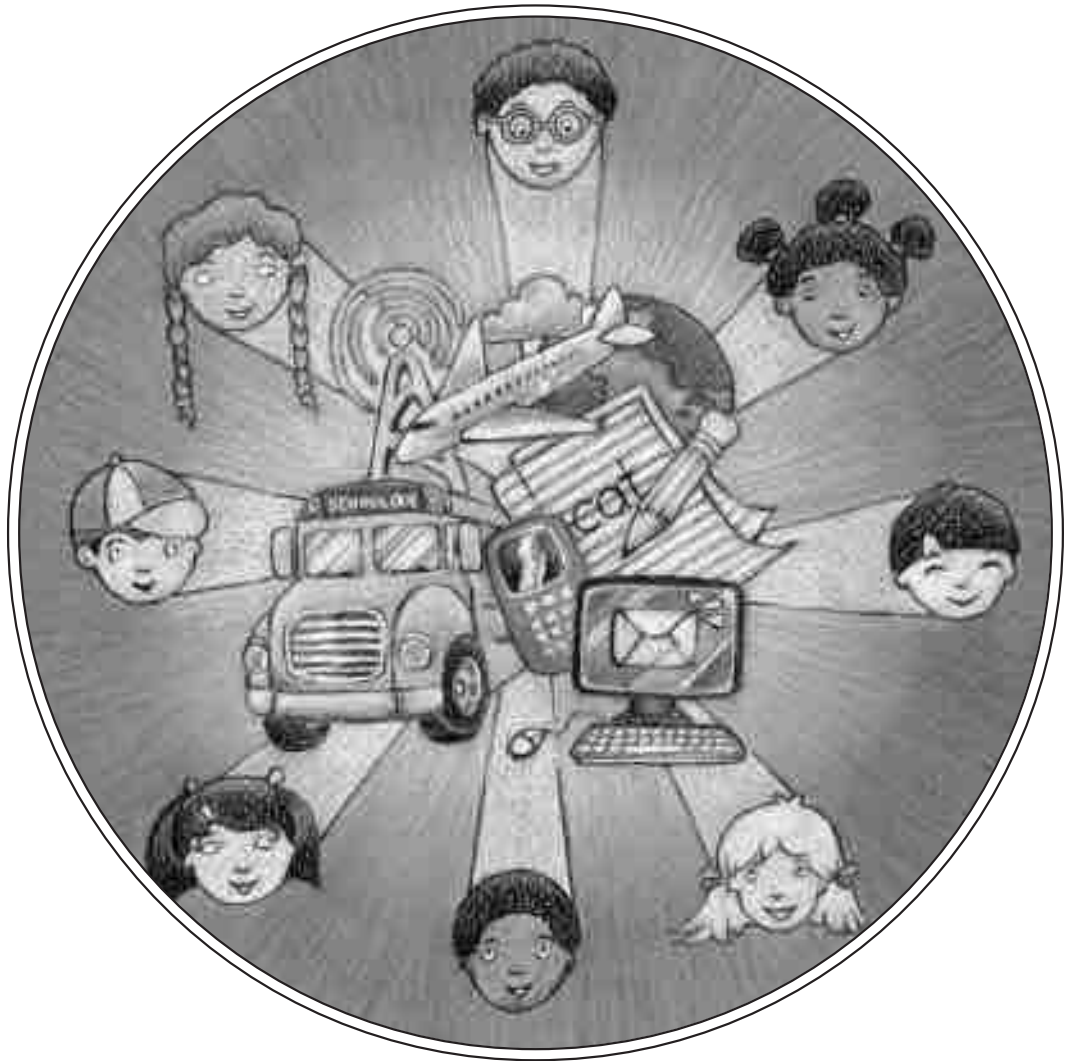


# Words & Roads Take Us Places



***KinderCorner 2nd Edition Plus Theme Guide:  
Unit 10***

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pitney bowes  



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# Why *Words & Roads Take Us Places*?

As children grow older, they also grow in the knowledge they gain through new experiences and challenges. And as they become more independent, they begin to venture out and explore places farther and farther from home. They may travel to school, go on field trips, or visit relatives and new friends. Through these ventures, they will begin to experience new forms of communication and transportation. They will also begin to see the important connection between the two.

By the time they enter school, children have been exposed to more and varied forms of communication, expanding their experiences from listening and speaking to an awareness of the printed word through stories and writing activities. *Words & Roads Take Us Places* will bring to the students an increasing awareness of the importance of sharing a message through communication. And they will discover that there are verbal and nonverbal forms of communication such as pictures, words, signs, and sign language.

In this unit, students continue to learn how to communicate their feelings and ideas. They learn the importance of recognizing other's feelings and offering apologies. Students also learn the steps of the Peace Path, a coping mechanism for calming down and managing emotions.

As the students' worlds expand, they will begin to use a variety of types of transportation. In *Words & Roads Take Us Places*, they will learn that there are different ways to get from one place to another as they explore modes of transportation on the land, on the sea, and in the air. They will also learn that transportation and communication can be interrelated and that transportation can play a role in how quickly or slowly communication can occur.

As students gain confidence in their communications skills throughout the year and expand their knowledge of transportation, we hope that you will enjoy the roads you travel together during this wonderful learning journey!



**A teacher's facial expressions and tone of voice communicate at least as much as the intended teachings through words alone. Take care to communicate to all of your students that you value them as individuals and as capable learners as you continue on your learning journey together.**

# Words & Roads Take Us Places

*daily focus*

- Communication is sharing information through writing or speaking.
- Pictures communicate messages.
- Signing and lipreading are two forms of communication used by people who are deaf.
- Writing is a form of communication. A writer sends a message, and the reader receives a message.
- There are many ways to communicate feelings and ideas.
- There are many modes of transportation that help us get from one place to another.
- Transportation helps us communicate by carrying messages to people.
- There are different ways to travel to the same place.
- Vehicles travel in different ways.
- Review modes and kinds of transportation.

## Creative Domain

Students will:

- pretend with objects.
- experiment with a variety of art materials.
- take on dramatic roles.
- participate in singing and chanting activities.
- respond to music with increasingly complex movements.

## Emotional/Personal Domain

Students will:

- assume classroom chores without being asked.
- make independent decisions.
- demonstrate curiosity independently.
- show increasing competency with self-care routines.
- follow classroom rules and routines.

## Cognitive Domain

Students will:

- organize objects by weight.
- 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.
- solve simple problems.

## Language/Literacy Domain

Students will:

- use thematic vocabulary in conversations.
- use several complete sentences to express thoughts.
- recall experiences and stories sequentially, with detail and with accuracy.
- begin to decode.
- read simple, phonetically controlled text accurately.
- comprehend reading.
- identify book conventions and conventions of print.
- discriminate visually between different words in print.
- see books as sources of information.
- understand narratives.
- write readable words with approximated spelling.
- demonstrate an interest in writing to communicate.
- demonstrate increasing facility with the process of writing.
- blend and segment phonemes in a word.
- isolate and delete phonemes in words.
- substitute phonemes in words.
- identify and write upper- and lowercase letters and numerals.

### Mathematical Domain

Students will:

- compare weight of two or more objects.
- measure weight using nonstandard units.
- demonstrate an awareness of numbers as a way to solve problems.
- count by 10s.
- join shapes to form larger shapes.
- compare number of sides and vertices of shapes.

### Social Studies Domain

Students will:

- demonstrate an awareness beyond the community.
- expand understanding about the need to communicate.
- demonstrate various methods of communication.
- become familiar with various forms of transportation.
- demonstrate knowledge of various purposes of transportation.

### Science Domain

Students will:

- explore science tools to discover what they do.
- apply learning to a new context.
- explore properties of sound.
- explore properties of speed.
- collect, describe, and record information through a variety of means.
- use scientific method to predict outcomes, record observed data, and draw conclusions.

### Interpersonal Domain

Students will:

- participate in group activities.
- pay attention when another is speaking.
- respond appropriately to the feelings and ideas of others.
- respect differences.
- seek help from peers when needed.
- apologize when appropriate.
- come to consensus on conflict resolution.
- negotiate with peers.

### Physical Domain

Students will:

- coordinate eye/hand movements.
- manipulate small objects with precision.
- engage in gross-motor activities such as running and jumping.

# Vocabulary

| Background Words |                     |                |                       |
|------------------|---------------------|----------------|-----------------------|
| Communication    | Reading and Writing | Transportation | Transportation, cont. |
| alphabet         | author              | air            | road                  |
| cable line       | book                | airplane       | sail                  |
| directory        | cookbook            | balloon        | sky                   |
| hear             | directory           | bike           | station               |
| hello            | greeting card       | boat           | train                 |
| message          | menu                | bus            | trip                  |
| news             | newspaper           | captain        | truck                 |
| photographer     | pen                 | car            | wagon                 |
| sign             | pencil              | conductor      | water                 |
| speaking         |                     | deliver        | wheel                 |
| talk             | Post Office         | drive          | Shared Stories        |
| telephone        | airmail             | driver         | dog                   |
|                  | carrier             | engine         | farm                  |
|                  | mail                | fly            | mud                   |
|                  | package             | helicopter     | pig                   |
|                  | postcard            | land           | Readles               |
|                  | ship                | passenger      | fence                 |
|                  | sorter              | pilot          | food                  |
|                  | stamp               | ride           | water                 |

Students will encounter background vocabulary words in natural ways throughout the unit. You will have a variety of opportunities to help students acquire these basic words that many students already know when they arrive in kindergarten.

| Theme-Related Words |                |
|---------------------|----------------|
| communicate         | sign language  |
| deaf                | survey         |
| greet               | transport      |
| letter              | transportation |
| mailbox             | travel         |
| photograph          | vehicle        |
| picture             | write          |
| read                |                |

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






















| STaR Words |
|------------|
| brightness |
| envelope   |
| exactly    |
| flung      |
| lipreading |
| peeking    |
| puzzled    |
| seaweed    |
| surrounded |

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

| Math Words    |
|---------------|
| balance       |
| balance scale |
| heavier       |
| heavy         |
| join          |
| less          |
| light         |
| lighter       |
| more          |
| shapes        |
| sides         |
| sort          |
| vertices      |
| weight        |

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

# Peek at the Week 1

| Lesson Component   | Day 1  | Day 2   |
|--|--|---|
|  Greetings, Readings, & Writings      | Arrival Activities   | Arrival Activities  |
|  Gathering Circle                     | Conflict solvers<br>Brain Game: Simon Says, Freeze, or Head, Shoulder, Knees, and Toes   | Skill lesson: conflict solver apologize   |
|  Theme Exploration                    | Introduce the concept of communication.<br><i>People Say Hello</i>                       | Learn how pictures and photographs can communicate messages.<br><i>Lots of Feelings</i> |
|  Rhyme Time                           | "Chicka Chicka Boom Boom"<br>Identify initial sounds.                                    | "Chicka Chicka Boom Boom"<br>Blend sounds to make words.                                |
|  STaR                                 | <i>Dear Juno</i><br>Focus: Summarization   | Retell <i>Dear Juno</i> through illustrations.  |
|  Dramatic Play Lab                    | Post Office<br>Students will role play in a post office setting.                         | Post Office   |
|  Blocks Lab                           | Lines<br>Build a town and string telephone and cable lines to the buildings.             | Lines   |
|  Art Lab                              | Personal Stationery<br>Create personal stationery.                                       | Personal Stationery   |
|  Classroom Library Lab               | Free Reading<br>Explore books independently or with friends.                             | Free Reading  |
|  Literacy Lab                       | Play School: Go Fish<br>Play Go Fish with letter cards.                                  | Play School: Go Fish  |
|  Math Lab                           | Student Express Shipping Services<br>Fill packages to prepare them for shipping.         | Student Express Shipping Services   |
|  Computer/Media Lab                 | Free Exploration<br>Explore educational software or listen to music.                     | World Wide Web<br>Explore educational Web sites.  |
|  Sand/Water Lab                     | Free Exploration<br>Explore properties of sand and/or water by experimenting with tools. | Free Exploration  |
|  Science Lab                        | Scientist's Station<br>Explore freely with science materials.                            | Tin Can Telephone<br>Make and use tin can telephones.                                   |
|  Writing Lab                        | Telephone Directory<br>Create personal telephone directories.                            | Telephone Directory   |
|  15-Minute Math                     | Introduce One More and One Less.   | Continue counting and number-awareness activities.                                      |
|  Snack • Outside • Gross-Motor Play | Serve regional fruit.<br>Play Telegraph Tag.   | Collect and sort objects by weight.   |
|  KinderRoots                        | Shared Story: <i>Sig, the Pig</i><br>Focus sound: /g/                                    | Shared Story: <i>Sig, the Pig</i><br>Focus sound: /g/                                   |
|  Math Mysteries                     | Compare and sort objects by weight.  | Order objects by weight.  |
|  Let's Daydream                     | "Mad Song"   | "Magic Landscape"   |
|  Write Away                         | Write about one way people can communicate.  | Use pictures to communicate a message.  |
|  Let's Think About It               | Read <i>We Can Communicate</i> .<br>Practice communicating without speaking.             | Learn about common signs and pictures.<br>Create picture signs for the Learning Labs.   |

| Day 3  | Day 4   | Day 5   |
|--|---|---|
| Arrival Activities   | Arrival Activities  | Arrival Activities  |
| Skill lesson: conflict solver apologize  | Conflict solvers<br>Brain Game  | Class Council   |
| Learn about lipreading and sign language.  | Learn about the reasons why people read and write.  | Review the many ways people communicate with one another. |
| “Chicka Chicka Boom Boom”<br>Segment words into sounds.  | “Chicka Chicka Boom Boom”<br>Identify initial sounds.   | “Chicka Chicka Boom Boom”<br>Identify medial sounds.      |
| <i>Dad and Me in the Morning</i><br>Focus: Questioning   | Retell <i>Dad and Me in the Morning</i> by comparing it to <i>How Many Stars in the Sky?</i>  | Free Choice   |
| Post Office  | The Daily News<br>Role play in a television news studio setting.                              | The Daily News  |
| Lines  | Lines   | Lines   |
| Personal Stationery  | Personal Stationery   | Personal Stationery                                       |
| Free Reading   | Free Reading  | Free Reading  |
| Play School: Sign Language Alphabet<br>Practice making sign language letters.                  | Play School: Sign Language Alphabet   | Play School: Sign Language Alphabet                       |
| Student Express Shipping Services  | Student Express Shipping Services   | Student Express Shipping Services                         |
| World Wide Web   | World Wide Web  | World Wide Web  |
| Free Exploration   | Free Exploration  | Free Exploration  |
| Tin Can Telephone  | Tin Can Telephone   | Tin Can Telephone   |
| Telephone Directory  | Cards and Signs<br>Write cards and signs.   | Cards and Signs   |
| Continue counting and number-awareness activities.   | Continue counting and number-awareness activities.  | Continue counting and number-awareness activities.        |
| Serve breakfast food.<br>Sing “If You’re Happy and You Know It.”                               | Play on a seesaw and explore weight and balance.  | Play a letter delivery game.                              |
| Shared Story: <i>Sig, the Pig</i><br>Focus sound: /g/  | Shared Story: <i>Sig, the Pig</i><br>Focus sound: /g/   | Shared Story: <i>Sig, the Pig</i><br>Focus sound: /g/     |
| Read <i>Just a Little Bit</i> .<br>Compare weight using a balance scale.                       | Measure weight with nonstandard units.  | Review 1–14.  |
| “The Crocodile”  | “Some People”   | “Keep a Poem in Your Pocket”                              |
| Write about how people communicate without speaking.   | Write a message to a friend.  | Add a sentence to one written on days 1–4.                |
| Learn the rhyme “One, Two, Buckle My Shoe” in sign language.<br>Engage in a weighing activity. | Add to list of ideas about why people write.<br>Measure and compare bundles of writing tools. | Play a communication pantomime game.                      |



# Peek at the Week 2

| Lesson Component                   | Day 6  | Day 7   |
|------------------------------------|--|---|
| Greetings, Readings, & Writings    | Arrival Activities   | Arrival Activities  |
| Gathering Circle                   | Conflict solver apologize<br>Brain Game: What Is Missing?, Copy Me!, or Going to the Market        | Skill lesson: The Peace Path  |
| Theme Exploration                  | Learn about transportation.<br>Take a Picture Walk through <i>How We Will Get There?</i>           | Learn about how transportation and are communication are related.               |
| Rhyme Time                         | "Down by the Station"<br>Delete phonemes.  | "Down by the Station"<br>Blend sounds to make words.                            |
| STaR                               | <i>Miss Rumphius</i><br>Focus: Relate story plots to reality                                       | Retell <i>Miss Rumphius</i> by sequencing events from the story.                |
| Dramatic Play Lab                  | Going on a Trip!<br>Role play in a variety of transportation settings.                             | Going on a Trip!  |
| Blocks Lab                         | Build It!<br>Build structures with blocks.   | Delivery Trucks<br>Use trucks to deliver items around the room.                 |
| Art Lab                            | Wheel Printing<br>Use paint and wheels to create art.  | Wheel Printing  |
| Classroom Library Lab              | Free Reading<br>Explore books independently or with a friend.                                      | Free Reading  |
| Literacy Lab                       | Play School: Alphabet Bingo<br>Play Alphabet Bingo.  | Play School: Alphabet Bingo   |
| Math Lab                           | Student Express Shipping Services<br>Weigh packages in preparation for shipping                    | Bus Stop<br>Create sets of 11–15 with the Ten-Frame Bus.                        |
| Computer/Media Lab                 | Free Exploration<br>Explore educational software or listen to music with computers, or CD players. | Free Exploration  |
| Sand/Water Lab                     | Vehicles in Sand<br>Build roads and drive vehicles on sand.  | Vehicles in Sand  |
| Science Lab                        | What's Fastest?<br>Roll vehicles down an incline to test which is fastest.                         | What's Fastest?   |
| Writing Lab                        | Free-Choice Writing<br>Creative writing on topic of choice   | Postcards<br>Write postcards to friends and family.                             |
| 15-Minute Math                     | Introduce Our Favorite Lunch Food Graph.   | Continue counting and number-awareness activities.                              |
| Snack • Outside • Gross-Motor Play | Serve wheel-shaped pretzels.<br>Play with wheel toys.  | Serve coconut or other exotic fruit.  |
| KinderRoots                        | Shared Story: <i>Don Gets a Dog</i><br>Focus sound: /o/  | Shared Story: <i>Don Gets a Dog</i><br>Focus sound: /o/                         |
| Math Mysteries                     | Review names of shapes and compare the number of sides.  | Compare shapes by the number of sides and vertices (corners).                   |
| Let's Daydream                     | "Buses"  | "A Modern Dragon"   |
| Write Away                         | Write about one kind of transportation you take.   | Write about how a letter might travel to a faraway place.                       |
| Let's Think About It               | Play-act various forms of transportation while reading <i>How Will I Get There?</i>                | Write letters to friends and fold the letters into "airmail" (paper airplanes). |

| Day 8   | Day 9  | Day 10  |
|---|--|---|
| Arrival Activities  | Arrival Activities   | Arrival Activities  |
| Skill lesson: The Peace Path  | The Peace Path<br>Brain Game                                     | Class Council   |
| Travel on an imaginary trip to the beach.   | Learn about transportation in the air, on land, and in the sky.  | Take a class survey about favorite forms of transportation. |
| "Down by the Station"<br>Segment words into sounds.                               | "Down by the Station"<br>Substitute phonemes.                    | "Down by the Station"<br>Substitute phonemes.               |
| <i>Mailing May</i><br>Focus: Summarization  | Retell <i>Mailing May</i> by summarization.                      | Free Choice   |
| Going on a Trip!  | Going on a Trip!   | Going on a Trip!  |
| Delivery Trucks   | Delivery Trucks  | Delivery Trucks   |
| Bike Flags<br>Create flags for bikes and wheel toys.                              | Bike Flags   | Bike Flags  |
| Planes, Trains, and Books<br>Explore books about various types of transportation. | Planes, Trains, and Books  | Planes, Trains, and Books                                   |
| Play School: Alphabet Bingo   | Play School: Alphabet Bingo                                      | Play School: Alphabet Bingo                                 |
| Bus Stop  | Bus Stop   | Bus Stop  |
| Free Exploration  | Free Exploration   | Free Exploration  |
| Vehicles in the Harbor<br>Create a harbor to sail boats in.                       | Vehicles in the Harbor   | Vehicles in the Harbor                                      |
| What's Fastest?   | Paper Airplanes<br>Make and fly paper airplanes.                 | Paper Airplanes   |
| Postcards   | Postcards  | Postcards   |
| Continue counting and number-awareness activities.                                | Continue counting and number-awareness activities.               | Continue counting and number-awareness activities.          |
| Serve oranges and bananas.<br>Send "airmail" from Let's Think About It.           | Play Rowboat.  | Play Row, Row, Row Your Boat.                               |
| Shared Story: <i>Don Gets a Dog</i><br>Focus sound: /o/                           | Shared Story: <i>Don Gets a Dog</i><br>Focus sound: /o/          | Shared Story: <i>Don Gets a Dog</i><br>Focus sound: /o/     |
| Join shapes to form larger shapes.  | Join shapes to form larger shapes.                               | Problem solving   |
| "Moving"  | "Taking Off"   | "Be Glad Your Nose Is On Your Face"                         |
| Write about a place you like to visit and how you travel there.                   | Write about how you might feel if you were flying in an airplane | Add a sentence to one written on days 1–4.                  |
| Engage in a group activity while reading <i>How Will We Get There?</i>            | Review types of transportation and form a human graph.           | Play Agree or Disagree.                                     |

