (2)
 - > Iron
- Make pulp by cutting paper into strips and soaking it in water. The longer it soaks, the softer it gets, until it falls apart. Show students the paper that has been soaking in the water, and stir the mixture until it has a soupy consistency. If the paper has not deteriorated into pulp, you may want to use a blender to speed the process.
- Place the screen on the bottom of the dishpan. Pour the pulp/water mixture into a dishpan. Add water and a few ounces of starch to make a 3- to 4-inch depth. Stir.
- Gently lift the screen straight up to the surface of the mixture so it has an even covering of pulp. Place the screen on a towel to drain.
- Place a thin dishtowel or piece of cotton sheet over the pulp and press on it with a sponge. Invite volunteers to help squeeze as much water as possible from the pulp.
- Turn the screen over, placing the pulp onto a dry piece of cloth. Lift the screen gently from the paper. Invite volunteers to feel how dry the new piece of paper is.
- Place a thin dishcloth or a piece of an old sheet over the pulp, and iron at a medium setting until the paper is dry and smooth.
- Additional sheets of paper can be made by stirring the pulp mixture, and then sliding the screen under it, before the pulp settles. Again, keep the screen flat as it is pulled straight up, catching an even layer of pulp. Repeat the process.

Resource Corner

Children's Resources

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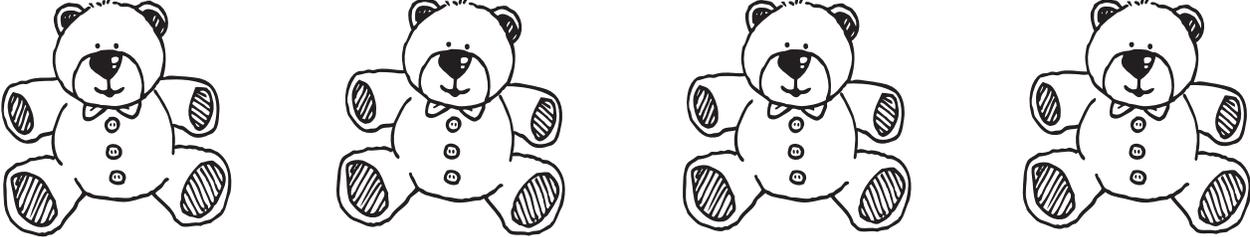
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Who is first?

Duplicate one per partnership, and cut the sections apart.