# You Will Need

## Supplied by SFAF:

| Books  | STaR   |
|--|--|
|  | <p><i>Dear Juno</i> by Soyung Pak<br/> <i>Dad and Me in the Morning</i> by Patricia Lakin<br/> <i>How Many Stars in the Sky?</i> by Lenny Hort (from unit 9, <i>Day &amp; Night, Dark &amp; Light</i>)<br/> <i>Miss Rumphius</i> by Barbara Cooney<br/> <i>Mailing May</i> by Michael O. Tunnell</p> |
|  | <p><b>KinderRoots Shared Stories</b></p>   |
|  | <p><i>Sig, the Pig</i> by Nancy Madden and Robert Slavin (SFAF), teacher and student copies<br/> <i>Don Gets a Dog</i> by Nancy Madden and Robert Slavin (SFAF), teacher and student copies</p>  |
|  | <p><b>Theme Exploration</b></p>  |
|  | <p><i>People Say Hello</i> by Will Barber<br/> <i>We Can Communicate</i> by Sally Francis Anderson (SFAF Big Book)<br/> <i>Lots of Feelings</i> by Shelley Rotner (from unit 2, <i>I Am Amazing! I Feel Fine!</i>)<br/> <i>How Will We Get There?</i> by Sally Francis Anderson (SFAF Big Book)</p>  |
|  | <p><b>Other</b></p>  |
|  | <p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky<br/> <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault<br/> <i>The Three Bears</i> by Paul Galdone<br/> <i>Just a Little Bit</i> by Ann Tompert</p>   |
|  | <p><b>Media</b></p>  |
|  | <p>KinderCorner 2nd Edition Plus Media and Software flash drive<br/> KinderCorner 2nd Edition Plus Home Link show for unit 10<br/> <i>Language Play &amp; Listening Fun for Everyone!</i> CD</p>   |

|                         |   |                                |
|-------------------------|---|--------------------------------|
| <b>Cards/Card Sets</b>  | <b>KinderCorner Phonics Picture Cards</b>   |                                |
|                         | Key cards: “a,” “s,” “d,” “t,” “i,” “n,” “p,” “g,” “o,” and “m”   |                                |
|                         | Green Word cards: “digs,” “gas,” “gets,” “Mag’s,” “map,” “pig,” “sags,” “Sig,” “tags,” “Don,” “gets,” “got,” “Mom,” “mops,” “Pop,” “pot,” “Spot’s,” “spots,” “dog,” “not,” and “on” |                                |
|                         | Red Word cards: “do,” “sees,” “has,” “loves,” “he,” “like,” “of,” “put,” and “do”   |                                |
|                         | <b>KinderCorner Activity Cards</b>  |                                |
|                         | Transportation Picture Cards  |                                |
|                         | <b>KinderCorner Rhyme Cards</b>   |                                |
|                         | “Down by the Station”   |                                |
| <b>Posters</b>          |   |                                |
|                         | Sign Language poster  |                                |
|                         | Peace Path poster   |                                |
| <b>Math Kit Items</b>   |   |                                |
|                         | Number Cards  | Number-Recognition Circle 6–10 |
|                         | Number Name Cards   | One More and One Less poster   |
|                         | Ten-frame cards   | Bear counters                  |
|                         | Dot-Set Recognition Cards   | Our Favorite Lunch Food Graph  |
|                         | Number-Recognition Circle 1–5   |                                |
|                         |   |                                |
| <b>Other SFAF Items</b> |   |                                |
|                         | Cool Kid certificates (4)   |                                |
|                         | KinderCorner Weekly Record Form for unit 10, weeks 1 and 2 (generate with data tools)   |                                |
|                         | Puppets: KinderRoo, Joey, and Alex  |                                |
|                         | Transparent color counting chips (for pocket points)  |                                |
|                         | <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher’s Manual)</i>  |                                |
|                         | Read & Respond bookmarks  |                                |
|                         | Home Link animal stamps   |                                |

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

**Teacher Acquired:**

| Food |   |  |
|------|---|--|
|      | <p><b>For Active Instruction</b></p> <p>Apple</p>   | <p><b>For Snack</b></p> <p>Fruit native to your region</p> <p>Breakfast foods</p> <p>Wheel-shaped pretzels</p> <p>Coconut (optional) or other exotic fruit</p> <p>Oranges</p> <p>Bananas</p>   |
|      | Office/Craft Supplies   |  |
|      | <p>Paper doilies</p> <p>Stamps</p> <p>Envelopes</p>   | <p>String</p> <p>Buttons</p> <p>Postcard-sized white cards</p>   |
|      | General   |  |
|      | <p><b>For Active Instruction</b></p> <p>Books and other resources about types of communication</p> <p>Globe or world map</p> <p>Clothespin</p> <p>Balance scale</p> <p>Greeting card</p> <p>Menu</p> <p>Newspaper</p> <p>Cookbook</p> <p>Paper clips</p> <p>Cotton balls</p> <p>Pennies</p> <p>Books and other resources about different types of transportation</p> <p>Balance beam or standard weight scale</p> | <p><b>For Learning Labs</b></p> <p>Cash register</p> <p>Scales</p> <p>Junk mail</p> <p>Telephone books</p> <p>Empty soda bottles (2-liter)</p> <p>Empty tin cans</p> <p>Toy microphone</p> <p>Suitcases</p> <p>Backpacks</p> <p>Carry-on bags</p> <p>Small toy cars, trucks, and other vehicles</p> <p>Toy boats</p> |
|      | Optional Items  |  |
|      | <p>Airmail envelope</p> <p>Map of the United States</p> <p>Sidewalk chalk</p> <p>Wheel toys</p>   |  |

**Teacher’s Note:** If you did not reach the 100th day of school in unit 9 and it is approaching, you might want to take time now to plan a few activities in case any of them require you to gather materials or to ask students to make collections. Look in the teacher’s manual for ideas to make your 100th day celebration special. When you do reach the 100th day of school, discontinue the Hundreds Chart activity and move the Hundreds Chart to another part of the room.

**To Be Prepared:**

| Day 1 |   |
|-------|---|
| TE    | <ul style="list-style-type: none"> <li>• Make a theme vocabulary word card for “communicate.”*</li> </ul>   |
| LL    | <ul style="list-style-type: none"> <li>• Duplicate and cut out Kinder Cash (appendix) for use in the dramatic play lab.</li> </ul>  |
| 15-MM | <ul style="list-style-type: none"> <li>• Prepare alphabet Go Fish cards for the literacy lab by writing each letter on two index cards or pieces of thick paper (52 cards per set, create two or three sets).</li> </ul>  |
| MM    | <ul style="list-style-type: none"> <li>• Remove the What Holds More? poster from the 15-Minute Math Bulletin Board.</li> <li>• You may chose to remove the Paper Clip Weather Graph from the 15-Minute Math Bulletin board. If you do remove the graph, place it somewhere you will be able to access easily later in the year. If you wish to continue using the Paper Clip Weather Graph, remove the paper clips at the end of the month and begin a new weather graph for the new month.</li> <li>• Attach the Number-Recognition Circles 1–5 and 6–10 and the One More and One Less poster to the 15-Minute Math bulletin board.</li> </ul> |
| LTAI  | <ul style="list-style-type: none"> <li>• Fill bags with six to eight small objects that differ in weight (e.g., stapler, block, crayon box, tape dispenser, feather, coin, stamp, counter), one bag per partnership.</li> <li>• Duplicate theme-introduction letter for unit 10, one per student (appendix)</li> </ul>  |
| Day 2 |   |
| TE    | <ul style="list-style-type: none"> <li>• Make theme vocabulary word cards for “picture” and “photograph.”*</li> <li>• Cover the text on each page of <i>Lots of Feelings</i> with self-stick notes.</li> </ul>  |
| LL    | <ul style="list-style-type: none"> <li>• Bookmark a number of appropriate educational Web sites on the computers available to students in your classroom. Include a variety of informational and educational game websites.</li> <li>• Poke or punch a small hole in the bottom of several tin cans. Holes should be large enough for a piece of yarn or string to pass through easily.</li> </ul>  |
| MM    | <ul style="list-style-type: none"> <li>• Fill three 2-liter soda bottles with varying amounts of water, then hide the liquid by wrapping each bottle with construction paper. Fill the first bottle one-quarter full and cover it with red paper. Fill the second bottle halfway full and cover it with yellow paper. Fill the third bottle three-quarters full and cover it with blue paper. Make sure all caps are screwed on tight.</li> <li>• Fill small plastic bags with two objects of varying weights, one bag per partnership. (Bags do not need to be identical.)</li> </ul>  |
| LTAI  | <ul style="list-style-type: none"> <li>• Duplicate and cut Signs &amp; Symbols (appendix).</li> </ul>   |
| Day 3 |   |
| TE    | <ul style="list-style-type: none"> <li>• Make theme vocabulary word cards for “deaf” and “sign language.”*</li> </ul>   |
| STaR  | <ul style="list-style-type: none"> <li>• Number the pages of <i>Dad and Me in the Morning</i>; page 2 begins, “My special alarm clock flashed.”</li> </ul>  |
| LTAI  | <ul style="list-style-type: none"> <li>• Learn and practice the sign language version of “One, Two, Buckle My Shoe.” Hand shapes for the song are shown on the Sign Language Poster.</li> </ul>   |
| Day 4 |   |
| TE    | <ul style="list-style-type: none"> <li>• Make theme vocabulary word cards for “write” and “read.”*</li> <li>• Title a piece of chart paper “Why people write.”</li> </ul>   |
| KR    | <ul style="list-style-type: none"> <li>• Duplicate and cut letter tiles (appendix).</li> </ul>  |
| MM    | <ul style="list-style-type: none"> <li>• Duplicate the Balance It! sheet, one per student (appendix).</li> </ul>  |

| Day 5  |  |
|--------|--|
| TE     | • Make a theme vocabulary word card for “greet.”*  |
| RT     | • Tape three sheets of paper to the board in a place visible to all students.  |
| LL     | • Duplicate and cut out the Alphabet Bingo Cards for use in the literacy lab.  |
| Day 6  |  |
| TE     | • Make a theme vocabulary word card for “transportation.”*   |
| STaR   | • Number the pages of <i>Miss Rumphius</i> ; page 2 begins, “The lupine lady lives in a small house overlooking the sea.”  |
| LL     | • Duplicate and cut Alphabet Bingo Cards (appendix).   |
| 15-MM  | • Attach the Our Favorite Lunch Food Graph to the 15-Minute Math bulletin board.   |
| MM     | • Gather pictures of a square, rectangle, and triangle (or make drawings).   |
| Day 7  |  |
| TE     | • Make theme vocabulary word cards for “letter” and “mailbox.”*  |
| LL     | • Duplicate Ten-Frame Bus (appendix)   |
| MM     | • Gather set of shape cards from unit 5, one set per partnership (see appendix in unit 5 for copy of shape cards).   |
| LTAI   | • Review Paper Airplane Directions (appendix) and adjust if necessary to meet student needs.   |
|        | • Write a short sample letter on a piece of chart paper (e.g., “Dear Joey, You are nice. You are a good friend. From, Alex”).  |
| Day 8  |  |
| TE     | • Make a theme vocabulary word card for “travel.”*   |
|        | • Write the names of each student, teacher, and aide in your classroom on separate index cards. Write in bold letters.   |
| STaR   | • Place <i>Mailing May</i> in a box or large packing letter. Stamp and address the package to your classroom.  |
| MM     | • Duplicate, laminate, and cut out shapes from Making Shapes (appendix) and place in plastic bags, one bag per partnership (save for use on day 9).  |
| Day 9  |  |
| TE     | • Make theme vocabulary word cards for “vehicle” and “transport.”*   |
|        | • Duplicate Sky, Land, and Water (appendix). Enlarge each section as much as possible.   |
| KR     | • Duplicate and cut letter tiles for “o” (appendix).   |
| Day 10 |  |
| TE     | • Make a theme vocabulary word card for “survey.”*   |
|        | • Prepare a piece of chart paper for a class survey. Title the paper: “Our favorite forms of transportation.” List the names of several types of transportation (e.g., car, bus, bike, boat, airplane, etc.) down the left side of the chart paper, leaving room for additional types of transportation to be added during the survey activity. Leave space on the right side of the paper for students make tally marks. Hang the chart paper low enough for students to reach to make their tally marks. |
| MM     | • Fill small plastic bags with fifteen bear counters each, one bag per partnership.  |
|        | • Duplicate Ten-Frame Bus (appendix), one per student.   |

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

# Day 1 | Ready, Set...

## Focus

Communication is sharing information through writing or speaking.

| Materials                                  |   |
|--|---|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>• KinderCorner Weekly Record Form for unit 10, week 1</li> <li>• Sign-in sheets (lines only)</li> <li>• Literacy Lab: Letter tiles from previous units</li> </ul>  |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>• No new materials</li> </ul>  |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>• Trade book: <i>People Say Hello</i></li> <li>• Theme vocabulary word card for “communicate” or IWB access</li> </ul>   |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li>• Trade book: <i>Chicka Chicka Boom Boom</i></li> <li>• <i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> <li>• Letter tiles for consonants (units 7, 8, and 9)</li> </ul>  |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>• Trade book: <i>Dear Juno</i></li> <li>• Airmail envelope (optional)</li> <li>• Globe or world map</li> </ul>   |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>• Number-Recognition Circles 1–5 and 6–10</li> <li>• One More and One Less poster or IWB access</li> <li>• Clothespin</li> <li>• Overhead marker</li> </ul>  |
| <b>Snack/Outside/<br/>Gross-Motor Play</b> | <ul style="list-style-type: none"> <li>• Fruit native to your region</li> </ul>   |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>• Shared Story: <i>Sig, the Pig</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “a,” “s,” “d,” “i,” “n,” “p,” and “g” or IWB access</li> <li>• Green Word cards: “digs,” “gas,” “gets,” “Mag’s,” “map,” “pig,” “sags,” “Sig,” and “tags” or IWB access</li> <li>• Red Word cards: “do,” “sees,” “has,” and “loves” or IWB access</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>• Heavy hardback book, such as a dictionary</li> <li>• One piece of paper</li> <li>• Pencil</li> <li>• One chair</li> <li>• Bags of six to eight small objects that differ in weight (e.g., stapler, block, box of crayons, tape dispenser, feather, coin, stamp, counter) one bag per partnership</li> <li>• Construction paper, two sheets of different colors per partnership</li> </ul>                                |

| Materials            |   |
|----------------------|---|
| Let's Daydream       | <ul style="list-style-type: none"> <li>• “Mad Song,” <i>The 20th Century Children’s Poetry Treasury</i>, page 64</li> </ul>   |
| Write Away           | <ul style="list-style-type: none"> <li>• Chart paper and marker or white board for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>   |
| Let's Think About It | <ul style="list-style-type: none"> <li>• Trade book: <i>People Say Hello</i></li> <li>• SFAF Big Book: <i>We Can Communicate</i></li> <li>• Read &amp; Respond bookmarks</li> <li>• Theme-introduction letter for unit 10 (appendix), one per student</li> <li>• Home Link animal hand stamp: parrot</li> </ul> |

### Learning Labs—Materials

| Dramatic Play Lab   Post Office     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• Props for a post office (e.g., stamps, envelopes, boxes, tape, markers, cash register, rubber stamps, scales, junk mail addressed to resident or with personal information crossed out)</li> <li>• Table or large box to use as post office counter</li> <li>• Large bag to use as mail bag</li> <li>• Kinder Cash (appendix)</li> </ul> |
| Blocks Lab   Lines                  |   |
|                                     | <ul style="list-style-type: none"> <li>• String</li> <li>• Tape</li> <li>• Scissors</li> </ul>  |
| Art Lab   Personal Stationery       |   |
|                                     | <ul style="list-style-type: none"> <li>• Paper doilies</li> <li>• Stamps</li> <li>• Stamp pads</li> <li>• Paper (thin art)</li> <li>• Crayons</li> </ul>  |
| Literacy Lab   Play School: Go Fish |   |
|                                     | <ul style="list-style-type: none"> <li>• Prepared Go Fish cards</li> </ul>  |

**Math Lab | Student Express Shipping Services**

- Self-stick notes
- Packing containers (boxes, tubes, large envelopes, etc.)
- Items to pack and ship (cubes, bears, larger items such as old cell phones, books, CDs, or other theme-related items)

**Writing Lab | Telephone Directory**

- Telephone books
- Stapler



## Day 1


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

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

**Homework**

- Ask students about any books they read aloud to listeners over the weekend.

**Sign In**

- The sign-in sheet today will only include 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 communication.

## Literacy Lab

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

## Math Lab

- Students may make sets of 16–20 items using manipulatives.

### Computer/Media Lab

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

### Writing Lab

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

### Other

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



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

## Gathering Circle

**TIMING GOAL:** 15 minutes

### Routine

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

### Partner Challenge

- Introduce the challenge.

**Our Partner Challenge for today is to tell your partner the name of one conflict solver and when you would use it.**

- Provide a moment for students to think about this. You may want to give them some questions to think about as they formulate an answer, such as “Which of the conflict solvers have you used?” and “Why did you choose that one?” Remind students that they will have time to talk with their partners during snack.
- Tell students that they will earn pocket points when they name a conflict solver and tell when they would use it.

## Brain Game

- Introduce the new procedure for selecting the weekly brain game.  
**We’ve learned Brain Games that help us focus** (Give the Focus signal.), **remember** (Give the Remember signal.), **and stop and think**. Give the Stop and Think signal. **Each week, when it’s time to play a new game, the Cool Kid will pick our game for us.**
- Invite the Cool Kid to pick from among these three stop and think games: Simon Says, Freeze, or Head, Shoulders, Knees, and Toes. Review the game with the class, and play it several times now and throughout the week. As the game becomes easier for your students, tweak it to make it more challenging.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **Why do people talk to one another?**

**I heard many wonderful answers! Today’s Daily Message will tell us what we will be learning about this week. Let’s see what it says.**

### Daily Message

---

Communication is sharing information.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **There are several long words in our Daily Message! Let’s count the syllables in each word and see which word is the longest.** Lead students in clapping out and counting the syllables in “communication,” “sharing,” and “information.” Write the number of syllables above each word. Ask students which word has the most syllables.

## Theme Learning



- Explain the content of the Daily Message.

**T-P-S: What do you think I mean when I say that you and I share information? RWE: You shared information with me when you told me your ideas. You were communicating with me. You told me something.**

**Today, and all week, we are going to talk about communication. Communication is giving people information about something. We can communicate in many different ways, and we'll talk about some of those ways this week.**

**The Daily Message is one way that I communicate with you in the morning. This communication is in writing. When I write the Daily Message, I am communicating information to you, and you are receiving information from me. That is what communication is all about—giving and receiving information.**

**This morning, as I greeted you at the door, you probably heard me use a word that was different from hello, the way I usually greet you. When I say hello, I am communicating or giving the message “I see you” or “I am happy to see you.”**

- Introduce the book *People Say Hello*.

**There are many different ways to say hello. I am going to read a book that tells about different ways to say hello.**

- Read *People Say Hello*, making certain to carefully pronounce each translation of hello. After each page is read, encourage students to repeat the translation.
- After reading the book, have partnerships greet each other, using one of the translations just heard in the book. Offer assistance as needed.
- Inform students that they can try greeting one another or other people outside the classroom using one or more of the translations.
- During the course of the day, and throughout the week, observe which students greet someone using one of the translations of hello that they learned today, thus demonstrating that they can make independent decisions.



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

**The word “communicate” means share information. I can make a sentence with the word “communicate”:**

**One way to communicate is by speaking.**



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

- Show the book *Chicka Chicka Boom Boom*.

**The title of this book is *Chicka Chicka Boom Boom*. This book is about all the letters of the alphabet. Today during Rhyme Time, we will listen to a musical version of this story.**

- Play “Chicka Chicka Boom Boom” from *Language Play & Listening Fun for Everyone!* while you show the illustrations in the book. Encourage students to join in singing the song.
- Tell students that you will place *Chicka Chicka Boom Boom* in the classroom library for them to read throughout the unit.

### Develop Phonological Awareness—Identify Initial Sounds

- Prompt students to identify the initial /s/ and /f/ sounds of words from “Chicka Chicka Boom Boom.” Once students identify each initial sound, prompt them to identify other words that begin with that sound.



**I’d like you to listen to some of the words from the song and think about what sound all of these words begin with. Listen carefully. “Skit,” “skat,” “skoodle.” T-P-S: What sound do they begin with? /s/. Tell your partner another word that begins with that sound. Answers will vary.**



**WGR: Listen again. “Flip,” “flop,” “flee.” What sound do they begin with? /f/. T-P-S: Tell your partner another word that begins with that sound. Answers will vary.**

- Distribute one consonant letter tile to each partnership. Have students take on the role of the teacher and produce three sounds (real or nonsense) that begin with the sound on their tiles. Have each partnership take turns sharing their words aloud. Have each partnership ask the group, “What sound is the same?”
- Collect the tiles by saying three words with the same beginning sound. When the partnership hears the sound that matches the letter on their tile, they should bring the tile to you.
- Award pocket points if students are successfully able to identify the initial sounds in the given words and produce new words with the targeted initial sounds.



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



TIMING GOAL: 20 minutes

**STaR Words:**

envelope  
peeking

**Dear Juno**

*Written by Soyung Pak*

*Illustrated by Susan Kathleen Hartung*

Juno and his grandmother live in two different countries and speak in two different languages, but they can still communicate. Through drawings, photographs, and words, Juno and his grandmother are able to discover what they are trying to say to each other. Juno knows that he has communicated his message clearly when his grandmother sends him a small toy airplane to let him know that she is coming for a visit.