Who is first? Name: _____

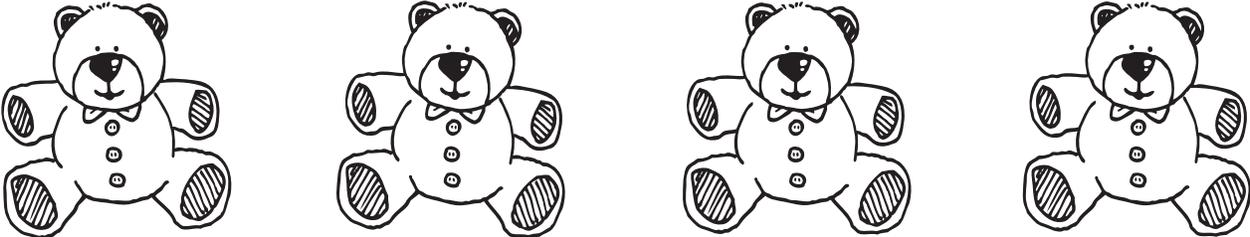


Which bear is second? _____

Which bear is fourth? _____

Which bear is first? _____

Who is first? Name: _____

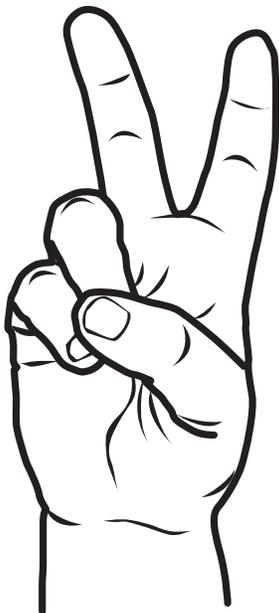
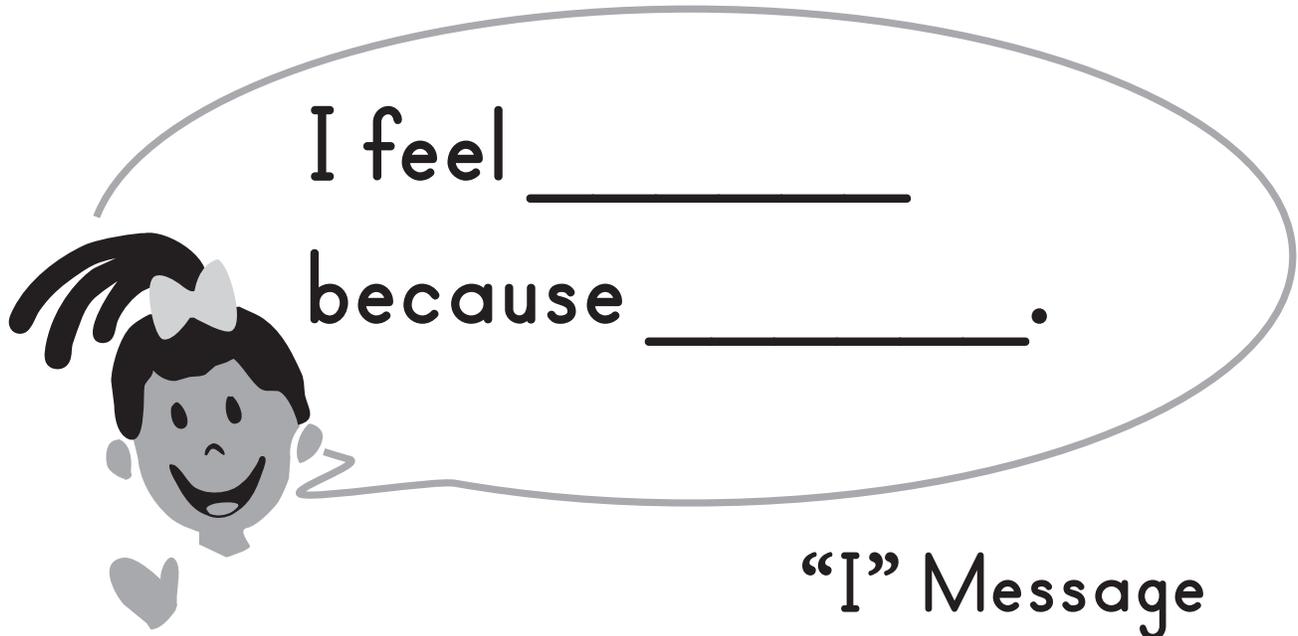


Which bear is second? _____

Which bear is fourth? _____

Which bear is first? _____

Make one copy. Use the “I” Message graphic for Gathering Circle, day 2.
Use the Active-Listening Signal graphic for Gathering Circle, day 2.

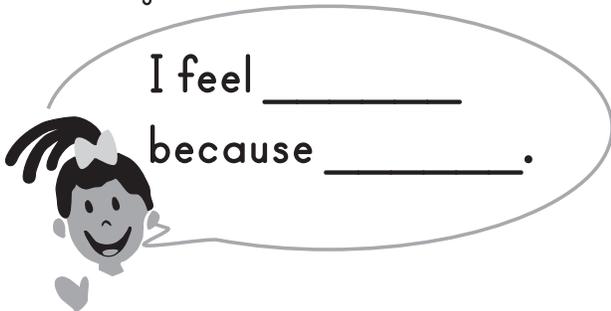


Active-Listening Signal

Class Banner Icons

Duplicate one page per student. Cut apart and sort by icon to distribute as students demonstrate specific skills.

“I” Message



Name _____

Active-Listening Signal



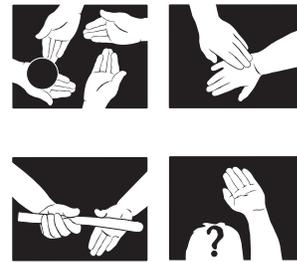
Name _____

Stop and Stay Cool



Name _____

Conflict Solver



Name _____

Peace Path



Name _____

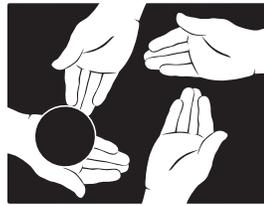
Make one copy. Use the Stop and Stay Cool graphic for Gathering Circle, day 3.
Use the conflict solver graphic for Gathering Circle, day 7.



Stop and Stay Cool



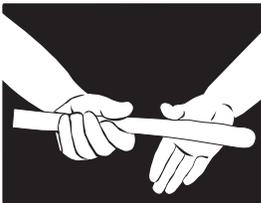
New idea



Take turns.



Apologize.



Share.

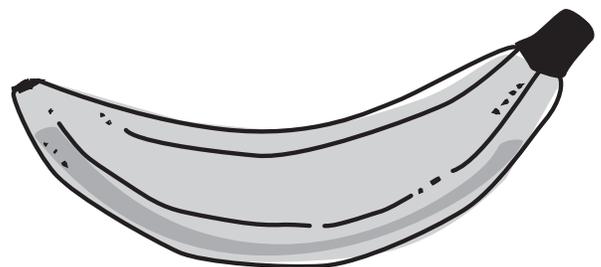
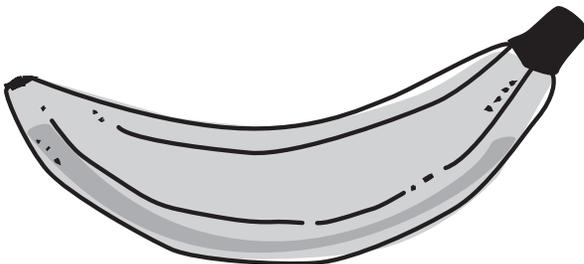
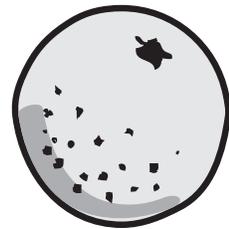
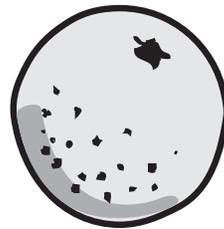
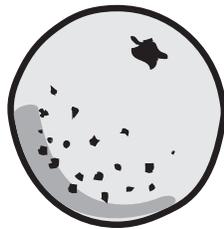
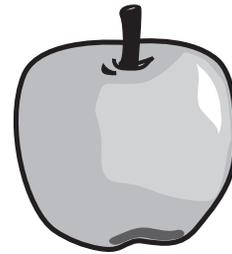
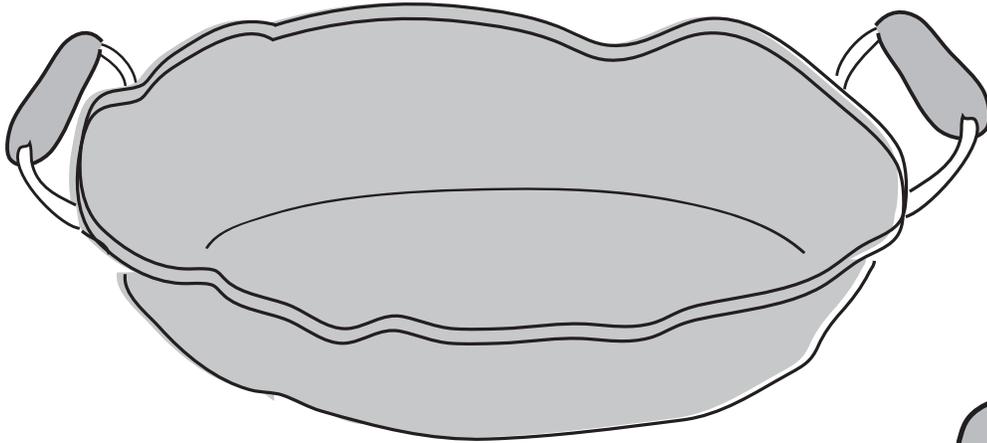


Get help.

Conflict Solver

Fruit Basket Manipulatives

Copy one set of items (basket, one apple, two bananas, three oranges) per partnership.