**Interactive Story Reading**

Before Reading

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



**The title of our story is *Dear Juno*. The author of this story is Soyung Pak. WGR: What does the author of a story do? *Writes the words*. The illustrator of this book is Susan Kathleen Hartung. WGR: What does the illustrator do? *Makes the pictures*.**

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



**Let’s see if we can get some ideas about the story by thinking about the title and looking at the illustration on the cover. What is the boy in the picture doing? It looks like he’s opening a letter. T-P-S: Have you ever heard the word “dear” used in front of someone’s name before? When did you hear that? When someone writes a letter to a friend or family member, he or she often starts the letter by writing “dear” and then the person’s name.**

**The title of the story is *Dear Juno*. That sounds like the beginning of a letter to someone named Juno. T-P-S: Who do you think the boy opening the letter might be? When we read the story, we will find out if this boy is Juno and what his letter says.**

Open the book to the title page. T-P-S: **Whom do you see in this picture with Juno? It looks like the old woman and Juno are both reading letters. T-P-S: What ideas does this picture give you about the story?**

**We’re going to read a story about a grandmother who lives near Seoul, Korea, and her grandson, Juno, who lives in the United States. Point out Korea and its relative distance from the United States on the map or globe.**

- Introduce the story vocabulary words.

Present the airmail envelope, or direct students' attention to the airmail envelope on the cover of *Dear Juno*. Point to the pattern of red and blue marks on the edge of the envelope. **This is a special envelope. One of our new words in this story is "envelope." An envelope is a container that holds a letter. The red and blue marks on the edge of this envelope tell us that this letter is from far away. This letter was delivered by airmail on a plane.**

**Another new word we will hear is "peeking." When we peek at something, we look quickly at it. I wonder who will be peeking at something in the story.**



Summarization

- Introduce the good-reader skill.

**As they read a story, good readers think about what has happened so far. We will stop a few times during the story today and think about what has happened so far.**

#### 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: Juno wonders how the letter got to him, and he thinks about his grandmother and the things she does in Korea, such as eating persimmons, which are a type of fruit.**
  - **Page 6: I heard our new word "envelope." Juno took the letter out of the envelope. T-P-S: Do you think Juno will be able to read the letter from his grandmother? Why (or why not)?**
  - **Page 13: Let's stop and think about what has happened so far in this story. We know Juno got a letter from his grandmother. T-P-S: Why is he waiting for his parents to read the letter? How does Juno know about his grandmother's new cat and her flower garden?**
  - **Page 15: I heard our new word "peeking." Juno keeps taking quick looks at the letter from his grandmother. Juno thinks his grandmother likes getting letters like he does. T-P-S: What do you think Juno will do?**
  - **Page 18: T-P-S: Why do you think Juno draws a picture of himself standing under an airplane at night?**
  - **Page 21: Let's think about what happens in this part of the story. Juno decides to write a letter to his grandmother. T-P-S: What does Juno put in his letter? Why do you think his grandmother will be able to read Juno's letter?**
  - **Page 24: T-P-S: How does Juno know his grandmother is coming to visit?**
  - **Page 27: T-P-S: Why does Juno dream about faraway places when he goes to sleep? Show the illustration on page 28 and think aloud. I wonder if this is what Juno sees in his dream or if this is what Grandmother is really doing in Korea.**

After Reading



**T-P-S: Have you ever written a letter to someone? Whom did you write to?**

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

**Juno gets a letter from his grandmother in Korea. He opens the envelope to look at the pictures while he waits for his parents to read it to him. “Envelope” is one of our new words. Let’s make a sentence using the word “envelope.” 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 “peeking.”



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

### Routines

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

### Dramatic Play Lab | Post Office

**Description:**

- The dramatic play lab will be a post office.

**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.



**Acknowledge** that some students may not have had the experience of visiting a post office. Participating in the situations they have begun, you might take on the role of the clerk at the counter and use the Think Aloud strategy to explain your role. Stand behind a structure that could be a counter, and say, "May I help the next person in line?" or "Do you have a package that you would like to mail today?" Be ready to step aside and let students continue.

When You Tour:

- Explain that today the dramatic play area will be a post office. Discuss with students the different roles they can play in the post office, such as customers, clerks, mail carriers, mail sorters, etc. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the new materials in the lab. Ask students how they can use the materials to create props for the post office.

Facilitate Learning:

- Join students as they play in the post office.
- Talk with students about how they will use the props you have provided.

**Examples:**

- **What should we do with the envelopes after we take them from the customers?**
- **Where do the big packages go?**
- **Do we need computers or cash registers to tell the customers how much it costs to mail their letters and packages?**

## Blocks Lab | Lines

Description:

- Students will build a town and string telephone and cable lines to the buildings.

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 town and use the string to make telephone and cable lines running to the buildings.
- Explain that people use these lines to communicate with each other using telephones and computers.

Facilitate Learning:

- Join students as they build the town and string the lines.
- Ask questions that will help students think through how they will build the town and string the lines.

**Examples:**

- **Where should the houses go? What about the stores and office buildings?**
- **Should we string the telephone and cable lines in the air or on the ground?**

## **Art Lab | Personal Stationery**

### Description:

- Students will make personal stationery.

### Purpose:

- This lab reinforces thematic concepts and provides 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:

- Tell students that they will be able to make their own personal stationery (paper for writing letters/notes).
- Point out the materials that have been added to the lab.
- Demonstrate how to lay doilies under thin art paper and color over the area. Additionally, they may use stamps to create a border or other designs.

### Facilitate Learning:

- Join students in making personal stationery.
- If students are having difficulty working with the paper over the doily, you might try taping the doily to the table to keep it in place. As the design appears on their papers, ask students to try to explain how it occurred.
- Suggest that students use their personal stationery to write notes to their friends or family.

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

### Description:

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

### Purpose:

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

### When You Tour:

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

### Facilitate Learning:

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

## Literacy Lab | Play School: Go Fish

### Description:

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

### 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 letter-sound skills.

### When You Tour:

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

### Facilitate Learning:

- Join students in playing Go Fish. Remind students to use letter sounds and not letter names as they play.
- Use this opportunity to complete letter sound correspondence assessments.

## Math Lab | Student Express Shipping Services

### Description:

- Students will fill packages to get them ready to be shipped.

### Purpose:

- Participation in this lab will reinforce thematic concepts and help students to count objects, reinforcing the numbers 11–14. It will also help to develop oral language.

### When You Tour:

- Tell students that today the math lab is Student Express Shipping Services. Explain that there are companies that ship packages for people, and Student Express is one of those companies. Tell students that they will place items in containers to be shipped.
- Point out the cardboard boxes and other props you have gathered.
- Ask students to help you brainstorm which items would be best for which containers.
- Tell students that they will count the number of items as they package them and then record that number on a self-stick note and place it on the package.

Facilitate Learning:

- Join students as they begin packaging items.
- Talk with students about how many items they are placing into each package and how they selected each package to ship them in.

**Examples:**

- **I have to ship these things to my sister. Can you find a container for me to ship them in and count them for me?**
- **How many items are in this package?**

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

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

### **Sand/Water Lab | Free Exploration**

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

**Examples:**

- **Why did you choose to make a \_\_\_\_\_?**
- **What do you think would happen if you \_\_\_\_\_?**

## **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 prompts and questions to reinforce scientific concepts and facilitate oral-language development.

**Example:**

- **I wonder how cell phones work.**

## **Writing Lab | Telephone Directory**

Description:

- Students will create personal telephone directories.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to record important personal information.

When You Tour:

- Point out the telephone books you have placed in the lab. Tell students that these books contain phone numbers for many people.
- Explain that some people have much smaller phone books called personal directories or address books. People write the names, phone numbers, and addresses of people they know in these books so they can contact them often.

- Tell students they can make their own personal directories.
- Talk with students about how they will organize their directories. Ask them if they will have a separate page for each friend's name and phone number or if they will put all their friends' names that start with the same letter on one page.
- Encourage students to have the friends they want to include in their directories write their own names and phone numbers on the appropriate pages.
- Tell students they can staple the pages together.

Facilitate Learning:

- Give specific feedback about students' directories.

**Example:**

- **I like how you put your name and number entries in alphabetical order.**



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



## 15-Minute Math

TIMING GOAL: 15 minutes

### Calendar

- Invite students to say the months of the year with you. **Let's practice counting. Help me count the months of the year.** Touch and count: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.** **How many months are in a year?** *Twelve.* **Do you remember what month it is now?** *Answers may vary.*
- Point to the days of the week on the calendar. WGR: **If you know how many days are in a week, say it out loud!** *Seven.* **Let's practice counting again.** Touch and count: **1, 2, 3, 4, 5, 6, 7.** **There are seven days in a week.**
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.** **What day is today?** *Replies.* **Today is** (day of the week).
- Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Add the calendar cutout for today's date to the calendar, and ask, **Is this the picture you thought it would be?** *Replies.* **How did you know which picture would be next?** *The pictures make a pattern, and patterns repeat.* Point to the calendar again, and say, **Today is** (day of the week), (month and date), (year).



## Days of the Week

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

## Days of School Tape

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

## Ten-Frames

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

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

## Hundreds Chart

- Ask students to determine what number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in today's number, you completed \_\_\_ rows plus \_\_\_ squares on the Hundreds Chart.

## One More and One Less

- Point out the addition of the Number-Recognition Circles 1–5 and 6–10 and the One More and One Less poster to the board. Point to each number on the circles, and ask students to identify it. Then select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be, and record it in the appropriate column on the poster.

This activity will have students determine one more and one less than a given number.



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 fruits native to your area. Remind students that Juno’s grandmother ate persimmons each night before bed, and explain that persimmons are a common fruit in Korea.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge for today is to tell your partner the name of one conflict solver and when you would use it.** Allow students time to talk with their partners about the challenge. Remind them to use active-listening skills so they will remember what their partner says.
- Award pocket points when students name a conflict solver and when they would use it.



### Outside/Gross-Motor Play

- Invite students to play a game of Telegraph Tag, a variation of Elbow Tag. Invite a volunteer to be “it.” If no one volunteers, select a student to be “it,” making sure to explain that he or she will also have an opportunity to be chased by the “it” person. Have all the players except the person chosen as “it” find partners and hook arms. Students decide on a message that will be sent by telegraph, something silly such as “Fearless Freddy flies,” that will be passed from pair to pair. The student who is “it” must chase the pairs of students. When the student who is “it” catches a pair, she hooks arms with one member of the pair, relaying the message to that student. That student then passes the message to the third student, who unhooks arms and becomes “it.” The new “it” student chases another pair, links up, and passes the message on, and the third student unhooks to catch another pair. This continues as long as students are interested or until they need a rest. You might want to pause the game occasionally to hear what the original message was and how it has changed.



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:

farm  
pigpen  
pig  
fence  
run  
tag



Previewing

- Show the cover of *Sig, the Pig*. Introduce the title, author, and illustrator of the story.

**Today we will read a story about Tim and Matt's visit to a farm to see their friend Mag and an animal named Sig.**

T-P-S: **What kind of animal is Sig?** *A pig.*

**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.

**Sig is a pig who lives on a farm. Most pigs live on farms, where they like to play and sleep in the mud.** Show a picture(s) of pigs in their farm habitats. **Have any of you ever been to a farm and seen a pig before?**



T-P-S: **Do all pigs look the same?**

T-P-S: **Can you describe what a pig looks like?**

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



T-P-S: **What do you think Sig will do on the farm?** Use the sharing sticks to select a few students to share their predictions.

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

## Word Presentation

Read sounds.

**These are some sounds that we will see in the story words.**

- Show the plain letter side of the key cards for /a/, /s/, /d/, /i/, /n/, and /p/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /g/. **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 /g/.



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.



### Green Words:

digs  
gas  
gets  
Mag's  
map  
pig  
sags  
Sig  
tags

**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.  
nips → naps → nap → cap → cat

Say-Spell-Say

### Red Words:

do  
sees  
has  
loves

**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.

### Readle:

fence

Readles

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

- Show the readle "fence" on page 4 of the Shared Story. When we see this picture, we will say, "fence."

## Partner Word and Sentence Reading

Roo's Request

**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your**

**partner.** Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

## Celebration



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



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

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Use the sharing sticks to select several students to count to 20. Award pocket points if students are able to count to 20.
- Ask students to think about what they've learned about the numbers 1 to 20.

**T-P-S: What do you know about the numbers 1 to 20?**

**RWE: We can count to 20. We can make sets of 1 to 20, and we can write the numerals 1 to 20.**

### Active Instruction

- Explain to students that today they will sort objects in a special way. Make sure students are seated in a fashion that allows them to see your demonstration.
- Point out that there is line of tape in the middle of the floor. Tell students that you want to sort your objects into two groups. Explain that you will sort the objects into two different groups. Show students the objects that you need to sort: a book, a piece of paper, a pencil, and a chair. Hold up or point to each object, and ask students to name the object.



**T-P-S: How are these objects the same? How are they different?** *They are all objects from the classroom. Some are flat. Some are tall. Some are heavy. Some are light.*

- Place the pencil on one side of the line and the chair on the other. Place the paper on side with the pencil and the book on the side with the chair.



**WGR: How have I sorted my items?** *The items are sorted by weight. One side has heavy items, and the other has lighter items.*

There is a great deal of confusion about mass and weight in our society, even within the fields of math and science. As you know, mass and weight are not the same. Mass is the amount of material of which an object is made, and weight is the measure of the pull of gravity on the mass of an object. But in everyday life, even though it is technically inaccurate, we use the words “mass” and “weight” interchangeably.

- Pass around the book and the pencil. Ask students to feel which one is heavy and which one is light.
- Tell students that today they will sort objects by their weight into groups of heavy and light.

### Partner Practice

- Give each partnership a bag of small objects that differ in weight and two sheets of construction paper in two different colors to act as their sorting mats.
- Tell students that they should hold the objects to feel which ones are heavy and which ones are light. Partners should agree on which objects are heavy and which are light. Then they should place the objects on the sorting mats to create a group of heavy objects and a group of light objects, just like you did with the objects on the floor.
- As students work, circulate and ask them how they determined if the objects were heavy or light.

### Recap

- Use the sharing sticks to select several partnerships to share how they sorted their objects. Award pocket points if several students are able to explain how they determined which objects are heavy and which are light.
- Review the concepts of “light” and “heavy.”

**T-P-S: Tell me one object that is light and one object that is heavy.**

**RWE: One object that is light is a (feather). One object that is heavy is a (book bag full of books). We can tell if objects are heavy or light by lifting them up.**

- Play the “Measurement: Is It Heavy or Light?” video.

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





## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Mad Song,” *The 20th Century Children’s Poetry Treasury*, page 64

### Introduce the Poem

**I am going to read the poem today before I tell you the title and author. See if you can tell how the person in the poem is feeling.**

- Read the poem.



**T-P-S: How do you think the person was feeling? *Mad, angry.* I think you are right. The poem is called “Mad Song,” and it was written by Myra Cohn Livingston.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we have been talking about the way people communicate. Today you are going to write about one way people can communicate.**



**T-P-S: What is one way people can communicate?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “I can talk on the telephone.”**

- 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 talk on the telephone.”**



- **The first word is “I.” “I” is on the word wall, so I can copy it.** Write “I” on the first line.
- **The next word is “can.” Let’s use Stretch and Spell to write that word.** WGR: **First, stretch “can.”** /c/ /aaa / /nnn/ **What sounds do you hear in “can?”** /c/ /a/ /n/ Write “can.”
- **“Talk” is the next word. Do you hear sounds you know in “talk?”** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“On.” We can use Stretch and Spell for this word too.** Prompt students to stretch and spell the word. Write any letters that students say.
- **“I can talk on the telephone.” “The” is the next word.** WGR: **We can use Say-Spell-Say to help us write and remember “the.”** “the” “t” “h” “e” “the.” Write “the.”
- **“Telephone” is the last word. I’m going to draw a picture for telephone.** Draw a telephone on the last line.

- Reread your sentence, touching each word, or word representation, as you do.

**Partner Planning**

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

**Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the 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 talking about the ways that people communicate, or share information with one another. One form of communication is speaking. People communicate by speaking to one another in many different languages.**

- Hold up the book *People Say Hello*.

**Bonjour! Would anyone like to share a greeting that you learned this morning?**

- Invite students to greet one another by saying hello in other languages.
- Introduce the book *We Can Communicate*.

**This book is called *We Can Communicate*. This book will tell us about some more of the ways people communicate, or share information with one another. Let’s read and find out.**

- Read the book through once. Then turn back to the beginning of the book. Review the photographs, stopping on each page to ask, **What is this person doing to communicate?** *Writing a letter, listening to the radio, signing with her hands, reading a newspaper, talking on the telephone, watching TV, writing an e-mail on the computer.*
- Introduce the following activity.

**You and your partner are going to try to communicate with each other without speaking. One of you will pretend to do one of the activities in the book and the other will describe what your partner is doing, using the correct word—“he” or “she”—instead of the partner’s name.**

- Select a girl to act as your partner as you model the activity. Ask your partner to act out one of the forms of communication found in the book without speaking. For example, she might pretend to talk on the telephone. Then you would describe what she is doing by stating, “She is talking on the telephone.” Discuss what you would have said had your partner been a boy instead of a girl.

- Quickly assign one member of each partnership as Peanut Butter or Jelly to determine who will be first with this activity. Have students complete this activity with their partners. After they have done so, invite partnerships to share with the class.

### Vocabulary Review



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

**Our new word today is “communicate.” “Communicate” means to share information. T-P-S: When did we see, hear, or use the word “communicate” 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:  
communicate

| Fostering Richer Language  |  |   |
|--|--|---|
| Student Response   | Teacher Prompt   | Further Prompting   |
| The student responds in an incomplete sentence.<br><b>Communicate speaking.</b>                | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><i>We can say,</i><br><b>I communicate by speaking.</b>                        |
| The student responds in a complete, but not very elaborate, sentence.<br><b>I communicate.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><b>Can you tell us about one of the ways that you communicate with others?</b> |



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge for today is to tell your partner the name of one conflict solver and when you would use it.** Allow students time to discuss their partners' responses to the challenge from snack.



- Use the sharing sticks to select students to share their responses with the class. If your students are able, ask them to tell what their partner said. Award pocket points when students name a conflict solver and when they would use it.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

### Pocket Points for the Day

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

### Home Link/Departure



- Invite students to tell their partners one thing they did at school or learned today.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter for unit 10 to each student. Tell students that they will find today's Home Link show online when they click on the parrot.
- **Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the parrot stamp to place an animal image on each student's hand to serve as a reminder to watch today's Home Link show.



# Day 2 | Ready, Set...

## Focus

Pictures communicate messages.

| Additional Materials Needed Today          |  |
|--|--|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>Joey and Alex puppets</li> <li>Several wooden blocks</li> <li>Trade book: <i>The Three Bears</i> (from unit 3)</li> </ul>   |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>Trade book: <i>Lots of Feelings</i> (from unit 2)</li> <li>Theme vocabulary word cards for “picture” and “photograph” or IWB access</li> </ul>  |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li><i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> </ul>  |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>Trade book: <i>Dear Juno</i></li> <li>Large drawing paper, one piece per group of four students</li> <li>Crayons or markers, several for each group</li> </ul>  |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| <b>Snack/Outside/<br/>Gross-Motor Play</b> | <ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>   |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>Shared Story: <i>Sig, the Pig</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “a,” “s,” “i,” “n,” “p,” and “g” or IWB access</li> <li>Green Word cards: “digs,” “gas,” “gets,” “Mag’s,” “map,” “pig,” “sags,” “Sig,” and “tags” or IWB access</li> <li>Red Word cards: “do,” “sees,” “has,” and “loves” or IWB access</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>Pairs of objects of different weights</li> <li>Prepared two-liter bottles</li> <li>Plastic bags containing two objects of different weights, one bag per partnership</li> </ul>   |
| <b>Let’s Daydream</b>                      | <ul style="list-style-type: none"> <li>“Magic Landscape,” <i>The 20th Century Children’s Poetry Treasury</i>, page 2</li> </ul>  |
| <b>Write Away</b>                          | <ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students’ writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>   |

### Additional Materials Needed Today

#### Let's Think About It

- Signs & Symbols (appendix)
- Pocket chart or board ledge
- Paper and pencils, crayons, or other writing instruments
- Home Link animal hand stamp: monkey

### Learning Labs—Additional Materials

#### Science Lab | Tin Can Telephone

- Tin cans
- String
- Buttons
- Scissors

## Day 2

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Facilitate Learning**

- Greet students in a variety of languages, such as those in *People Say Hello* (i.e., “ni hao,” “bonjour,” “bon giorno,” “hola,” “jambo,” and “konnichiwa”).

**Available Activities**

## Classroom Library Lab

- Same as day 1

## Literacy Lab

- Same as day 1

## Math Lab

- Same as day 1

## Computer/Media Lab

- Same as day 1

## Writing Lab

- Same as day 1

## Other

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

## Observe Student Progress

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

### Phonemic Awareness: Auditory Sound Blending

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

### Graphemes

- Show the letters “e,” “l,” “h,” and “z” to students in uppercase and lowercase form. You may use the page provided in the appendix for this purpose. Record mastery of the name of each letter in both its uppercase and lowercase format in the space provided on the weekly record form.