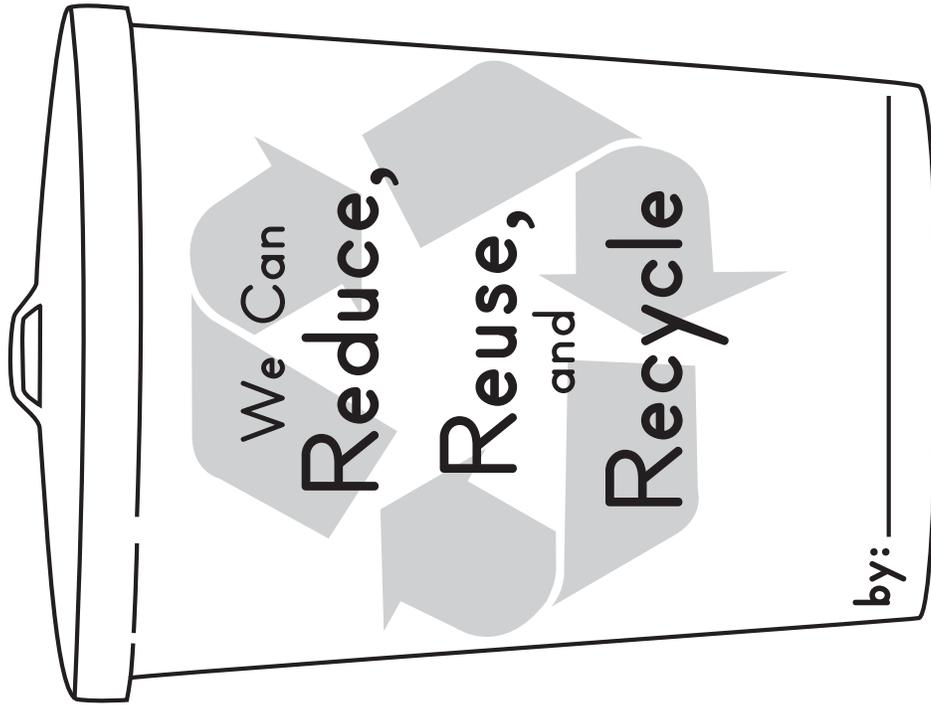


100 Chart

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 66 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

We Can Reduce, Reuse, and Recycle Booklet

Copy one per student. Place two blank pages behind the cover. Fold and staple along the fold line. Trim to trash can shape (optional).

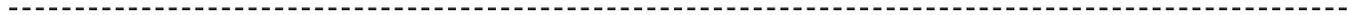


Make one copy. Use the Peace Path graphic for Gathering Circle, day 8.



Recycle/No Recycle Symbols

Copy and cut apart the symbols.



Review: Add or Subtract

Write the correct number on the line to complete the equation.

$$1. \quad 6 + 1 = \underline{\quad}$$

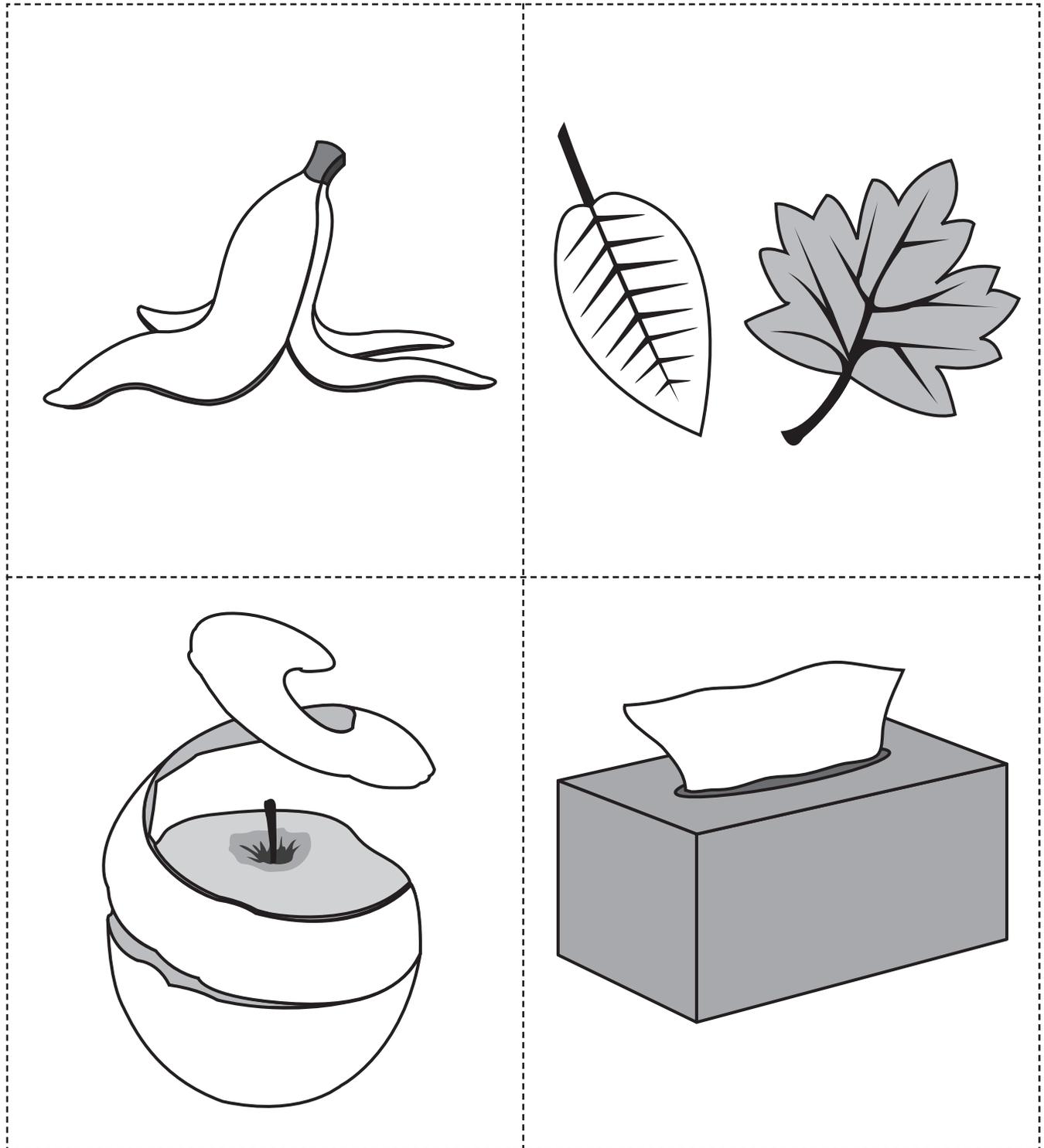
$$2. \quad 5 - 2 = \underline{\quad}$$

$$3. \quad 3 + 3 = \underline{\quad}$$

$$4. \quad 7 - 3 = \underline{\quad}$$

Is it biodegradable? Cards

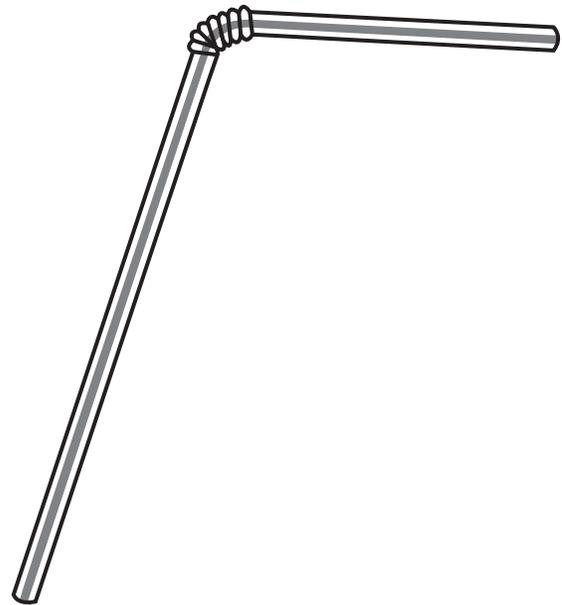
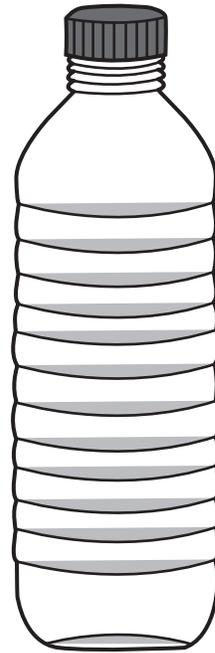
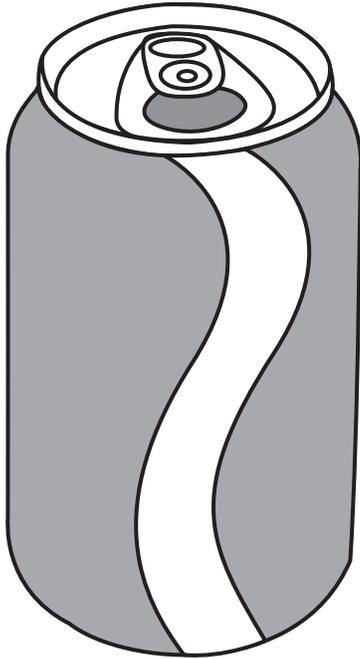
Duplicate and cut the cards apart, one set of cards per group of four or five students.