### Beginning Reading

- This week, find out if your students can sound out the words “digs” and “map.” You will also watch to see whether they can read the sentence “Mag’s pig is Sig.”
- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

### Emergent Writing

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

### Math

- Place a balance scale and a group of items, such as crayons, paper clips, or linking cubes, in front of the student. Prompt him or her to use the nonstandard units of measure to weigh something. Example:

**How many paper clips does this pencil weigh?**



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 the math part of last night's show, you learned about heavy and light things. Show one example of something that is light.**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.



### Active Instruction

- Introduce the conflict solver apologize.
- Bring out Joey, Alex, and some small blocks. T-P-S: **What problem did Joey and Alex have when they were both playing with blocks? Alex knocked down Joey's tower. We've talked about their problem several times, and we've learned different ways for them to solve their problem. Listen carefully to Joey and Alex to see and hear what's different this time.**
- Have Joey build a tower with the blocks. Have Alex accidentally back into Joey's tower and knock it down.



Joey (using an angry voice and stance while Alex's back is turned to Joey):  
**Alex, look what you did! You knocked down my tower!**

Alex: **I did not. I wasn't even playing near your tower.**

- Pause. **Let's see what happens this time.**

- Present the following scenario:

Joey: (using an angry voice and stance while Alex' back is turned to Joey):  
**Alex, look what you did! You knocked down my tower!**

Alex: **I didn't see your tower.**

Joey: **Oh, you didn't see my tower. I thought you did it on purpose.**

Alex: **No, it was an accident. I'm sorry.**

Joey: **I accept your apology.**

Alex: **Would you like me to help you fix your tower?**

Joey: **Yes, I'd like that.**

**T-P-S: What is the difference between what Alex did the first time and this time?**

**Alex said he was sorry to Joey. When someone says, "I'm sorry," it's called giving an apology. An apology is something we say to another person when we have said or done something hurtful or upsetting, either by accident or on purpose.**

**T-P-S: What did Joey do when Alex told him he was sorry? How do you think Joey felt when Alex apologized? I think Joey felt better. T-P-S: Why can we call giving an apology a conflict solver? Restate students' answers pointing out how an apology defuses a potential conflict. People usually feel better when someone apologizes. People feel less angry when someone says, "I'm sorry" and means it.**

**Remember while you are working and playing with your friends that you can use "I'm sorry" as a conflict solver when you do something that upsets someone.**

- Post the conflict solver card for apologize with the others. Remind students that these cards are here as a reference when they need to solve problems.

## Partner Practice

- Have students create a new ending to *The Three Bears* in which Goldilocks apologizes for messing up their house.
- Bring out the book *The Three Bears*. **In this story, Goldilocks and the Three Bears have a big problem.**
- Take a Picture Walk through the book, stopping on pages 14 and 15, 16 and 17, 18 and 19, 25, and others that depict the trouble Goldilocks caused. **T-P-S: What was the problem? Goldilocks went into the Three Bears' house and made a mess of their things and fell asleep in the Little Wee Bear's bed. T-P-S: How did Goldilocks and the Three Bears solve this problem? They really didn't solve the problem. Goldilocks ran away, and the Three Bears had broken things in their home.**



- Review the conflict solvers take turns, share, get help, new idea, and apologize. T-P-S: **What conflict solver can Goldilocks use to solve this problem?** If no one suggests apologizing, ask, **What can Goldilocks do to let the Three Bears know she is sorry she made such a mess?** *Apologize.* Goldilocks can say, **“I’m sorry” to the Three Bears for the things she did in their house.**

**Let’s pretend that we are the characters in this story and act out a new ending in which Goldilocks apologizes to the Three Bears.**

- Quickly place students in groups of four by combining two partnerships, and assign each student to be one of the characters in the story. Have students in each group act out their parts as you read page 29 of the book. After reading “There were the Three Bears all staring at her,” say, **This is where we will change the ending of the story. Talk with the members of your group to decide what Goldilocks can say to the Three Bears instead of jumping out the window and running away.** Allow students time to talk about an apology they can use as a conflict solver. **Now you and your group can talk about your new ending.** Allow a few minutes for students to work out the new ending and act out the endings as a group.
- Circulate and facilitate, asking questions about what each character will say and do when Goldilocks apologizes. Ask about how the bears will react to the apology. If time permits, invite one or more groups to act out their ending using an apology.

## Partner Challenge

- Introduce the challenge.



**Today we learned about another conflict solver.** T-P-S: **Which conflict solver did Alex use when he backed into Joey’s tower?**

**Today for our Partner Challenge, pretend that you are Alex, and think of an apology you can give Joey for knocking down his tower. Think of an apology in which you say more than just the words “I’m sorry.” Try to tell why you’re sorry, or ask how you can fix what you did.** Provide a moment for students to think about their apology. Remind them that they will have time to talk with their partners about the challenge during snack.

- Tell students that they will earn pocket points when they tell Joey they are sorry for knocking down his tower.

# Theme Exploration

TIMING GOAL: 15 minutes

## Partnership Question of the Day



**T-P-S: Yesterday we talked about communication. Share with your partner the two ways of communicating that we talked about yesterday.**

**Yesterday, we learned that writing and speaking are two ways of communicating. Today’s Daily Message will tell us more about communication.**

## Daily Message

---

Pictures communicate messages.

---



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



- Reinforce literacy objectives by pointing out the following:
  - Underline the words “pictures” and “messages,” saying each word as you underline it.
  - T-P-S: **What do you notice that is the same about these words?** *Possible responses: Both words end with an “s,” both words have eight letters, both words have the letter “e.”*
  - T-P-S: **What do you notice that is different about these words?** *Possible responses: “Pictures” starts with an uppercase letter, and “messages” does not; they are made up of different letters; “Pictures” starts with “P,” and “messages” starts with “m.”*

## Theme Learning

- Explain the content of the Daily Message.
 

**We know that speaking and writing are two forms of communication. Our Daily Message tells us that pictures are another form of communication.**



- Show the cover of *Lots of Feelings*.
 

**WGR: How do you think the child in this photograph is feeling?** *Happy, excited, glad. Why do you think the child may be feeling happy or excited?* *Answers will vary.*

**Sometimes you don’t need to speak or write to communicate with other people. Pictures or photographs can communicate a message. This photograph communicates to you how this child feels.**

- Read the title on the cover as you point to it.

- Open to the title page, and point to and say the title, emphasizing the word “feelings.” Turn to page 3, and point to the word “feelings.”

**What word do you think this is? “Feelings.” What do you notice about the word on the front cover, the word on the title page, and the word on this page? They are the same.**

**Teacher’s Note:** Not all students may notice this.

- Remind students that they have seen this book before and that the author wrote words on the page to communicate a message about the people in the book. Tell students that you have hidden the feelings word on each page, and you want them to guess what the author and photographer are trying to communicate about each person.
- Show students page 4.



**Look carefully at this picture. What feeling do you think the author and photographer are trying to communicate to us? *The little girl is happy.***

**T-P-S: Why do you think she is happy?** Restate some of students’ responses in complete sentences. Lift the flap to reveal the hidden word. Point to and say the word. Then have students repeat it after you.

- Show students page 5.

**Look carefully at this picture. What feeling do you think the author and photographer are trying to communicate to us? *The little boy is sad.***

**T-P-S: What do you see in the picture that makes you think he feels sad?** Restate some of students’ responses in complete sentences. Lift the flap to reveal the hidden word. Point to and say the word. Then have students repeat it after you.

- Continue reading the book in the same manner, having students elaborate on their responses until the end of the book.



**WGR: We learned another way of communicating today. What new way of communicating did we talk about? RWE: We can use pictures and photographs to communicate a message.**



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

**Our two new words for today are “picture” and “photograph.”**

**A picture is an image. A picture can be a painting, a drawing, or a photograph. I can make a sentence with the word “picture”:**

**When I read a book, I like to look at the pictures drawn by the illustrator.**

**One type of picture is a photograph. A photograph is a picture that is taken by a camera. Photographs show exactly how a person, place, or thing looks. I can make a sentence with the word “photograph”:**

**We use cameras to take photographs.**



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

## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Play “Chicka Chicka Boom Boom” from *Language Play & Listening Fun for Everyone!*

### Develop Phonemic Awareness—Auditory Sound Blending

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

|          |      |         |     |           |      |
|----------|------|---------|-----|-----------|------|
| /b-oo-m/ | boom | /t-o-p/ | top | /f-l-i-p/ | flip |
|----------|------|---------|-----|-----------|------|



- 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?** Dear Juno.

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

**WGR: The illustrator is Susan Kathleen Hartung. 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 “envelope.” What does “envelope” mean? An envelope is a paper container for a letter.**

**T-P-S: Can you think of a sentence that uses the word “envelope”? 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 “peeking.” *The word “peeking” means looking quickly.*



## Story Retell

- Have students retell the story by drawing pictures.

**Yesterday we read a story about a boy who lives in the United States who uses pictures to write letters to his grandmother in Korea. Today you will work in groups to draw pictures that tell what happens in the story.**

- Quickly place students in groups of four by combining partnerships. Distribute one large piece of drawing paper and crayons or markers to each group.
- Assign a part of the story to each group of students as you review it, summarizing as you show the pages. When you finish the review and all groups have a part of the story, have students draw a picture that represents their part. Allow a few minutes for them to do this.

**Now that you have made your illustrations about the story, talk to the members of your group to make a sentence about it.** Invite each group to tell their sentence. Write their sentences on the board. Read the sentences in order as a summary of the story.

**When I read all of your sentences together, they tell what the story *Dear Juno* is about.**

- Conclude this activity by asking students to tell to whom they would like to write a letter and why. T-P-S: **Whom do you know who lives far away that you would like to write a letter to? Why would you write to that person?**



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



TIMING GOAL: 40 minutes

### Routines

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

### Dramatic Play Lab | Post Office

Description:

- The dramatic play lab will be a post office.

When You Tour:

- Remind students that the dramatic play area is a post office.

### Blocks Lab | Lines

Description:

- Students will build a town and string telephone and cable lines to the buildings.

When You Tour:

- Remind students that they can build a town and use the string to make telephone and cable lines running to the buildings.

### Art Lab | Personal Stationery

Description:

- Students will make personal stationery.

When You Tour:

- Remind students that they can make their own personal stationery (paper for writing letters/notes).

## Classroom Library Lab | Free Reading

Description:

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

When You Tour:

- Remind students that they can explore books independently or with a friend.

## Literacy Lab | Play School: Go Fish

Description:

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

When You Tour:

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

## Math Lab | Student Express Shipping Services

Description:

- Students will fill packages to get them ready to be shipped.

When You Tour:

- Remind students that today the math lab is Student Express Shipping Services. Tell students that they will place items in containers to be shipped.
- Remind students that they will count the number of items as they package them and then record that number on a self-stick note and place it on the package.

## Computer/Media Lab | World Wide Web

Description:

- Students will explore websites in the computer/media lab.

**Teacher's Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Tell students that they can explore websites in this lab today.
- Explain that websites are one way that people from all around the world communicate. Tell students that the “www” at the beginning of an Internet address stands for World Wide Web and that websites often contain a lot of valuable information and activities.
- Demonstrate clicking on a bookmark to visit a website.

Facilitate Learning:

- Join students as they explore the Internet.
- Ask questions that prompt students to think about the purpose of the websites they are visiting.

**Examples:**

- **I wonder why someone made this website about the alphabet. What do you think?**
- **What do you like about this website?**

## **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.

## **Science Lab | Tin Can Telephone**

Description:

- Students will make and use tin can telephones.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to investigate the properties of sound.

When You Tour:

- Tell students that they can make telephones using tin cans, buttons, and string.
- Demonstrate inserting string in the bottom of a can, poking it through a hole in a button, and tying a knot.
- Explain that students will attach two cans with a string and then talk into one can while another student listens to the other can.
- Encourage students to experiment with different lengths of string and pulling the string tight versus leaving it slack.

Facilitate Learning:

- Join students in making and using tin can telephones.
- Use the prompts and questions to remind students to experiment with setting up and using the tin can phones in different ways.

**Example:**

- **I wonder what will happen if we make the string long enough to stretch across the whole room. What do you think will happen?**
- **Let's make sure we pull the string tight.**

**Teacher's Note:** For sound waves to travel across the string, it must be pulled tight.

## Writing Lab | Telephone Directory

Description:

- Students will create personal telephone directories.

When You Tour:

- Remind students that they can make personal telephone directories.



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

### Hundreds Chart

### One More and One Less

- Select a student to come up and attach a clothespin to one of the numbers on the Number-Recognition Circles. Use an overhead marker to record the number in the middle column on the poster. Ask students to think what one more than the number you have recorded would be. Record the number in the appropriate column on the poster. Then ask students to identify what one number less would be, and record it in the appropriate column on the poster.



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 encourage students to engage in conversation about what they did in the labs today.
- Invite students to talk about the Partner Challenge. **Today for our Partner Challenge, pretend that you are Alex. Think of an apology you can give Joey for knocking down his tower. Think of an apology in which you say more than just the words “I’m sorry.”**
- Allow students time to talk with their partners about an appropriate apology.
- Award pocket points when students give an apology.



### Outside/Gross-Motor Play

- Have students collect objects and sort them by weight as they did in Math Mysteries on day 1.



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

## KinderRoots

TIMING GOAL: 30 minutes

### Warm-Up

Alphabet Chant

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

Reading Rehearsal

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

### Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /s/, /i/, /n/, /p/, and /g/.
- Show the Animated Alphabet video segment for /g/.



**Green Words:**

digs  
gas  
gets  
Mag's  
map  
pig  
sags  
Sig  
tags

**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:  
dig → did → Dad → sad → mad

**Say-Spell-Say**

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

**Red Words:**

do  
sees  
has  
loves

**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.

**Readle:**

fence

**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**

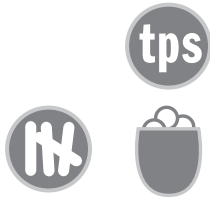
- Follow these steps on each page:
  - Read the teacher text at the top of the page.
  - Have students point to the first word of the first sentence, and then read it with them in unison. Read with a soft voice unless they need more support.
  - Read each sentence on the page twice to help build fluency.
  - 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 animal did Matt and Tim see at the farm?** *Sig, the pig.*
  - T-P-S: **Why did Sig dig under the fence?** *Sig wanted to play tag.*
  - T-P-S: **How did Mag stop Sig from digging?** *She let Sig play tag.*
  - T-P-S: **How did Tim help?** *Tim fixed the fence.*



### Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on page 6. Point to something in the picture that shows "helping."** Tell your partner in a complete sentence what everyone is doing to help. 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

- Select several students to come up and choose two objects. Have each student hold up his or her two objects one at a time and select students that are seated to tell which object is heavy and which one is light.
- Award pocket points if students are able to successfully identify the objects that are heavy and those that are light.
- Ask students to think about what they did in the previous Math Mysteries lesson.



T-P-S: **How did we sort the objects yesterday?**

RWE: **We sorted the objects by weight. We put the heavy objects in one group and the light objects in another group.**

### Active Instruction

- Explain to students that today they we are going to put objects in order according to their weight.
- Tell students that we need to compare the objects. Show students the three 2-liter bottles.

**First, we are going to compare some objects and decide which one is the heaviest. I am going to pass these bottles around. I want you to think about how heavy or light each bottle is.**

- Pass the bottles around. When all students have had an opportunity to hold each bottle, ask them to share something about the bottles.



**WGR: Which bottle is the heaviest? *The blue bottle.* Which bottle is the lightest? *The red bottle.***

- Hold up the yellow bottle.



**T-P-S: What can you tell me about this bottle? *It is lighter than the blue bottle, but heavier than the red bottle.***

- Place the bottles in order from heaviest to lightest.

### Partner Practice

- Give each partnership a bag of three small objects of varying weight.

**Now it is your turn to compare the weight of objects and put them in order from heaviest to lightest.**

- Instruct students to take the objects out of their bags one at a time and think about how heavy or how light each object is. Then tell them to place the objects in order from heaviest to lightest.
- As students work, circulate and ask them to explain why they arranged their objects in the order they did.

### Recap



- Use the sharing sticks to select several partnerships to share how they ordered their objects. Award pocket points if several students are able to explain how they ordered their objects from heaviest to lightest.



- Review ordering objects by weight. Show students a desk, a pencil, and a book.

**T-P-S: How would I order these objects from heaviest to lightest?**



**RWE: The heaviest object is the desk. The next heaviest object is the book. The lightest object is the pencil.**



- Play the “Measurement: Which Is Heaviest?” video.



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

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Magic Landscape,” *The 20th Century Children’s Poetry Treasury*, page 2

### Introduce the Poem

**Today’s poem is about creating a picture. Since we talked about how pictures can communicate messages, I thought you would enjoy listening to the poem “Magic Landscape” by Joyce Carol Thomas. Listen to the words, and see what message the picture communicates to you.**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking about how we can communicate with pictures. You are going to use pictures to communicate a message.**

**T-P-S: What message can you communicate with pictures?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “I love apples.”**

- Review previously introduced emergent-writing strategies. T-P-S: **Today we’re going to draw pictures when we write our sentences.**
- 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 love apples.”**

- **The first word is “I.” I’m going to draw a picture of myself for this word.** Draw a stick figure person.
- **The next word is “love.” I can draw a heart for that word.** Draw a heart.
- **The last word is “apples.” I’ll draw a couple of apples for the word “apples.”** Draw two apples on the last line.

- Reread your sentence, touching each word, or word representation, as you do.

**Partner Planning**

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

**Writing**

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



**We learned new ways of communicating with one another today. We learned that we can use pictures and photographs to communicate, or share information with others. There are some pictures that tell us information that we see often.**



- Place the men’s and women’s restroom signs on the board or in the pocket chart.

**Here are two signs you may have seen before.** T-P-S: **What do these signs mean?** RWE: **You may have seen these signs outside of restrooms. This sign** (Point to the male sign.) **shows a man. This sign** (Point to the female sign.) **shows a woman. These signs tell which bathroom is for boys and which bathroom is for girls. When you are looking for a bathroom in a store, restaurant, or even in our school, you want to look for the right picture to know which bathroom to enter.**

- Place the poison sign on the board or in the pocket chart.

T-P-S: **What do you think this picture tells us?** RWE: **We see this picture on bottles sometimes, especially on bottles of cleaning products. This picture means poison. When you see this picture on a box or bottle, it means you should not touch whatever is inside the container. The contents are poisonous and can make you very sick. This is a very important picture!**

- Place the first aid sign on the board or in the pocket chart.

T-P-S: **Hmm...What do you think this picture tells us?** RWE: **This picture means first aid. You might see this picture outside the nurse’s office, or on a first aid box with bandages. This picture tells you where you can find help if you are hurt.**

T-P-S: **What other pictures have you seen that tell information?** Restate students’ responses in complete, descriptive sentences. For example, “Kylie has seen a picture outside of our school. The picture looks like two people crossing a street. This picture tells cars to slow down and look out for people crossing the street.”

- Introduce the following activity. Provide students with paper and pencils, crayons, or other writing instruments. You may wish to have students move to tables for this activity.

**Our Learning Labs have signs with their names on them. Imagine that we have a new student who cannot read any words. How would this student know which lab is which? Let’s make new picture signs for our labs.**

- Quickly assign one lab to each partnership. Repeat labs as needed. Invite students to draw new signs for their lab that don’t use any words.
- If time allows, invite students to share their new lab signs with the class. Prompt students to guess which lab each picture communicates. Have the illustrators confirm correct guesses.

## 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 **picture**. A **picture** can be a painting, drawing, or photograph. T-P-S: When did we see, hear, or use the word “**picture**” today?

Our other new word today is “**photograph**.” A **photograph** is a picture that is taken by a camera. T-P-S: When did we see, hear, or use the word “**photograph**” 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:

picture  
photograph

| Fostering Richer Language  |  |  |
|--|--|--|
| Student Response   | Teacher Prompt   | Further Prompting  |
| The student responds in an incomplete sentence.<br><b>Draw picture.</b>                                  | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><i>We can say, I can draw a picture.</i>  |
| The student responds in a complete, but not very elaborate, sentence.<br><b>I like to draw pictures.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><b>Can you tell us about what kinds of things you like to draw pictures of?</b> |



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today for our Partner Challenge, you pretended that you were Alex and you thought of an apology you could give Joey for knocking down his tower.** Provide a moment for students to review their apology.