(1 of 2)

Is it biodegradable? Cards

Duplicate and cut the cards apart, one set of cards per group of four or five students.



(2 of 2)

Dear Family,

Over the past few weeks, your child has been learning about various aspects of the natural world—from plants and animals to seasonal changes and the water cycle. In the first part of this unit, *Earth Day Is Every Day*, your child will be encouraged to notice the beauty and wonder in the natural world around him or her. Your child will learn about how different our planet Earth is from one region to another and will discover the need to care about the natural world and its resources. The story *Fernando's Gift* will help to instill the concept that nature provides much-needed resources, and we must be careful to replace what we take from the natural environment.

Children, even those as young as five years old, can learn the importance of taking care of their world by keeping the outdoors free of litter, by using only what they need, and by reusing things when possible. In the second part of the unit, your child will learn how to reduce the amount of trash thrown away by reusing and recycling items. Recycling is a recurrent theme in several of the stories for this unit. In the books *Joseph Had a Little Overcoat* and *The Giving Tree*, for example, your child will see some of the ways in which things can be repurposed.

Activities in the labs will develop your child's awareness of the properties of Earth's surface and of ways to care for it. Your child may spend time in the science lab discovering the properties of soil and comparing the characteristics of rocks. In the blocks and dramatic play labs, he or she might build and operate a recycling center, and in the art lab, he or she may sculpt with clay or weave designs from recycled materials.

How can you help?

As with each unit, continue to share a book with your child each day. Remember to watch the Home Link show with your child, and talk with him or her about school to reinforce the reading, math, and other skills that he or she is learning. Also, please sign and return the Read & Respond bookmark.

Estimada familia:

Durante las últimas semanas, su niño ha estado sabiendo de diversos aspectos del mundo natural—de plantas y animales a los cambios estacionales y el ciclo del agua. En la primera parte de esta unidad, *Earth Day Is Every Day (Día de la Tierra es cada día)*, se animó a su niño a notar la belleza y la maravilla en el mundo natural a su alrededor. Su niño aprenderá acerca de las diferentes regiones de la Tierra y se descubre la necesidad de cuidar sobre el mundo natural y sus recursos. La historia *Fernando's Gift (El regalo de Fernando)* hará cumplir el concepto de que la naturaleza provee recursos importantes, y hay que tener cuidado para reemplazar lo que tomamos del medio natural.

Los niños, incluso aquellos tan jóvenes como de cinco años de edad, pueden aprender la importancia de cuidar de la tierra al mantener el mundo libres de basura, utilizando sólo lo que necesitan, y la reutilización de las cosas cuando sea posible. En la segunda parte de la unidad, su niño aprenderá cómo reducir la cantidad de basura mediante la reutilización y el reciclaje de artículos. El reciclaje es un tema en varias de las historias de esta unidad. En los libros *Joseph Had a Little Overcoat (Joseph Tenía un Pequeño Abrigo)* y *The Giving Tree (El árbol que da)*, por ejemplo, su niño verá algunos de las maneras en que las cosas pueden ser reutilizados.

Las actividades en los laboratorios desarrollarán el conocimiento de las propiedades de la superficie de la Tierra y maneras de cuidar para ella. Su niño puede pasar tiempo en el laboratorio de ciencias descubrir las propiedades del suelo y la comparación de las características de las rocas. En los bloques y los laboratorios de juego dramático, podría construir y operar un centro de reciclaje, y en el laboratorio de arte, que puede esculpir con arcilla o tejer diseños a partir de materiales reciclados.

¿Como puedes ayudar?