- Use the sharing sticks to have students tell their apology. Award pocket points when students give an apology.
- 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 at school today.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the monkey for today's show.
- Read & Respond: **Share a book with someone in your family. 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

Signing and lipreading are two forms of communication used by people who are deaf.

| Additional Materials Needed Today  |   |
|------------------------------------|---|
| Greetings, Readings, & Writings    | <ul style="list-style-type: none"> <li>• Math Lab: Weight sorting bags (from day 2)</li> </ul>  |
| Gathering Circle                   | <ul style="list-style-type: none"> <li>• Joey and Alex puppets</li> </ul>   |
| Theme Exploration                  | <ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Sign Language poster</li> <li>• Theme vocabulary word cards for “deaf” and “sign language” or IWB access</li> </ul>  |
| Rhyme Time                         | <ul style="list-style-type: none"> <li>• <i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> </ul>   |
| STaR                               | <ul style="list-style-type: none"> <li>• Trade book: <i>Dad and Me in the Morning</i></li> </ul>  |
| 15-Minute Math                     | <ul style="list-style-type: none"> <li>• No new materials</li> </ul>  |
| Snack/Outside/<br>Gross-Motor Play | <ul style="list-style-type: none"> <li>• Breakfast foods</li> </ul>   |
| KinderRoots                        | <ul style="list-style-type: none"> <li>• Shared Story: <i>Sig, the Pig</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key card: “a,” “s,” “i,” “n,” “p,” and “g” or IWB access</li> <li>• Green Word cards: “digs,” “gas,” “gets,” “Mag’s,” “map,” “pig,” “sags,” “Sig,” and “tags” or IWB access</li> <li>• Red Word cards: “do,” “sees,” “has,” and “loves” or IWB access</li> </ul> |
| Math Mysteries                     | <ul style="list-style-type: none"> <li>• Trade book: <i>Just a Little Bit</i></li> <li>• Balance scale</li> <li>• Linking cubes</li> <li>• Apple or other small object</li> <li>• Small plastic bags of bear counters, one bag per partnership</li> <li>• Three 2-liter soda bottles (day 2, Math Mysteries)</li> </ul>   |
| Let’s Daydream                     | <ul style="list-style-type: none"> <li>• “The Crocodile,” <i>The 20th Century Children’s Poetry Treasury</i>, page 9</li> </ul>   |
| Write Away                         | <ul style="list-style-type: none"> <li>• Chart paper and marker or white board for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>   |

**Additional Materials Needed Today**

**Let's Think About It**

- Sign Language poster
- Balance scale
- Home Link animal hand stamp: koala

**Learning Labs—Additional Materials**

**Literacy Lab | Play School: Sign Language Alphabet**

- Sign Language poster

## Day 3

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Facilitate Learning**

- Greet students in a variety of languages, such as those in *People Say Hello* (i.e., “ni hao,” “bonjour,” “bon giorno,” “hola,” “jambo,” and “konnichiwa”).

**Available Activities**

## Classroom Library Lab

- Same as day 2

## Literacy Lab

- Same as day 2

## Math Lab

- Encourage students to sort the objects in the plastic bags by weight.

## Computer/Media Lab

- Same as day 2

## Writing Lab

- Same as day 2

## Other

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



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

## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

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

### Home Link Debrief

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



**T-P-S: Last night you learned about the word "picture." What is a picture you have made to share with the class?**



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

### Active Instruction

- Review the conflict solver apologize.



**WGR: What new conflict solver did we learn about yesterday? Apologize.**

**T-P-S: When can we use this conflict solver? When we do or say something that hurts someone, we can apologize.**

**T-P-S: What happened when Alex knocked down Joey's tower by accident? He apologized. But Alex did something after he apologized. Listen again to what happened.**

- Bring out Alex and Joey. Have Alex and Joey look directly at each other as they repeat this part of the dialogue.

Alex: **No, it was an accident. I'm sorry.**

Joey: **I accept your apology.**

Alex: **Would you like me to help you fix your tower?**

Joey: **Yes, I'd like that.**

**T-P-S: What did Alex do after he apologized to Joey? Alex offered to help Joey rebuild his tower. Do you think Alex really means he's sorry? T-P-S: What did you notice about Joey and Alex while Alex apologized? Yes, they used active listening. They were both paying attention to what the other said.**

**Let's pretend that we are Joey and Alex when Alex apologizes.** Quickly assign one partner to be Alex and the other Joey. **Show how you will use active-listening posture.** Pause while students demonstrate active-listening posture. Invite students playing Alex to say, "I'm sorry, would you like me to help you fix your tower?" Then invite the Joeyes to respond positively.

**When someone gives an apology like this, we say it is a sincere apology because we can tell they really mean it.**

### Partner Practice

- Have students practice giving a sincere apology.

**Sometimes we are very quick to say "I'm sorry" without really meaning it. We just say "sorry" and then keep doing what we were doing that upset someone else. Today you and your partner will practice giving a sincere apology so the person you say "I'm sorry" to knows you mean it.**

- Give the following situation.

**You and a friend are both painting. You reach to get something, and you tip over the paint container on your friend's picture.**

- Quickly assign one member of each partnership to play the part of the child who spills the paint and the other the one whose picture is messed up. **First, make sure you're both using active-listening posture.** Pause while students get ready. **Now, the partner who spills the paint, tell your partner you're sorry and why.** Pause while students do this. Monitor conversations, and help them with explanations as needed. **Now, the partner whose picture got paint on it, what will you do?** Pause while students respond to their partners, accepting the apology. Ask the partner who gave the apology to suggest a way to make things better. Pause while they do this.



- Use the sharing sticks to have several partnerships act out their apologies for the class.

**T-P-S: How can we tell that the partner was really sorry for spilling the paint? How can we tell that the partner whose picture was messed up knows his or her partner is sorry?**

- If time allows, reverse roles so each student has the opportunity to apologize and respond to the apology.
- Remind students that they may use the conflict solver apologize when they do or say something that hurts or upsets others. Reinforce how important it is give a sincere apology.

## Partner Challenge

- Introduce the challenge.

**Pretend that your friend is playing with a toy that you want and you take it away. Your friend gets upset. You realize that you need to apologize for taking the toy from him or her.** Provide a moment for students to think about this situation. **Today for our Partner Challenge, you will practice giving a sincere apology that shows you really mean that you are sorry.** You may want to offer some ideas for them to consider, such as “What will you tell your friend about why you’re sorry?” or “How will you offer to fix the problem?” Remind students that they will have time to talk with their partners about this during snack.

- Tell students that they will earn pocket points when they give an apology that consists of more than “I’m sorry.”

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



TP-S: **How can people who cannot hear communicate?**

**Our Daily Message will tell us more about how people who cannot hear communicate with other people.**

### Daily Message

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People who cannot hear can use signing and lipreading to communicate.

---

- 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:
  - **We have a very long message today! I wonder how many words are in our message. Let’s count to find out.** Point to each word as students count out loud. **There are eleven words in today’s message!**
  - **You can read some of the words in this message.** Use Stretch and Read to have students read the words “can” and “lip.” Have students identify any other words they recognize. Underline the word “communicate,” and point out that this is a word students saw in yesterday’s Daily Message.



## Theme Learning

- Explain the content of the Daily Message.

**When people cannot hear, they are deaf, or hard of hearing. They hear very little, or not at all, so they have to communicate with other people in different ways. One way for them to communicate is to use their mouths to speak. When a person who is deaf speaks, some of the words might sound a little different from the way people who can hear would say them because a person who is deaf cannot hear how other people are saying words.**

- Introduce the concept of lipreading.

**Some people who are deaf or hard of hearing can also look at other people’s lips and tell what they are saying. When they do this, they need to see the face of the person they are talking to so they can understand everything that the person is trying to say or communicate to them. Mouth the word “hello.” Encourage students to guess the word that you are saying. **What you did is called lipreading. You looked at my lips as I said something. You had to look very carefully to make sure that you understood what I said.****

- Introduce the concept of sign language.

**Sometimes people who cannot hear can communicate by writing the words they want to say. But people cannot write all the time. So, when they cannot write, they may want to use their hands to communicate. When a person uses his hands to communicate with others, he is using something called sign language. People who can hear also use sign language. We are going to learn more about sign language today. Let’s watch a quick video to see sign language in action.**

- Play the Sign Language background video.
- Point to the Sign Language poster.



To reduce extraneous verbal interruptions during STaR or other group times, teach your students how to say “bathroom” in sign language. Place the thumb of one hand in between the pointer and tall finger of the same hand, and rotate the whole hand side to side. This sign will indicate that a child needs to use the bathroom. You can respond by shaking your head yes or no without interrupting the flow of the lesson.

**There is a whole alphabet that people use when they are learning sign language. You can see the sign language alphabet on this poster. For every letter in the alphabet, there is a hand shape in sign language. You can spell a word by using the letters in the sign language alphabet. You can also use hand movements to show a whole word.**

- Say each letter of the alphabet, and demonstrate its hand shape. Encourage students to do the same.
- Demonstrate using letters to sign a word by showing the hand shapes of the letters “y,” “e,” and “s.” Reinforce by stating the sound of each letter as you show the hand shape. Have students repeat after you.

**You have just said the word “yes” in sign language. Now I am going to show you the hand movements for another word in sign language.**

- Model the word “hello” in sign language. You can simply wave your hand back and forth. Have students wave hello to their partners without saying a word.

**Waving (Demonstrate.) gives us another way of greeting one another in the morning.**



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

**Our two new words for today are “deaf” and “sign language.”**

**People who are deaf are people who are not able to hear. Some people are born deaf, and others lose their hearing and become deaf later in life. I can make a sentence with the word “deaf”:**

**Some people who are deaf receive information by reading lips.**

**Sign language is another form of communication. Sign language is a way of talking with your hands. I can make a sentence with “sign language”:**

**I can use sign language to say “hi” to you! Use the sign language alphabet letters to spell “hi.”**



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

## Rhyme Time

**TIMING GOAL:** 5 minutes

### Say the Rhyme

- Play “Chicka Chicka Boom Boom” from *Language Play & Listening Fun for Everyone!*

### Develop Phonemic Awareness—Auditory Sound Segmenting

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

|             |          |            |         |             |           |
|-------------|----------|------------|---------|-------------|-----------|
| <b>boom</b> | /b-oo-m/ | <b>top</b> | /t-o-p/ | <b>flip</b> | /f-l-i-p/ |
|-------------|----------|------------|---------|-------------|-----------|



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



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



TIMING GOAL: 20 minutes

**STaR Words:**

lipreading  
seaweed  
brightness

**Dad and Me in the Morning***Written by Patricia Lakin**Illustrated by Robert G. Steele*

The beautiful watercolor illustrations capture the charm of this story about the way a deaf boy and his father communicate with each other when they share a special experience together. The boy and his father wake up in the dark of the morning and walk to a special place where they can see the sunrise together.

**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 *Dad and Me in the Morning*. It was written by Patricia Lakin. WGR: What do we call the person who writes the words for a story? *The author*. Robert G. Steele drew the pictures for this story. WGR: What do we call the person who makes the pictures? *The illustrator*.**

- 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 our book is *Dad and Me in the Morning*. Point to the two people on the cover. Who do you think the two people are who are standing on the porch? The title lets us know that Dad is going to be one of the characters. T-P-S: Who do you think "Me" is in the title? How do you know?**

**T-P-S: What other information does the title give us? What do you wonder about this story? When we read the story, we'll find out what the boy and his father do in the morning.**

- Introduce the story vocabulary words.

**In today's story, we will hear some new words. In this story the boy uses a flashlight while he is lipreading so he can see his father's face in the dark. This morning, we learned that when people lipread they look at the face of the person talking to them and watch their lips to understand what the person says.**

**Another new word is "seaweed." Seaweed is like grass that grows in the ocean. Sometimes seaweed washes up onto the shore.**

**We will also hear the word "brightness." "Brightness" means light.**



Questioning

- Introduce the good-reader skill.

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

After reading one page, say: **I wonder...** (what the character will do, why something happened, etc.).

After reading another page, ask: **What does this page make you wonder about?**

#### During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Page 2: The boy has a special alarm clock and a hearing aid because he can't hear with his ears. The boy in this story is deaf, or hard of hearing. The hearing aid helps him hear some sounds. He uses a special alarm clock with a light on it to wake him up.**
  - **Page 3: Remember, we said that when people can't hear, they can learn to communicate without talking. The boy in our story watches his father talk and uses his eyes to watch his father's mouth move. He also talks using sign language. We learned some sign language this morning. We learned how to say "hello" in sign language.** Invite students to sign "hello."
  - **Page 6: T-P-S: I wonder what the boy doesn't want to miss. T-P-S: What ideas do you have about this?**
  - **Page 8: I heard our new word "lipreading." The boy looks at his father's lips while he talks so he can understand what his father says. Lipreading is one of the ways the boy communicates with his father. T-P-S: What are some other ways the boy and his father talk to each other?**
  - **Page 14: I heard our new word "seaweed." The boy runs over the snaky seaweed. These must be pieces of the sea plants that were washed up on the beach. The boy asks his father if they missed it. T-P-S: What does this make you wonder about?**
  - **Page 17: The boy says, "That's when I saw them..." T-P-S: What does this make you wonder about?**
  - **Page 25: "Gigantic" means very big. T-P-S: What does the boy see that is gigantic?**
  - **Page 26: I heard our new word "brightness." The boy says the brightness hurts his eyes. The light from the sun hurts his eyes. T-P-S: What happens when the boy closes his eyes?**

## After Reading



**The boy and his dad have many ways to communicate in this story.**

**T-P-S: What are some of them? What are some ways we communicate in our classroom?**

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

**When the boy wakes up, it is still dark. He uses his flashlight when he goes to get his father. This makes me remember that he needs the flashlight for lipreading what his dad says while it is dark. Let's make a sentence together using the word "lipreading." 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 "seaweed" and "brightness."



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

### Routines

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

### Dramatic Play Lab | Post Office

Description:

- The dramatic play lab will be a post office.

When You Tour:

- Remind students that the dramatic play area is a post office.

### **Blocks Lab | Lines**

Description:

- Students will build a town and string telephone and cable lines to the buildings.

When You Tour:

- Remind students that they can build a town and use the string to make telephone and cable lines running to the buildings.

### **Art Lab | Personal Stationery**

Description:

- Students will make personal stationery.

When You Tour:

- Remind students that they will be able to make their own personal stationery (paper for writing letters/notes).

### **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.

### **Literacy Lab | Play School: Sign Language Alphabet**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will practice making sign language letters and saying the sounds.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to develop cognitive skills through role play and the creative use of props. It will also help to develop sign language and letter-sound skills.

When You Tour:

- Point out the Sign Language poster.
- Tell students that today in their imaginary classroom they can practice making sign language letters and saying the sounds.
- Demonstrate making several sign language letters and saying the sound.

Facilitate Learning:

- Join students as they make sign language letters.
- Prompt students to say the sounds as they make the letters.

## **Math Lab | Student Express Shipping Services**

Description:

- Students will sort packages in preparation for shipping.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to sort objects by their weight. It will also help to develop oral language.

When You Tour:

- Remind students that today the math lab is Student Express Shipping Services. Tell students that they will order the packages by their weight.
- Ask students to help you brainstorm how we can sort objects by weight.

Facilitate Learning:

- Join students as they begin sorting the packages by weight.
- Talk with students about the weight of each package and their sorting methods.

**Examples:**

- **The boss said we need to sort the packages from lightest to heaviest. How can we do that?**
- **How have you sorted these packages?**
- **How can you tell that this package is heavier/lighter than this package?**

## **Computer/Media Lab | World Wide Web**

Description:

- Students will explore websites in the computer/media lab.

**Teacher's Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Remind students that they can explore websites in this lab today.

### **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.

### **Science Lab | Tin Can Telephone**

Description:

- Students will make and use tin can telephones.

When You Tour:

- Remind students that they can make telephones using tin cans, buttons, and string.

### **Writing Lab | Telephone Directory**

Description:

- Students will create personal telephone directories.

When You Tour:

- Remind students that they can make personal telephone directories.



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

### Hundreds Chart

### One More and One Less

- Select a student to come up and attach a clothespin to one of the numbers on the Number-Recognition Circles. Use an overhead marker to record the number in the middle column on the poster. Ask students to think what one more than the number you have recorded would be. Record the number in the appropriate column on the poster. Then ask students to identify what one number less would be, and record it in the appropriate column on the poster.



TRANSITION

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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Ask students what they think Jacob and his dad had for breakfast after watching the sun come up. Serve the breakfast item(s) you have for snack. Talk with students about the foods they are eating. Did they name any of the foods as foods they thought Jake and his dad ate? Encourage students to talk about the story *Dad and Me in the Morning*, reinforcing the ways in which Jake and his dad communicate.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is for you to apologize to your partner for taking a toy he or she was playing with.** Allow students time to think about the situation and formulate an apology. Encourage each partner to state an apology. Monitor conversations, and ask questions to guide students to give an apology that consists of more than a simple “I’m sorry” or “Sorry.”
- Award pocket points when students give a sincere apology.



### Outside/Gross-Motor Play

- Sing the song “If You’re Happy and You Know It,” focusing on the ways that one can show emotions and feelings without using words.



TRANSITION

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



## KinderRoots

TIMING GOAL: 30 minutes

### Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

**Green Words:**

digs  
gas  
gets  
Mag's  
map  
pig  
sags  
Sig  
tags

**Red Words:**

do  
sees  
has  
loves

**Readle:**

fence

**Word Presentation**

Read sounds.

- Use the key cards to guide practice with /a/, /s/, /i/, /n /, /p/, and /g/.
- Show the Animated Alphabet video segment for /g/.

**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:  
tag → tap → cap → nap → nip

**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?** Sig, the Pig.

T-P-S: **Do you remember what Sig did to the fence on the farm?** *He made it sag by digging.*

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



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

### Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look on page 5. Read the last sentence with your partner. Tell your partner in a complete sentence why Sig the pig keeps digging.** 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.

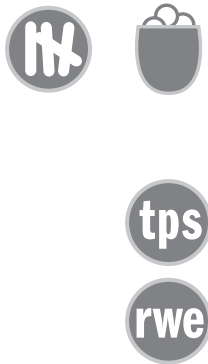


Invite students to sing "March to Math" to signal that it is time for Math Mysteries.

## Math Mysteries

**TIMING GOAL:** 25 minutes

### Show What You Know



- Show students the three 2-liter bottles from the previous Math Mysteries lesson. Use the sharing sticks to select students to explain how to order the bottles from heaviest to lightest. Award pocket points if students are able to explain how to order the bottles.
- Ask students to think about how they compare weight.
  - T-P-S: **How did you decide which bottle is heaviest?**
  - RWE: **We can decide which bottle is heaviest by lifting all the bottles. Then we can compare them to see which is heaviest.**

### Active Instruction

- Tell students that they will continue to learn about weight today.
- Display the cover of *Just a Little Bit* by Ann Tompert.



**WGR: What do you think this book is about?** *Swinging on a swing; elephants; a mouse; friends.*



- Tell students that you will read the story and ask them questions about it. Read the story aloud.

**T-P-S: What is the problem in the story?**

**RWE: The problem in the story is that the elephant couldn't go up in the air on the seesaw because it was too heavy.**

**T-P-S: It took a lot of animals to get the seesaw to move. Have you ever been on a seesaw or teeter-totter? What happens when someone a lot heavier than you gets on the other side?** *When someone heavier than you gets on the other side of a seesaw, you go up and he or she goes down.*

- Point to the balance scale.

**T-P-S: This is called a balance scale. Watch what happens when I put this apple (or other small object) on one side of the balance scale. How is this balance scale like the seesaw in the book?** *The balance scale is like the seesaw because the heavy side goes down and the lighter side goes up.*

- Refer back to the story. Point out that the animals had to help the elephant to move on the seesaw.

**How did the animals in the story help the elephant to move?** *They all got on the side with the mouse.*

- Explain that the balance scale works just like a seesaw. Place linking cubes in the bucket on the other side of the balance scale one at a time until it begins to move. Keep placing cubes in the bucket until the scale balances.

**T-P-S: What happened to the balance scale? Why?**

**RWE: Both buckets on the balance scale are in the air at the same level because each side now weighs the same.**

- Explain that the scale is balanced, or that both sides are now the same weight. This is why this kind of scale is called a balance scale. Point out that the line on the balance scale matches up, and this is how we know it is balanced.

## Partner Practice

If you have several balance scales (or can borrow them from other teachers), divide students into smaller groups and allow them work in groups to measure the bear counters using linking cubes.



- Give each partnership a bag of three different size bear counters. Allow students a moment to investigate the bear counters.

**What can you tell me about the bear counters?** *They are different sizes and colors. Some are light, and some are heavy.*

- Remove the apple and cubes from the scale. Select a student to bring up the heaviest bear they have and place it in one of the buckets on the balance scale.

**WGR: What happened to the balance scale?** *The side with the bear went down.*

- Point out that the balance scale acted just like the seesaw in the story. Tell students that you will now place linking cubes on the other side until the scale balances.

**Just like the story, we will add more and more cubes to the other side of the scale until it balances just like the seesaw did.**

- Ask students to count the number of cubes it takes to balance the scale as you place them in the other bucket of the scale one at a time. When the scale balances, ask students how many cubes it took.
- Take the bear and cubes out of the bucket. Tell students that you will now put the medium-sized bear in the balance scale. Ask students to hold the large bear and the medium-sized bear in either hand and think about the following question.  

T-P-S: **Will this bear need more or fewer cubes to balance the scale?** *It will need fewer cubes because it weighs less.*
- Have partnerships estimate how many cubes they think it will take to balance the medium-sized bear. Point out that their estimates should be less than the large bear.
- Ask students to count the number of cubes it take to balance the scale as you place them in the other bucket of the scale one at a time. When the scale balances, ask students how many cubes it took.
- Repeat with the small bear.

### Recap



- Use the sharing sticks to select several students to explain which bear was heaviest and how they know. Award pocket points if several students are able to explain which was heaviest.
- Review comparing weight using the balance scale.



T-P-S: **Would it take more cubes to balance something heavy or light?**  
**How do you know?**



RWE: **It would take more cubes to balance something that is heavy. You need more weight in the other bucket to balance the scale. Adding more cubes will add more weight.**



- Play the “Measurement: How Heavy Is It?” video.