Continúe a compartir un libro con su niño cada día. Participe en una conversación con su niño, y vea el programa Home Link online para reforzar el enfoque para el día y las habilidades de lectura y matemáticas. Firme y devuelva el marcador de Leer y responder.

Summer Sendoff

Dear Family,

As your child reaches the end of the KinderCorner program, you have probably observed the tremendous growth he or she has achieved over the past ten months. He or she has become a respected, valued, and productive member of the classroom community and has learned much about his or her ever-expanding world: his or her classroom and neighborhood and the many foreign and exotic places he or she has visited through reading STaR books.

Your child has grown physically, socially, and academically. You will see evidence of this in little and big ways. The clothes that he or she wore last summer no longer fit or seem just too young for him or her. The child who timidly entered the classroom at the beginning of the school year now enters confidently. And the child who was only slightly aware of the printed word may now be able to make sound-letter associations and read a few familiar words or even a simple story!

How can you help?

As your child makes the transition from kindergarten to first grade, you may be wondering how you can continue to support the growth in learning that has occurred this year. The most important thing you can do is to read to and with your child on a daily basis. You can continue to enjoy the books your child has brought home this year as you reread them together to support his or her confidence in this new ability.

Encourage your child to continue writing in a journal as he or she has in class each day. You can purchase an inexpensive notebook for him or her to write in or just staple a few blank sheets of paper together.

We have included a Summer Activities Calendar with suggestions for activities that you and your child can do together to keep him or her on track for success in the first grade. These activities can be completed at any time and in any order. Encourage your child to keep track of which activities he or she has completed by coloring in the boxes after each activity has been completed.

We also suggest that in the days before the new school year begins, you plan a visit to the school where your child will be attending first grade. Arrange to meet his or her teacher and take a tour of the classroom. This should help alleviate some of the fears your child might experience as he or she makes the transition from kindergarten to first grade.

Thank you. We hope you enjoy the time you spend with your child.

Summer Activities Calendar

| | | | | |
|---|--|--|--|---|
| Write a thank-you letter to your kindergarten teacher for helping you learn so many wonderful things. Count out enough pennies to buy a stamp to mail it. | Read one of the Shared Stories that you brought home this year. Then write your own story about Sad Sam, Matt, and his friends. | Make a list of your favorite things to do during the summer. Count how many things are on your list. | Visit the library with your family. Select a book to borrow that all of you can share. If you don't have a library card, this would be a great time to get one. | Take a walk in your neighborhood. What things do you see that tell you it's summer? After your walk, make a list of the signs of summer. |
| Look through magazines, catalogs, and junk mail to find pictures to make a collage or book. | Go on a pretend camping trip in the backyard or the living room. Take some books along to read as you sit around a pretend campfire. | Ask someone to read the take-home book <i>Creature Features: Insects</i> to you. Then ask for that person's help in starting an insect collection. Look for an ant, a butterfly, a cricket, and a ladybug. | Who's your best friend? What kinds of things do you and your best friend like to do together? Write a story about you and your best friend. | Make a map of your room. Label your bed, windows, and doors. Measure how far it is from your bed to your door. (Hint: Make a line of shoes from your bed to your door, and count them.) |
| Plan a visit to an area zoo, aquarium, or museum. What would you expect to see there? Who would you take with you? How would you get there? | Write about your favorite summertime snack. What is it? How does it taste? Is it sweet? Is it sticky? Does anyone else in your family like it? | Visit the library. Find books about summer. Share the books with someone in your family. You might like to write a poem about summer. | Ask your friends and family what their favorite flavors of ice cream are. Record the information using tally marks. What flavor do more people like than any other flavor? | Ask an adult to help you make a favorite family dish. What ingredients will you need? How long will it take to make? Write a list of what you will need. |
| Read one of your favorite books. Retell the story to a family member or friend. You might like to make props and act out the story. | Go on a measurement hunt. Find someone taller than you. Find someone shorter than you. Find someone lighter than you. Find someone heavier than you. | Read <i>At the Market</i> . Then plan an imaginary end-of-summer picnic. Try to include foods from each food group. You might like to draw the foods on a paper plate. | Imagine what the first day of first grade will be like. Tell someone what you think you'll learn, who your teacher will be, and who will be in your class. | Write about the best day you had this summer. Why was it great? Who did you spend it with? Read your story to someone at home. |