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



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

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

### Recommended Poetry Selection

- “The Crocodile,” *The 20th Century Children’s Poetry Treasury*, page 9

### Introduce the Poem

**As I read today’s poem, “The Crocodile,” think about how well the author communicates whether the animal is a crocodile or an alligator.**



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 you are going to write about how people can communicate without speaking.**



**T-P-S: How can people communicate without speaking?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “People can use sign language.”**

- 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, “People can use sign language.”**

- **The first word is “People.” What sounds do you hear in “people”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **“Can.” Let’s use Stretch and Spell to write “can.”** Prompt students to stretch and spell the word. Write any letters students say.
  - **The next word is “use.” I think I can remember how to write “use.”** Write “use.”
  - **“People can use sign language.” “Sign” is the next word. Can you hear any sounds we’ve learned in “sign”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The last word is “language.” I think I’ll draw a picture for “language.” I’ll draw a speech bubble like we see in cartoons sometimes.** Draw a speech bubble on the last line.
- Reread your sentence, touching each word, or word representation, as you do.

**Partner Planning**

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

**Writing**

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



**WGR: We learned new ways of communicating with one another today. Does anyone remember what we call communicating by using our hands to make words? *Sign language*. How about when a person who is deaf watches your lips? *Lipreading*. Who would like to share what they remember from this morning about sign language?** Invite students to share their thoughts.

- Introduce the following activity.

**Now we are going to learn two lines from the rhyme “One, Two, Buckle My Shoe,” but we are going to learn them in sign language.**

- Model all the hand movements slowly for the first two lines of the rhyme: “One, two, buckle my shoe. Three, four, knock at the door.” Make certain to state each word clearly as you model.
- Do it again slowly, having students follow this time.

**Show your partner the movement we used for “shoe.”**

**Let's do the poem in sign language one more time. You do the actions that you remember.**

- Repeat rhyme with signs as needed.
- If time allows, engage students in the following measuring activity.
- Ask students to take off one of their shoes and place it in front of them. Explain that since the rhyme is about shoes, they are going to use their shoes to talk about weight. Select two shoes that are obviously different in weight, and place them in the center of the floor.



**Here are two shoes. T-P-S: Which shoe do you think is heavier? Answers will vary. Why do you think that? Answers will vary. Let's use the balance scale to compare the weight of the shoes.**

- Place the shoes on the scale, reminding students to pay close attention to what happens when you do so. Invite students to share what they notice about the weight of the shoes. Ask them to look at their classmates' shoes and to identify two shoes that they predict would show the same results on the scale that the previous two shoes showed. Allow one or two students to place the shoes on the scale to check their predictions. Ask why the scale went down on one side.
- Select two shoes that will likely balance the scale, and place them on the scale. Ask students what they notice about the shoes on the scale.
- Return shoes to students. Have all students recite “One, Two, Buckle My Shoe” as they put their shoes back on.

### 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 “deaf.” People who are deaf are not able to hear.** T-P-S: **When did we see, hear, or use the word “deaf” today?**

**Our new phrase today is sign language. Sign language is a way of talking with your hands.** T-P-S: **When did we see, hear, or use the phrase “sign language” 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:**

deaf  
sign language

| Fostering Richer Language  |  |  |
|--|--|--|
| Student Response   | Teacher Prompt   | Further Prompting  |
| The student responds in an incomplete sentence.<br><b>Spell with sign language.</b>                        | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><br><i>We can say, I can spell with sign language.</i>                              |
| The student responds in a complete, but not very elaborate, sentence.<br><b>I know some sign language.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><br><b>Can you tell us about some of the letters or words you know how to sign?</b> |



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is for you to apologize to your partner for taking a toy he or she was playing with.**

Allow students time to review their apologies.



- Use the sharing sticks to select students to share their apologies. Award pocket points when students give a sincere apology.
- 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.).
- 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. 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

Writing is a form of communication. A writer sends a message, and the reader receives a message.

| Additional Materials Needed Today          |   |
|--|---|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>Classroom Library Lab: trade book: <i>Dad and Me in the Morning</i>; Shared Story: <i>Sig, the Pig</i></li> <li>Math Lab: balance scale</li> </ul>   |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>No new materials</li> </ul>  |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>Greeting card</li> <li>Menu</li> <li>Newspaper</li> <li>Cookbook</li> <li>Prepared chart paper</li> <li>Theme vocabulary word cards for “write” and “read” or IWB access</li> </ul>  |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li><i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> </ul>   |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>Trade book: <i>Dad and Me in the Morning</i></li> <li>Trade book: <i>How Many Stars in the Sky?</i> (from unit 9)</li> </ul>   |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>No new materials</li> </ul>  |
| <b>Snack/Outside/ Gross-Motor Play</b>     | <ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>  |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>Shared Story: <i>Sig, the Pig</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “a,” “s,” “i,” “n,” “p,” and “g” or IWB access</li> <li>Green Word cards: “digs,” “gas,” “gets,” “Mag’s,” “map,” “pig,” “sags,” “Sig,” and “tags” or IWB access</li> <li>Red Word cards: “do,” “sees,” “has,” and “loves” or IWB access</li> <li>Letter tiles for “g” (appendix)</li> <li>All letter tiles from previous units</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>Small plastic bag with ten paper clips</li> <li>Small plastic bag with ten cotton balls</li> <li>Small plastic bag with ten pennies</li> <li>Balance scale</li> <li>Linking cubes</li> <li>Scissors, tape, glue stick, and marker, one set per partnership</li> <li>Balance It! (appendix), one per student</li> </ul>   |

| Additional Materials Needed Today |  |
|-----------------------------------|--|
| Let's Daydream                    | <ul style="list-style-type: none"> <li>• “Some People,” <i>The 20th Century Children’s Poetry Treasury</i>, page 65</li> </ul>   |
| Write Away                        | <ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul> |
| Let's Think About It              | <ul style="list-style-type: none"> <li>• List from Theme Exploration</li> <li>• Balance scale</li> <li>• Four bundles of varying quantities of writing tools</li> <li>• Home Link animal hand stamp: leopard</li> </ul>              |

### Learning Labs—Additional Materials

|  |
|--|
| <b>Dramatic Play Lab   The Daily News</b>  |
| <ul style="list-style-type: none"> <li>• Props for a news studio (e.g., desk, laminated map of the United States, microphone, pointer)</li> <li>• Cardboard boxes and other materials to make cameras, desks, etc. (optional)</li> </ul> |
| <b>Math Lab   Student Express Shipping Services</b>  |
| <ul style="list-style-type: none"> <li>• Balance scale</li> </ul>  |

## Day 4

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Facilitate Learning**

- Greet students in a variety of languages, such as those in *People Say Hello* (i.e., “ni hao,” “bonjour,” “bon giorno,” “hola,” “jambo,” and “konnichiwa”) and in sign language. Encourage students to greet you in a similar fashion.

**Available Activities**

## Classroom Library Lab

- Display *Dad and Me in the Morning* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Sig, the Pig* 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. The balance scale may be added to the lab to allow students to experiment with measuring weight.

## Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

Other

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



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

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

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

### Home Link Debrief

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



**T-P-S: In last night's story, *Me and You and How Do You Do?*, you learned the ways that people communicate. What are two ways that people communicate?**

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



### Partner Challenge

- Introduce today's challenge.

**We've learned five conflict solvers we can use to help us avoid conflicts with our friends to make our classroom a place where we can all learn and get along together. Our Partner Challenge today is for you and your partner to name all five conflict solvers.**

- Provide a moment for students to think about the challenge. Remind them that they will talk with their partners about the challenge during snack. Tell them that the conflict solver cards are posted in the room to help them with this challenge.
- Tell students that they will earn pocket points when they can name all four conflict solvers.

### Brain Game

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

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

- Demonstrate the Stop and Think signal (one hand help up like a stop sign and the other points to the head). If appropriate, invite the Cool Kid to be the leader. Play the game several times now, and continue to play throughout the remainder of the week.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **How do we communicate at school?**

**We have been learning a lot about communication. We communicate all day long! I wonder what our Daily Message will communicate to us today.**

### Daily Message

---

People write for many reasons. Why do you write?

---

- 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: **I see two punctuation marks in our Daily Message. What is the first punctuation mark?** *A period. We see periods often. They tell us when sentences end.* WGR: **What is the other punctuation mark?** *A question mark. WGR: When do we use question marks?* *When we are asking questions.*
  - T-P-S: **How are these two sentences different from each other?** *Possible answers include: One sentence is a normal sentence, and the other sentence asks a question. The first sentence is longer. The sentences have different words and letters.*



## Theme Learning

- Explain the content of the Daily Message.

**Our Daily Message tells us that people write for many reasons. It also asks us a question. It asks, “Why do you write?” Let’s take a look at some examples of writing and think about the answer to this question.**



- Show students the greeting card.

**This is a greeting card. Greeting cards have special messages. Think about any cards you have sent or received. WGR: Why do people send cards? Birthdays, holidays, to thank someone for a gift, to say hello. RWE: People write special messages in cards to let other people know they are thinking about them. They might write a message saying happy birthday, or they might write a message to thank someone for a present. There are many reasons to write a message in a card.**

- Show students the menu.



**This is a menu. This menu has a lot of writing on it. T-P-S: Why do you think the owners of this restaurant wrote a menu? RWE: Yes, restaurant owners write menus to tell customers about food that they serve. Customers read menus to learn about the food and decide what to order.**

- Show students the newspaper.

**Newspapers are covered in writing! People who write newspapers are called journalists. T-P-S: Why do journalists write information in newspapers? RWE: Journalists write articles in newspapers to tell people the news. People read newspapers to find out what is happening in the world.**

- Show students the cookbook.

**This is a cookbook. Cookbooks are filled with recipes for delicious food. The author of this cookbook is (author’s name). T-P-S: Why do you think (author’s name) wrote this cookbook? T-P-S: The author might have written this book because she (he) wanted to share her (his) recipes with people. Another reason could be that she (he) wanted to help other people become better cooks. People read the recipes in cookbooks to learn how to make new dishes.**

- Point to the Daily Message.

**I write the Daily Message every day. I write the Daily Message to share with you what we will be learning about each day. If we were to make a list of reasons why people write, we could add this to a list. Let’s do that.**

- Write “Daily Message” on the left side of the chart paper and “Share information with students” on the right side of the chart paper.



- Encourage students to think about their own reasons for writing. Use the sharing sticks to select students to respond.

**There are many forms of writing! T-P-S: With your partner, think about something you write. Think about the reason why you write it.**

- Write students' responses on the chart paper. List each piece of writing on the left side of the chart and the matching reason for writing on the right side of the chart. Illustrate each item in the left column with a small drawing to help students recall throughout the day. For example, if a student mentions writing in his or her Write Away journal, you might draw a small composition book or folder.
- As we learn and play today, pay attention to your writing. Think about your reason for writing.
- Play the digital dictionary videos for "write" and "read."
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.



**Our two new words for today are "write" and "read."**

**To write means to make letters and words with a pen, pencil, or other tool. You can also write by typing letters on a computer. I can make a sentence with the word "write":**

**Every day, I write the Daily Message on the board.**

**When you read, you look at something that has been written and you make sense of it. When you read, you see letters and words on paper, and you can hear them in your mind. I can make a sentence with the word "read":**

**I like to read books with my students.**



Ask students to stand up as they sing "It's Time for a Rhyme" to signal the transition to Rhyme Time.

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Play "Chicka Chicka Boom Boom" from *Language Play & Listening Fun for Everyone!*

### Develop Phonological Awareness—Identify Initial Sounds

- Introduce the game Which One Doesn't Belong? Explain the game to students, and demonstrate how it is played.



**Today we will play a new sound game. This game is called Which One Doesn't Belong? I will say four words, and your job will be to figure out which word doesn't belong because it has a different sound. Listen.** Say the words slowly with clear articulation. "**Skit,**" "**skat,**" "**skoodle,**" "**doot.**" WGR: **Which word doesn't belong and why?** "*Doot.*" *It doesn't begin with /s/.*

**Listen again.** "**Bing,**" "**bang,**" "**toot,**" "**boom.**" WGR: **Which word doesn't belong and why?** "*Toot.*" *It doesn't begin with /b/.*

- Continue playing the game with the following groups of words.

**“flip,” “flop,” “flee,” “tree”**  
**“bip,” “bop,” “flop,” “bing”**  
**“wee,” “tree,” “tiny,” “tap”**  
**“mix,” “max,” “snack,” “mark”**

- Invite students to stand. Tell students that you will say a long list of words that begin with /m/. As you speak, students should walk around the room. When they hear a word that does *not* begin with /m/, they should freeze in place.
- Play the game, clearly pronouncing the initial sound of each word. A suggested list of words follows. Feel free to continue the game beyond this list, or to play with a different initial sound focus.

**Mip**  
**Mop**  
**Mitten**  
**Mug**  
**Market**  
**Dog** Students freeze in place.  
**Mix**  
**March**  
**Move**  
**Mall**  
**Ball** Students freeze in place.  
**May**  
**Play** Students freeze in place.



- Award pocket points if students are successfully able to identify the initial sounds in the given words and recognize when a word does not begin with the target sound.



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?** *Dad and Me in the Morning.*



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

**WGR: The illustrator is Robert G. Steele. 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 “lipreading.” What does “lipreading” mean?** *To watch someone’s lips to know what he or she is saying.*



**T-P-S: Can you think of a sentence that uses the word “lipreading”?**  
**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 “seaweed.” *The word “seaweed” means plants that grow in the ocean.*
- Repeat this process with the word “brightness.” *The word “brightness” means light.*

## Story Retell

- Introduce the retell activity.

**Yesterday we read the story *Dad and Me in the Morning*. We have read another story about a boy and his father. The name of that story is *How Many Stars in the Sky*? Today we will compare these two stories.**

- Take a Picture Walk through *Dad and Me in the Morning* and *How Many Stars in the Sky*? Quickly summarizing the story lines in both.
- Ask the following questions to help students see the similarities and differences in the two stories.



**T-P-S: Where are the boys in the beginning of these two stories?** *In their bedrooms at night. In *How Many Stars in the Sky*? it’s bedtime and the boy can’t sleep. Is the boy in the story *Dad and Me in the Morning* going to sleep too? What is he doing?* *He is waking up to go somewhere with his dad.*

**In the story *How Many Stars in the Sky?* the father comes outside to find out why his son is in the tree house during the night. T-P-S: Does the dad in *Dad and Me in the Morning* come looking for his son? Why not? *The boy wakes his father.***

**In both stories, the father and son go somewhere. In *How Many Stars in the Sky?* the father and son go to find a place where they can count the stars. T-P-S: Where do the father and son in *Dad and Me in the Morning* go? *They go to the beach.***

**In the story *How Many Stars in the Sky?* the father and son ride in their car to go to different places to try to count the stars. T-P-S: How do the father and son in *Dad and Me in the Morning* get to where they're going? *They walk.***

**The father and son in *How Many Stars in the Sky?* fall asleep outside after trying to count the stars. T-P-S: Why don't the father and son fall asleep while they're waiting for what they want to see? *In How Many Stars in the Sky? it's late at night, but in Dad and Me in the Morning, the day is just starting.***

- Read page 28 in *How Many Stars in the Sky?* and then read page 26 in *Dad and Me in the Morning*. T-P-S: **How are the endings of both stories alike?** *In the end of How Many Stars in the Sky? the son asks the father if they can try to count the stars again, and in Dad and Me in the Morning, the son asks the father if they can come back to the beach again.* T-P-S: **How are the endings different?** *In How Many Stars in the Sky? the son wants to bring his mother the next time, and in Dad and Me in the Morning, the son wants to come back with just his father.*

T-P-S: **What warmed the boys at the end of both stories?** *The sun.*

- Conclude the retell by asking students whether they would like to stay up late at night to count the stars or wake up while it's still dark to see the sun come up.



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 | The Daily News

### Description:

- The dramatic play lab will be a television studio for a news broadcast.

### Purpose:

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

### When You Tour:

- Tell students that today the dramatic play lab will be a news studio and that they can put on a news show.
- Point out the cardboard boxes and other props you have gathered. Ask, **When did you use items like this before?** *When we were learning about weather; when we were reporting the weather. When you were meteorologists reporting the weather, how did you communicate with your audience?* *By showing pictures of the sun, rain, and snow; by talking about the weather.*
- Help students determine what classroom “news” they would like the other students in the class—and perhaps people in the building—to know.
- Encourage them to write down their ideas. If some students aren’t ready to write their ideas, suggest that they make pictures that tell the news.

Facilitate Learning:

- Join students as they broadcast the news.
- Talk with students about how to make or use the props and how to put on a news program.

**Examples:**

- **Where should we hang the map?**
- **I wonder what kind of news people want to hear. What do you think?**
- **How can we make TV cameras?**

### **Blocks Lab | Lines**

Description:

- Students will build a town and string telephone and cable lines to the buildings.

When You Tour:

- Remind students that they can build a town and use the string to make telephone and cable lines running to the buildings. Ask students how the lines help people send and receive messages.

### **Art Lab | Personal Stationery**

Description:

- Students will make personal stationery.

When You Tour:

- Remind students that they will be able to make their own personal stationery (paper for writing letters/notes). Encourage students to write notes to their friends and family.

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

Description:

- Students will have the opportunity to explore books independently or with a friend.

When You Tour:

- Remind students that they can practice using their hands to make sign language letters.

### **Literacy Lab | Play School: Sign Language Alphabet**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will practice making sign language letters and saying the sound.

When You Tour:

- Remind students that today in their imaginary classroom they can practice making sign language letters and saying the sounds.

## **Math Lab | Student Express Shipping Services**

Description:

- Students will weigh packages in preparation for shipping.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to weigh objects using a balance scale. It will also help to develop oral language.

When You Tour:

- Remind students that today the math lab is Student Express Shipping Services. Tell students that they will weigh packages for shipping. Tell students that the heavier a package is, the more it costs to ship.
- Review how to use the balance scale to measure weight using linking cubes. Point out that students might need to remove items from packages to place them into the bucket on the balance scale.

Facilitate Learning:

- Join students as they begin weighing packages.
- Talk with students about the weight of each package.

### **Examples:**

- **I have two items to ship. I think one is heavier than the other. Can you please weigh them for me and tell me which one is heavier?**
- **How did you weigh that package?**
- **How can you tell that this package is heavier/lighter than this package?**

## **Computer/Media Lab | World Wide Web**

Description:

- Students will explore websites in the computer/media lab.

**Teacher's Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Remind students that they can explore websites in this lab today.

## **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.

## **Science Lab | Tin Can Telephone**

Description:

- Students will make and use tin can telephones.

When You Tour:

- Remind students that they can make telephones using tin cans, buttons, and string.

## **Writing Lab | Cards and Signs**

Description:

- Students will write cards and signs.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to write to communicate.

When You Tour:

- Tell students they can write cards and signs.
- Point out the art and writing supplies for students to make cards and signs.
- Suggest that students make greeting cards for their families and friends and signs for the labs.

Facilitate Learning:

- Join students as they make signs and cards.
- If students are making signs for the labs, talk with them about the purposes of the signs.

**Examples:**

- **Are you making a sign for a particular lab or area of a lab?**
- **Are you going to write words or use pictures on your sign?**



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 what the picture on the cutout will be. *Replies.* Then ask a student to add the calendar cutout for today's date to the calendar. Ask, **Were your predictions correct?** *Replies.* **How did you know which picture would be on today's date?** *It's a pattern, and patterns repeat.* Then say, **Today is** (day of the week), (month and date), (year).

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

### One More and One Less

- Select a student to come up and attach a clothespin to one of the numbers on the Number-Recognition Circles. Use an overhead marker to record the number in the middle column on the poster. Ask students to think what one more than the number you have recorded would be. Record the number in the appropriate column on the poster. Then ask students to identify what one number less would be, and record it in the appropriate column on the poster. Ask students if they notice anything about the numbers you have written on the poster.



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

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Serve snack, and talk with students about the different reasons people write. Remind them that during Theme Exploration we talked about restaurant owners writing menus. Invite them to think about foods they would include on a classroom snack menu. How is a cookbook different from a menu? What recipes would they write for a snack menu?
- **Our Partner Challenge today is for you and your partner to name all five conflict solvers.** Allow time for students to work with their partners on this challenge. Remind them that the conflict solver cards are posted in the room to help them.
- Award pocket points when they can name all five conflict solvers.



### Outside/Gross-Motor Play

- If you have a seesaw in your play area, you could use it as a balance to compare weights of larger items. You can sit on one end of the seesaw and invite students to pile onto the other side to move your side up. You may encourage students to make predictions about how many of them it would take to sit on one end of the seesaw to make you go up.



TRANSITION

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

## KinderRoots

TIMING GOAL: 30 minutes

### Warm-Up

#### Alphabet Chant

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

#### Reading Rehearsal

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

**Green Words:**

digs  
gas  
gets  
Mag's  
map  
pig  
sags  
Sig  
tags

**Red Words:**

do  
sees  
has  
loves

**Readle:**

fence

**Word Presentation**

Read sounds.

- Use the key cards to guide practice with /a/, /s/, /i/, /n/, /p/, and /g/.
- Show the Animated Alphabet video segment for /g/.

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:  
dog → dig → pig → pit → pat

Say-Spell-Say

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

Readles

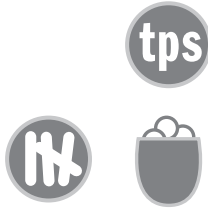
- Review the readle from the story.

**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. 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 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 on pages 4 and 5. Tell your partner in a complete sentence two things about the pictures. Use the words "digging" and "sagging" to tell your partner something about 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 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.

digs  
nap  
pig

## Celebration

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



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



# Math Mysteries

TIMING GOAL: 25 minutes



## Show What You Know

- Place a stapler in one bucket of the balance scale and one linking cube in the other bucket. Ask students if they can tell which object is heavier. Then use the sharing sticks to select a few students to explain how they know. Award pocket points if students are able to explain how they know which object is heavier.



- Have students look at the balance scale again.

**T-P-S: How can we balance the scale?**



**RWE: We can balance the scale by adding more cubes to the other bucket. The scale is balanced when the two sides are in the air at the same level.**

## Active Instruction

- Hold up the three plastic bags one at a time, and ask students to name the contents of each bag. *Cotton balls, pennies, and paper clips.*
- Ask students to think about the weight of the bags.



**T-P-S: Which bag do you think will be the heaviest? Why? Answers will vary.** **T-P-S: Which bag do you think will be the lightest? Why? Answers will vary.** **T-P-S: How could we find out which bag is heaviest? Feel them; weigh them on a balance scale.**

- Show students the balance scale.

**T-P-S: How can we use the balance scale to find the heaviest bag?**



**RWE: We can compare them by placing each in the balance scale and then counting how many cubes it takes to balance each bag.**

- Place the bag of cotton balls on one side of the scale. Ask students to think about what happened to the balance scale and what needs to be done to balance the scale.
- Select several students to take turns placing cubes on the other side of the scale. When the scale balances, take the cubes out and count how many cubes it took to balance the cotton balls.



**WGR: It took \_\_\_ linking cubes to balance the bag of cotton balls. Do you think it will take more cubes to balance the pennies or fewer? Answers will vary.**

- Remove the bag of cotton balls, and place the bag of pennies on the scale. Select several students to take turns placing cubes on the other side of the balance scale until it balances. When the scale balances, take the cubes out and count how many cubes it took to balance the pennies.

**WGR: Did it take more or fewer cubes to balance the scale with the bag of pennies? More.**

- Have students predict how many cubes they think it might take to balance the scale with the bag of paper clips. Measure the paper clips in the balance scale in the same fashion as the bag of pennies.

**T-P-S: It took \_\_\_ cubes to balance the scale when we weighed the cotton balls, it took \_\_\_ cubes to balance the scale when we weighed the pennies, and it took \_\_\_ cubes to balance the scale when we weighed the paper clips. Which bag is the heaviest? Which bag is the lightest? How do you know?** *The bag of pennies is the heaviest. It took more cubes to balance the scale. The bag of cotton balls was the lightest. It took the fewest cubes to balance the scale.*

If you have several balance scales (or can borrow them from other teachers), divide students into smaller groups and allow them to work in groups to measure the objects using linking cubes.

### Partner Practice

- Give each partnership a bag of objects found in the classroom (scissors, tape, glue stick, and marker). Allow students a moment to investigate the objects.

**What can you tell me about the objects?** *They are different sizes. Some are light, and some are heavy.*

- Remove the bag of paper clips and cubes from the scale. Tell students you will weigh the scissors.

**T-P-S: What should I do to weigh the scissors?** *Place the scissors in one bucket of the balance scale. Then add cubes to the other bucket until the scale is balanced. Finally, count the cubes.*

- Give each student a Balance It! sheet. Ask partnerships to estimate how many cubes they think it will take to balance the scale and record that number beside the empty bucket on the Balance It! sheet.
- Weigh the scissors by placing one cube at a time in the other bucket until the scale is balanced. When the scale is balanced, have students count the cubes with you as you remove them from the bucket. Ask students to record the actual number of cubes in the empty bucket on their recording sheet.

**Do you think it will take more cubes or fewer cubes to balance the tape? Why?** *Answers will vary.*

- Encourage partnerships to hold the items in their hand to make their estimates.

**If we know that the scissors weigh \_\_\_ cubes and the roll of tape feels heavier, then our estimates should be more.**

- Weigh the roll of tape in the same fashion. Ask students to compare their estimates with the actual number of cubes.
- Repeat with the glue stick and marker. Ask students to estimate before you weigh each one.





## Recap

- Hold up the scissors and the marker. Use the sharing sticks to select students to explain which one was heavier and why. Repeat with the tape and the glue stick. Award pocket points if several students are able to explain which was heaviest.
- Review comparing weight using the balance scale.



**T-P-S: How can we use the balance scale to compare the weight of different objects like we did today?**



**RWE: You can place each object on one side of the balance scale and then add cubes until each is balanced. Then you can see which weighed the most cubes and which weighed the fewest.**



- Play the “Measurement: Which Weighs more” video.



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

## Let’s Daydream

**TIMING GOAL:** 25 minutes

### Routine

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

## Recommended Poetry Selection

- “Some People,” *The 20th Century Children’s Poetry Treasury*, page 65

## Introduce the Poem

**Our poem today is called “Some People” by Rachel Field. Listen carefully to how she communicates how different people can make you feel. What pictures does she make in your mind?**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we've been talking more about how we communicate. You will write a message to a friend today.**



T-P-S: **What message do you want to write to a friend?**

- Share an example that applies to you.

**I think that I will write a question that asks, "What did you do last night?"**

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

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

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

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

#### Example:

**I am ready to write my sentence. My sentence is a question that asks, "What did you do last night?"**

- **"What" is the first word. What sounds do you hear in "What"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  - **The next word is "did." We'll use Stretch and Spell to write "did."** Prompt students to stretch and spell the word. Write any letters students say.
  - **"You." I remember how to write "you."** Write "you."
  - **"What did you do last night?" "Do" is the next word. I remember how to write that word too.** Write "do."
  - **"Last." Let's use Stretch and Spell to write "last."** Prompt students to stretch and spell the word. Write any letters students say.
  - **The last word is "night." I hear some sounds we've learned in "night." I hear /n/ and /t/. Write each letter as you say the sound.**
  - **My sentence asks a question, so I know I should end it with a question mark, not a period.** Write a question mark.
- Reread your sentence, touching each word, or word representation, as you do.

## Partner Planning

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

## Writing

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

## Sharing

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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap

- Review the learning focus of the day.

**Writing is important. It helps us do many things. People write for many different reasons. This morning, we made a list of some of the reasons why we write.** Read the items from the list aloud.

- Invite students to tell about any writing they did over the course of the day. Encourage students to think about the reasons why they did each type of writing. Add ideas to the list as appropriate.



**When people write, they have to use something to make marks on the paper. WGR: What are some tools that help us to write? Pencils, pens, crayons, etc. Yes, we can use all of those things to write words or draw pictures.**

- Display the four bundles of writing tools and the balance scale.

**Let’s use our balance scale to help us compare some different-sized bundles of writing tools.**

**WGR: By looking at these bundles, which one do you think is heavier than the others?**



**T-P-S: How can we prove which one is heavier than the others?**

- Invite a partnership to come up and show how they would prove which bundle is heaviest. After the partnership has compared bundles, ask the other partnerships to comment on what they noticed.

**Teacher’s Note:** Accept any method of comparing bundles. Students might use linking cubes, as in Math Mysteries, or they might compare bundle against bundle.

- Invite students to share sentences describing the reasons they write and the tools with which they like to write. Model by stating, **“I write to share the Daily Message with all of you. I use a marker to write.”**

### 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 “write.” When you write, you make letters and words. T-P-S: When did we see, hear, or use the word “write” today?**

**Our other new word today is “read.” When you read, you look at something that has been written, and you make sense of it. T-P-S: When did we see, hear, or use the word “read” 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:**

write  
read

| Fostering Richer Language  |  |  |
|--|--|--|
| Student Response   | Teacher Prompt   | Further Prompting  |
| The student responds in an incomplete sentence.<br><b>Write name.</b>                            | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><i>We can say, I can write my name.</i>                             |
| The student responds in a complete, but not very elaborate, sentence.<br><b>I like to write.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><b>Can you tell us about the kinds of things you like to write?</b> |



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

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is for you and your partner to name all five conflict solvers.** Provide a moment for students to review the conflict solvers with their partners.



- Use the sharing sticks to select students to name the conflict solvers. Award pocket points when they can name all five conflict solvers.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

**Pocket Points for the Day**

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



## Home Link/Departure

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

There are many ways to communicate feelings and ideas.

| Additional Materials Needed Today  |  |
|------------------------------------|--|
| Greetings, Readings, & Writings    | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| Gathering Circle                   | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| Theme Exploration                  | <ul style="list-style-type: none"> <li>Trade book: <i>Dear Juno</i></li> <li>Trade book: <i>Dad and Me in the Morning</i></li> <li>Trade book: <i>People Say Hello</i></li> <li>Theme vocabulary word card for “greet” or IWB access</li> </ul>  |
| Rhyme Time                         | <ul style="list-style-type: none"> <li><i>Language Play &amp; Listening Fun for Everyone!</i> CD</li> <li>Three squares of paper</li> </ul>  |
| STaR                               | <ul style="list-style-type: none"> <li>Storybook for free-choice day</li> </ul>  |
| 15-Minute Math                     | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| Snack/Outside/<br>Gross-Motor Play | <ul style="list-style-type: none"> <li>Envelope</li> </ul>   |
| KinderRoots                        | <ul style="list-style-type: none"> <li>Shared Story: <i>Sig, the Pig</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “a,” “s,” “i,” “n,” “p,” and “g” or IWB access</li> <li>Green Word cards: “digs,” “gas,” “gets,” “Mag’s,” “map,” “pig,” “sags,” “Sig,” and “tags” or IWB access</li> <li>Red Word cards: “do,” “sees,” “has,” and “loves” or IWB access</li> </ul> |
| Math Mysteries                     | <ul style="list-style-type: none"> <li>Cotton ball</li> <li>Bear counter</li> <li>Balance scale</li> <li>Number Cards 1–14 , one set per partnership and one set for modeling</li> </ul>   |
| Let’s Daydream                     | <ul style="list-style-type: none"> <li>“Keep a Poem in Your Pocket,” <i>The 20th Century Children’s Poetry Treasury</i>, page 87</li> </ul>  |
| Write Away                         | <ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students’ writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>   |
| Let’s Think About It               | <ul style="list-style-type: none"> <li>Cool Kid certificates</li> </ul>  |

## **Learning Labs—Additional Materials**

- SOLO assessment for your current grading period

## Day 5

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Facilitate Learning**

- Greet students in a variety of languages, such as those in *People Say Hello* (i.e., “ni hao,” “bonjour,” “bon giorno,” “hola,” “jambo,” and “konnichiwa”) and in sign language. Encourage students to greet you in a similar fashion.

**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. Write the word "dug" on the board.



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

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



### Class Council

- Review the conflict solver apologize.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no current class problems you need to address at this time, you may use the following scenarios to have students determine which of the conflict solvers—take turns, share, get help, new idea, or apologize—to use in each situation.

- Place students in groups of four by combining partnerships. Say, **You will work with your group to decide which of the conflict solvers you can use to solve the problem I give you.** Quickly visit each group to give them a situation and a set of conflict solver cards that include share, take turns, get help, new idea, and apologize to serve as a reminder of their choices. More than one group may have the same situation.
- Invite students to determine which conflict solver they think is best for the situation.

**When you choose which conflict solver to use, talk with your group about how this will help solve the problem. Using active-listening skills will help you remember which conflict solver your group chose so you can tell the class. If you think apologizing is the best conflict solver to use, think of what you can do to solve the problem for which you apologize.**

- Allow time for students to come to a decision.

Situations:

**You are riding your bike and ride over some flowers in your yard. Your mother is upset. *Apologize, and offer to help take care of the garden.***

**You and your brother both want to play the same video game. You think you should take turns, but he won't agree with you. *Get help; new idea.***

**You and your friend both reach for the only blue marker at the same time. *Take turns.***

**You and a friend both want to use the magnifier in the science lab. You think you should take turns, but your friend thinks you should share so you can both look at things together. You can't agree on which one to try. *Get help; new idea.***

**You go to the classroom library lab to read your favorite book. Just as you pick up the book, a friend comes over and says, "No fair. I was going to read that book." *Share; take turns.***

**You bump into your friend, and she drops the puzzle she was putting on the shelf. The pieces fall out all over the floor. *Apologize, and offer to help put it back together.***

- Address other concerns, unrelated to the Partner Challenge, if necessary.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: How do you like to communicate? Do you prefer writing a letter, drawing a picture, or talking in person or on the phone?**

**You are wonderful communicators! Watch as I communicate today's Daily Message to you by writing it on the board.**

### Daily Message

---

There are many ways to communicate feelings and ideas.

---

- 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 the really big word “communicate” in the Daily Message today. If you see it too, touch your finger to your nose.** Wait for students to look and respond.
  - Underline the word “communicate.” WGR: **What letters do you know in the word “communicate”?** Circle each letter students identify in the word. Congratulate them on their letter recognition skills.
  - **I see another big word in our message that you know. This word begins with /f/. What word do I see? “Feelings.”** Underline the word “feelings.” **We know the word “feelings.” We have seen this word in many of our Daily Messages this year!**



### Theme Learning

- Explain the content of the Daily Message.
  - People communicate in many ways! WGR: What are some of the ways people communicate?** Restate students' responses in complete sentences.
- Show the book *Dear Juno*.
  - T-P-S: Who is one person we read about in this book who can communicate? Juno. Yes. Juno did communicate with someone. T-P-S: With whom did Juno communicate? Juno's grandmother, his mother, and his father. T-P-S: How did Juno communicate with his grandmother? Possible responses include: He used pictures and objects such as a leaf, an airplane, and a flower.**
- Show the book *Dad and Me in the Morning*.
  - T-P-S: Who were the two people communicating in this story? Dad and his son. T-P-S: How were they communicating with one another? Sign language, lipreading. T-P-S: Why were they using sign language**



**or lipreading?** *The son was deaf; the son was hard of hearing.* WGR: **Yes, and deaf means that...** Stop and wait for students to complete the sentence. Encourage them to say that it means a person cannot hear.

**Both of our STaR books this week were about ways to communicate, but everyone in the stories communicated a little differently. In one story, people used pictures and objects to communicate. In another story, people used sign language and lipreading.**

- Show students *People Say Hello*, and remind them that they learned many ways to greet or say hello to one another this week.

**All week, we have been greeting each other in many different ways. We have said hello in many different languages, including sign language. Let's review some of the ways we can greet each other.**

- Read *People Say Hello*, pausing after the sentence on each page to invite students to say hello in the appropriate language.
- Invite partners to share their greetings in their own way and/or to show a facial expression and have their partners guess how they feel. When all volunteers have had a chance to share, say, **We are all people who communicate.**
- Play the digital dictionary video for “greet.”
- 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 “greet.”**

**To greet someone means to say hello and welcome them. The book *People Say Hello* taught us how to greet people in many different languages. I can make a sentence with the word “greet”:**

**Each morning, I greet you as you enter the classroom.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Play “Chicka Chicka Boom Boom” from *Language Play & Listening Fun for Everyone!*

### Develop Phonological Awareness—Identify Medial Sounds

- Introduce the concept of medial sounds with students.



**Today we are going to think about the sounds in the middle of words. Let's think about the word “run.” There are three sounds in this word.**

Say each sound in the word as you point (from left to right) to each square of paper on the board. /r-u-n/. WGR: **What sound do you hear in the beginning of “run”?** Point to the first square as you say /r/. /r-u-n/. WGR: **What sound do you hear at the end of “run”?** Point to the last square. /n/. **So, we know the word “run” starts with /r/ (Point to the first square.) and ends with /n/. Point to the last square. Listen again carefully, and pay attention to the sound in between /r/ (Point.) and /n/. Point. Point to each square as you break down the word “run.” WGR: What sound is in the middle (Point.)? /u/. Yes. The sound /u/ is in the middle.** Point again to each square as you break down the word.

**I want you to listen to some more words. When you hear a word that has the same /u/ sound as “run,” I would like you to touch your nose. Ready?**

- Say the following words slowly, emphasizing the medial vowel in each word. As you say each phoneme, point to the appropriate square on the board to help students visualize the placement of the sounds.

**Cup** Students touch their nose.  
**Bus** Students touch their nose.  
**Hut** Students touch their nose.  
**Box**

**Teacher’s Note:** If many students identify “box” as having the medial /u/ sound, be sure to point out the difference between the /u/ in “bus” and the /o/ in “box.”

**Great job! You are getting good at finding the sound /u/ in the middle of words!**

- Repeat this activity with the medial sound /e/. Continue to use the squares to help students visualize sound placement.

**Now, let’s think about the word “pet.” This word has three sounds too: /p-e-t/. Listen carefully as I say the word again, and see if you can find the middle sound.** Say the word again, pointing to the squares and emphasizing each phoneme. WGR: **What sound is in the middle of /p-e-t/?** /e/.

**Great! Let’s play our game again. I’m going to say some words, and if you hear the sound /e/, I would like you to touch your head.**

**Vet** Students touch their head.  
**Wet** Students touch their head.  
**Bed** Students touch their head.  
**Tip**

- If students are not frustrated by this activity, repeat a final time with the medial sound /i/, as in “big,” “zip,” “fix,” and “dig.”
- Award pocket points if several students are successfully able to recognize the targeted medial phonemes in 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

### Routines

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

### Dramatic Play Lab | The Daily News

Description:

- The dramatic play lab will be a television studio for a news broadcast.

When You Tour:

- Remind students that today the dramatic play lab will be a news studio and that they can put on a news show.

### **Blocks Lab | Lines**

Description:

- Students will build a town and string telephone and cable lines to the buildings.

When You Tour:

- Remind students that they can build a town and use the string to make telephone and cable lines running to the buildings.

### **Art Lab | Personal Stationery**

Description:

- Students will make personal stationery.

When You Tour:

- Remind students that they will be able to make their own personal stationery (paper for writing letters/notes).

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

Description:

- Students will have the opportunity to explore books independently or with a friend.

When You Tour:

- Remind students that they can practice using their hands to make sign language letters.

### **Literacy Lab | Play School: Sign Language Alphabet**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will practice making sign language letters and saying the sound.

When You Tour:

- Remind students that today in their imaginary classroom they can practice making sign language letters and saying the sounds.

### **Math Lab | Student Express Shipping Services**

Description:

- Students will weigh packages in preparation for shipping.

When You Tour:

- Remind students that today the math lab is Student Express Shipping Services. Tell students that they will weigh packages for shipping. Tell students that the heavier a package is, the more it costs to ship.
- Remind students that they might need to remove items from packages to place them into the bucket on the balance scale.

### **Computer/Media Lab | World Wide Web**

Description:

- Students will explore websites in the computer/media lab.

**Teacher's Note:** If your computer/media lab does not have computers with Internet access, conduct a free exploration lab.

When You Tour:

- Remind students that they can explore websites in this lab today.

### **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.

### **Science Lab | Tin Can Telephone**

Description:

- Students will make and use tin can telephones.

When You Tour:

- Remind students that they can make telephones using tin cans, buttons, and string.

### **Writing Lab | Cards and Signs**

Description:

- Students will write cards and signs.

When You Tour:

- Remind students that they can write cards and signs.



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**

## **Hundreds Chart**

## **One More and One Less**

- Select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be, and record that number in the appropriate column on the poster.



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



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Serve the snack, and engage students in conversation about the ways in which they communicated in the labs today.

### Outside/Gross-Motor Play

- Play a game similar to Duck, Duck, Goose in which students take turns delivering a letter to other students in the circle. As one student moves around the outside of the circle holding an oversized envelope, all students can recite the following rhyme:

**When I send a letter,  
That's when I have fun.  
I put it underneath the door.  
I ring the bell and run!**

- When they come to the end of the rhyme, the student with the envelope places it behind a student in the circle and taps him or her on the shoulder to indicate that the letter has been delivered. The first student runs around the circle and then takes the place of the student who received the letter. The student who received the letter picks it up and delivers it to another student.



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



TIMING GOAL: 30 minutes

### Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

### Word Presentation

**Green Words:**

digs  
gas  
gets  
Mag's  
map  
pig  
sags  
Sig  
tags



Read sounds.

- Use the key cards to guide practice with /a/, /s/, /i/, /n/, /p/, and /g/.
- Show the Animated Alphabet video segment for /g/.

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:  
Sig → dig → dog → dot → hot

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.



**Red Words:**

do  
sees  
has  
loves

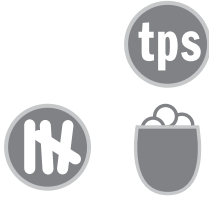
**Readle:**

fence

## Partner Reading

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

### Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look at page 8. Tell your partner in a complete sentence why the animals are 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:

tag

gets

gas

- 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 pig digs.**

## 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



- Place a cotton ball in one bucket of the balance scale and one bear counter in the other bucket. Ask students to identify which object is heavier. Then use the sharing sticks to select a few students to explain how they know. Award pocket points if students are able to explain how they know which object is heavier.

- Have students look at the balance scale again.



**T-P-S: Would it take more cubes to balance the bear counter or the cotton ball? Why?**



**RWE: It would take more cubes to balance the bear counter because it is heavier.**

### Active Instruction

- Hold up the Number Cards 1 to 14 one at a time, and ask students to count with you as you show each card. Place the Number Cards in order along the chalk ledge where all students can see them.
- Have students look at the numbers on the ledge. Tell students you want them to guess the number you are thinking of. Explain that you will give them clues to try to guess the number.



**WGR: If I told you that I’m thinking of a number between 9 and 13, what number might I be thinking about? 10, 11, or 12.**

- Point to the Number Cards 9 and 13.

**Here are the numbers 9 and 13 on our number line. If we look between those two numbers, we can see that the numbers 10, 11, and 12 are all between the numbers 9 and 13.**

- Point to the Number Card 13. Tell students you are going to give them another clue.

**WGR: Now what if I told you the number is closer to 13 than to 9? What number might I be thinking of? You could be thinking about 11 or 12. Ten is not closer to 13 than 11 or 12.**

- Give students the final clue, and see if they can guess the number.

**WGR: The number I am thinking of is one more than 11. What is the number? 12.**

- Tell students that they will play a guessing game with their partners.

## Partner Practice

- Explain the activity.

**Now that you know your numbers so well, we can play a game called Mystery Number. I am going to read clues to you again. I want you and your partner to listen to the clues to see if you can figure out the mystery number. Listen carefully, and don't shout the number out loud. We want everyone to have a chance to hear the clues. When everyone has had a chance to think about the clues, I will ask you and your partner to hold up the mystery number.**

- Give each partnership a set of Number Cards for the numbers 1–14. Have partners place the numbers in order on their desk or on the floor in front of them if they are sitting on the floor.

- Read the clue for the first mystery number.

**Mystery Number One: The number is between 10 and 15.** Pause and let students think about the first clue. **The number is closer to 15 than to 10.** Pause and let students think about the second clue. **The number is one less than 15.** Wait for partnerships to think about the final clue.

- Prompt students to hold up the mystery number by counting down from 3 to 1 and giving them the signal to show their Number Card. Then select a student to say the mystery number for the class.

**3..2..1..Solve the mystery!** Wait for all partnerships to hold the mystery number in the air. Select a student to say the mystery number for the class.

- Review the clues as necessary if students are unable to figure out the mystery number.

- Read the clue for the second mystery number.

**Mystery Number Two: The number is between 5 and 10.** Pause and let students think about the first clue. **The number is closer to 5 than to 10.** Pause and let students think about the second clue. **The number is one more than 5.** Wait for partnerships to think about the final clue.

- Prompt students to hold up the mystery number by counting down from 3 to 1 and giving them the signal to show their Number Card. Then select a student to say the mystery number for the class.

**3..2..1..Solve the mystery!** Wait for all partnerships to hold the mystery number in the air. Select a student to say the mystery number for the class.

- Repeat with the clues for mystery numbers three and four:
  - **Mystery Number Three: The number is between 1 and 5. The number is closer to 5 than to 1. The number is one less than 5. 4.**
  - **Mystery Number Four: The number is between 7 and 14. The number is closer to 14. The number is one more than 12. 13.**

### Recap



- Hold up the Number Cards for 14 and 13. Select students to explain which one is more and why. Repeat with Number Cards for 15 and 10. Award pocket points if several students are able to explain which is more.



- Review the numbers 1 to 14.

**WGR: What number is one more than 6? 7. What number is one less than 13? 12. What number is one more than 9? 10.**



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

## Let’s Daydream

**TIMING GOAL:** 25 minutes

### Routine

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

### Recommended Poetry Selection

- “Keep a Poem in Your Pocket,” *The 20th Century Children’s Poetry Treasury*, page 87

### Introduce the Poem

**I’d like to read you a lovely poem today about poems. It is called “Keep a Poem in Your Pocket” by Beatrice Schenk de Regniers. As you listen to the words in this poem, think about how the poems we’ve learned or listened to this year communicate messages. Close your eyes, listen, and enjoy “Keep a Poem in Your Pocket.”**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing activity for the day.

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

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

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

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

### Partner Planning

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

### Writing

- Distribute pencils and either writing journals or paper.
- 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 week, incorporating the theme-related vocabulary words for the week.

**This week, we have been learning about forms of communication. Communication is sharing information. Information can be shared, or communicated, in many ways, and in many languages. Information that is communicated through writing is read. Information communicated through speaking is heard. Information communicated through pictures or photographs is seen. Some people who are deaf use their hands to communicate through sign language. They might also read lips to understand what others are saying.**

- Introduce the following activity.

**I'm going to ask volunteer partners to come to the front and act out some of the ways we learned to communicate this week. Everyone else (Point to class.) will be the audience and guess what form of communication they are showing.**

- Give all students a minute or two to talk with their partners about which form of communication they would like to act out.
- Invite a partnership up, and ask if they have a form of communication they would like to act out. If they haven't thought of one on their own, whisper a form to them. Allow them to role-play for the class, and the audience will try to guess the form of communication the pair is role-playing. Call on as many partnerships as time and interest permit.
- Conclude by encouraging partners to think of ways to communicate "good-bye" to each other.

### 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 “greet.” When you greet someone, you welcome him or her by saying or signing hello. T-P-S: When did we see, hear, or use the word “greet” 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:  
greet

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



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

### Cool Kid Recognition

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

### Pocket Points for the Day

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

### Home Link/Departure



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

**Theme Exploration: Name all the different forms of communication you can think of for someone at home.**

**Read & Respond: Share a book with someone in your family this weekend. Pay attention to how the people or characters in the book communicate with each other.**

# Day 6 | Ready, Set...

## Focus

There are many modes of transportation that help us get from one place to another.

| Additional Materials Needed Today          |   |
|--|---|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>• KinderCorner Weekly Record Form for unit 10, week 2</li> </ul>   |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>• Brain Game materials for game of Cool Kid's choice:               <ul style="list-style-type: none"> <li>– What Is Missing?—tray, several familiar objects, cloth to cover the tray</li> <li>– Copy Me!—colored craft sticks or other items with which to create a pattern (two red and two blue, one set per student), one piece of paper per partnership</li> </ul> </li> </ul>  |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>• SFAF Big Book: <i>How Will We Get There?</i></li> <li>• Theme vocabulary word card for “transportation” or IWB access</li> </ul>   |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li>• Linking cubes or other manipulatives, three per student plus one set for teacher</li> </ul>  |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>• Trade book: <i>Miss Rumphius</i></li> </ul>  |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>• Overhead marker</li> <li>• Our Favorite Lunch Food Graph</li> </ul>  |
| <b>Snack/Outside/<br/>Gross-Motor Play</b> | <ul style="list-style-type: none"> <li>• Wheel-shaped pretzels</li> <li>• Sidewalk chalk</li> <li>• Wheel toys (optional)</li> </ul>  |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>• Shared Story: <i>Don Gets a Dog</i> (teacher and student copies)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Key cards: “a,” “t,” “i,” “n,” “p,” “g,” and “o” or IWB access</li> <li>• Green Word cards: “Don,” “gets,” “got,” “Mom,” “mops,” “Pop,” “pot,” “Spot’s,” “spots,” “dog,” “not,” and “on” or IWB access</li> <li>• Red Word cards: “he,” “like,” “of,” “put,” and “do” or IWB access</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>• Plain piece of paper, one per student</li> <li>• Pencils or crayons</li> <li>• Picture or drawings of a square, rectangle, and triangle (keep for days 7–9)</li> </ul>   |
| <b>Let’s Daydream</b>                      | <ul style="list-style-type: none"> <li>• “Buses,” <i>The 20th Century Children’s Poetry Treasury</i>, page 63</li> </ul>  |

| Additional Materials Needed Today |  |
|-----------------------------------|--|
| <b>Write Away</b>                 | <ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul> |
| <b>Let's Think About It</b>       | <ul style="list-style-type: none"> <li>• SFAF Big Book: <i>How Will We Get There?</i></li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal hand stamp: lion</li> </ul>  |

### Learning Labs—Additional Materials

|  |
|--|
| <b>Dramatic Play Lab   Going on a Trip!</b>  |
| <ul style="list-style-type: none"> <li>• Suitcases, backpacks, carry-on bags</li> <li>• Steering wheels (made with large blocks) or something round to serve as a steering wheel</li> <li>• Kinder Cash (appendix)</li> <li>• Several large cardboard boxes</li> </ul> |
| <b>Art Lab   Wheel Printing</b>  |
| <ul style="list-style-type: none"> <li>• Tempera paint</li> <li>• Fingerpaint</li> <li>• Small, shallow bowls or other containers</li> <li>• Small toy vehicles with different types of wheels</li> <li>• Easel paper</li> </ul>                                       |
| <b>Literacy Lab   Play School: Alphabet Bingo</b>  |
| <ul style="list-style-type: none"> <li>• Alphabet Bingo Cards (appendix)</li> <li>• Key cards: “m,” “a,” “s,” “d,” “i,” “n,” “p,” “g,” “o,” “c,” “k,” “u,” “r,” and “t”</li> <li>• Game markers (tokens, chips, or beans )</li> </ul>                                  |
| <b>Sand/Water Lab   Vehicles in Sand</b>   |
| <ul style="list-style-type: none"> <li>• Small traffic signs</li> <li>• Small toy vehicles with wheels</li> </ul>  |
| <b>Science Lab   What's Fastest?</b>   |
| <ul style="list-style-type: none"> <li>• Toy cars and trucks (variety of sizes)</li> <li>• Board or piece of cardboard (approximately 3' long)</li> </ul>  |

## Day 6

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond
- Ask students if they talked about the different forms of communication with someone at home over the weekend.

**Sign In****Available Activities**

## Classroom Library Lab

- Same as day 5

## Literacy Lab

- Same as day 5

## Math Lab

- Same as day 5

## Computer/Media Lab

- Same as day 5

### 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.

### Graphemes

- Show the letters “w,” “j,” “v,” and “y” to students in uppercase and lowercase form. You may use the page provided in the appendix for this purpose. Record mastery of the name of each letter in both its uppercase and lowercase format in the space provided on the weekly record form.

### Beginning Reading

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

### Emergent Writing

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

### Getting Along Together

- Observe students during Gathering Circle, Snack, and Partner Challenge activities this week to see whether each student can tell you all three conflict solvers (apologize, share, or get help).

## Math

- Arrange bear counters into random sets of fifteen, sixteen, and seventeen. Ask students to show you which group of objects is a set of fifteen. During Math Mysteries, there are also many opportunities to ascertain whether students can identify a set of fifteen.
- Ask students to write the numerals 1–15.
- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



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



## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

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

### Partner Challenge

- Introduce today's challenge.
 

**Our Partner Challenge today is to tell your partner about a time you apologized, or told someone you were sorry, for something.**
- Provide a moment for students to think about a time they gave an apology. You may want to provide questions that help them remember what happened, such as "What did you apologize for?" "What did you say?" "Were you able to help fix the problem?" and "What did the person you apologized to say?"
- Tell students that they will earn pocket points when they use active-listening skills to talk with their partner.

## Brain Game

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

**We've learned Brain Games that help us focus** (Give the Focus signal.), **remember** (Give the Remember signal.), **and stop and think**. Give the Stop and Think signal. **Each week when it's time to play a new game, the Cool Kid will pick our game for us.** Invite the Cool Kid to pick from among the following three remembering games: What Is Missing?, Copy Me!, or Going to the Market.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **How did you get to school this morning?**

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

### Daily Message

---

Transportation helps us move from one place to another.

---

- 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 heard a number in our Daily Message, but I don't see any numerals. Listen as I read the message again, and see if you can find the number.** Read the message aloud, dragging your finger below each word as you read it. **What number is in our message? One. That's right! One! It's important to remember that numbers can be written two ways: as a numeral** (Write the numeral 1 on the board.) **and as a word.** Underline "one."

### Theme Learning



- Begin to explain the content of the Daily Message.

**You are going to learn another very big word this week.** Point to the word "transportation," and say it. Have students repeat the word after you. **You are learning to read some very big words, aren't you? We are going to talk some more about what the word "transportation" means in just a few minutes. But first, I want to take you on a Picture Walk through a book called *How Will We Get There?***

- Show the book *How Will We Get There?*

**As I turn the pages, I want you to share with your partner what you see. One of you might say, “I see an airplane.” Your partner might say, “I see an airplane too!” After you and your partner have talked about what you saw, you have to pay very close attention to the next picture so you can be ready to say something about that one as well.**

**Teacher’s Note:** Because there are two pictures on a page, hold a piece of blank paper over the picture you do not want students to discuss. This will help focus students’ attention.

- Show each picture, one at a time, allowing time for partners to share their thoughts.

**Teacher’s Note:** Students may not be familiar with some of the forms of transportation presented in the book. Wait for their responses, and offer the names of the forms of transportation if they are unable to do so.

- After you have completed this process, say, **Let’s go back to the new word we saw in the Daily Message.** Say the word “transportation” as you point to it.
- Use the sharing sticks to have students recall some of the pictures they saw in the book. If necessary, open the book and refer to a few of the pages.



**T-P-S: What do all the pictures in the book show? How people can get from place to place; ways to move people around.**

- Explain the concept of transportation.

**You are all so smart! That is what transportation is. “Transportation” means to move something from one place to another. We can walk, ride in an airplane, ride in a car, or even ride in a balloon. Point to the picture in the book of hot air balloons. There are many ways we can get from one place to another. Transportation helps us.**



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

**Transportation means moving something from one place to another. I can make a sentence with the word “transportation”:**

**Bike riding is a fun form of transportation.**



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

**tps**

- Introduce the rhyme “Down by the Station.”

**Today we will begin to learn a new rhyme. This rhyme is about trains at a train station. T-P-S: What kind of noises do trains make?**

My Turn

Your Turn

- Read the words, and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.
- Invite students to move around the room like a train as you sing the song again as a class. Invite students to use their imaginations and pull a throttle as they chug around the room.

### **Down by the Station**

**Down by the station**

**Early in the morning,**

**See the little puffer bellies**

**All in a row.**

**See the engine driver**

**Pull the little throttle.**

**Chug! Chug! Puff! Puff!**

**Off they go.**

## Develop Phonemic Awareness—Phoneme Deletion

- Demonstrate using linking cubes or other manipulatives to represent the sounds in the word “chug.”

**Let’s think about the sounds in the word “chug.” /ch-u-g/. I hear three sounds.** Sound out the word again, placing one cube in front of you as you say each sound. Be sure to place the cubes in a horizontal line, moving from left to right. Say the word again, touching each cube as you say its matching sound. /Ch-u-g/.

- Introduce the concept of phoneme deletion.



**WGR: What is the first sound you hear in the word “chug”? /ch/. I wonder what would happen if we took away the /ch/ from “chug”?**

- Take the first cube away from the line in front of you.

**We had “chug,” and we took away /ch/, so now we don’t have “chug” anymore. Now we have “chug” without /ch/. We have /u/ (Point to cube.) /g/. Point to cube. “ug.”**

**“Chug” without /ch/ is “ug.” Let’s try creating new words like this together.**

- Distribute three cubes to each student.



**Think about the word “puff.” How many sounds are in the word “puff”?**  
RWE: **Yes, there are three sounds in “puff”—/p-u-ff/.**

- Sound out the word, placing one cube in front of you for each sound. Encourage students to do the same, building their word from left to right.

**WGR: What is the first sound in “puff”? /p/. What would happen if we took the /p/ away from “puff”? Let’s try it.**

- Remove the first cube from the line, and encourage students to do the same.

**We had “puff,” and we took away /p/. Now we have /u/ (Point and encourage students to do the same.) /ff/. Point. WGR: What is left? “Uff.” Yes! “Puff” without the /p/ says “uff.”**

- Repeat the activity, this time focusing first on initial phoneme deletion, and then on final phoneme deletion.

**Now let’s think about the word “late.” How many sounds are in the word “late”?** RWE: **Yes, there are three sounds in “late”—/l-a-te/.** Place the cubes in front of you, and encourage students to do the same. WGR: **What is the first sound in “late”? /l/. What would happen if we took the /l/ away from “late”? Let’s try it.** Remove the first cube from the line, and encourage students to do the same. **We had “late,” and we took away /l/. WGR: What sounds do we have left? Show me by pointing to the sounds as you say them. /a-te/. Yes, “late” without /l/ says “ate.”**

**I wonder what happens if we take a different sound away from the word “late.” Let’s make the word “late” again.** Sound out “late” with students, placing cubes in front of you. **What is the last sound in “late”? /t/. Let’s see what happens if we take away this sound.** Take away the final block, and encourage students to do the same. Point to each of the remaining blocks as you say /l-a/. **“Late” without the /t/ says “lay.”**

- If needed, repeat practice removing first and final phonemes from the word “late.” If most students do not appear to be frustrated by this activity, guide practice removing the first and final phonemes from the word “neat” (“neat” less /n/ is “eat”; “neat” less /t/ is “knee”).



- Award pocket points if several students are successfully able to delete phonemes from the given words to form new words.



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



TIMING GOAL: 20 minutes

STaR Words:  
surrounded  
flung

**Miss Rumphius**

*Written and illustrated by Barbara Cooney*

When she was a little girl, Alice Rumphius dreamed of traveling the world, living by the sea, and finding a way to make the world more beautiful, just as she had promised her grandfather she would. When she grew to be an adult, she worked as a librarian, traveled the world, and lived by the sea. Miss Rumphius had fulfilled all but one of her dreams—to make the world more beautiful.

One spring day, Miss Rumphius had a marvelous idea. She decided to plant her favorite flower, lupines, all around the countryside for everyone to enjoy. At last, Miss Rumphius had fulfilled all of her dreams. Most importantly, she had found a way to leave a bit of beauty in the 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 story today is *Miss Rumphius*. The author of this story, Barbara Cooney, is also the illustrator. T-P-S: What two jobs did Miss Cooney do to make this book? She wrote the words and drew the pictures. Not only did Barbara Cooney write the words and draw the pictures for this story, but the story is about her great-aunt.**

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

Display the front cover of the book. **Let’s see what we can find out about the story by thinking about the title and looking at the cover of the book. T-P-S: What do you see in this illustration? The title of the story is *Miss Rumphius*. Who do you think the woman on the cover is? I think she is probably Miss Rumphius. T-P-S: What do you think Miss Rumphius is doing in this picture? When we read the story, listen carefully to see what we find out about Miss Rumphius and these flowers.**

- Introduce the story vocabulary words.

**We will hear some new words in this story. One of them is “surrounded.” When something is surrounded, it means there is something else all around it. For example, in the book *It’s Mine!*, the frogs live on an island surrounded by water. That means the water goes all around the island.**

**Another new word in this story is “flung.” Another word for flung is “threw.” If you flung your backpack on the floor when you got home, you threw it on the floor.**



Relate story plots to reality.

- Introduce today’s good-reader skill: relate story plots to reality.

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

During the story, ask students, “**Could that have happened in real life? Why or why not?**”

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 7:** T-P-S: **What does Alice Rumphius plan to do when she grows up?** RWE: **Alice wants to do three things: travel to faraway places, live by the sea, and make the world more beautiful. I wonder how she will do that.**
- **Page 10:** **A conservatory is a building where plants grow all year long. Miss Rumphius likes the warm air and the wonderful smells from the jasmine flowers.**
- **Page 13:** T-P-S: **Why does the Bapa Raja give Miss Rumphius a painted mother-of-pearl shell? What do you think Miss Rumphius will do with the painted shell? Could that happen in real life? Why (or why not)?**
- **Page 16:** **I heard our new word “surrounded” in this part of the story. Miss Rumphius’s house is surrounded by rocks. That means there are rocks all around her house.**
- T-P-S: **Which of her dreams has Miss Rumphius accomplished? What does she still need to do?**
- **Page 19:** Point to the flowers outside the window. **Lupines are flowers that grow in the part of the country where Miss Rumphius lives.** T-P-S: **Why can’t Miss Rumphius plant more lupines?**
- **Page 20:** T-P-S: **What do you think Miss Rumphius’s idea is? Let’s keep reading to find out what her idea is.**
- **Page 22:** T-P-S: **What does Miss Rumphius do with the lupine seeds? Could that happen in real life?** RWE: **Miss Rumphius flung the seeds when she went walking. “Flung” is one of our new words. We said “flung” means threw. Let’s see if that makes sense. Reread the sentence, replacing the word “flung” with “threw.”** WGR: **Does it make sense to say she threw handfuls of seeds?**
- **Page 25:** T-P-S: **What was the third thing her grandfather told Miss Rumphius to do? How does she make the world more beautiful?**
- **Page 26:** T-P-S: **How do you think Miss Rumphius’s niece will make the world more beautiful?**



After Reading



**Miss Rumphius’s grandfather was an artist who made the world beautiful by carving wood and painting pictures. Miss Rumphius made the world more beautiful by planting lupines. T-P-S: If you were Miss Rumphius, what would you do to make the world more beautiful?**

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

**Miss Rumphius dreams about the things she will do when she grows up. When she travels around the world, she visits a beautiful tropical island with water all around it. That reminds me of our word “surrounded.” Let’s make a sentence using the word “surrounded.” 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 “flung.”



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

### Routines

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

## Dramatic Play Lab | Going on a Trip!

Description:

- Students in the dramatic play lab will pretend to use several types of transportation to go on trips.

Purpose:

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

When You Tour:

- Tell students that they will pretend to go on trips today in the dramatic play lab.
- Point out the props and materials that have been added to the lab. Suggest that students use the large cardboard boxes to make different kinds of vehicles.
- Use Think-Pair-Share to have students identify the different roles they could play as they go on trips (e.g., passengers, pilot, captain, train conductor, bus driver, ship's crew).



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. For best results, jump in and join the play as you interact with students.

**Examples:**

- **I'm going to Hawaii. What kind of transportation could I use to get there?**
- **How can we use this box to make a bus?**

## Blocks Lab | Build It!

Description:

- Students will build things with blocks.

Purpose:

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

When You Tour:

- Point out that the blocks lab is open today.

Facilitate Learning:

- Ask questions or make comments that will encourage students to expand or move into imaginary scenarios. For best results, jump in and join the play as you interact with students.

**Example:**

- **I want to build a bus station. Where should I put it?**

## **Art Lab | Wheel Printing**

Description:

- Students will paint using the wheels of toy cars.

Purpose:

- This lab reinforces thematic concepts and provides 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:

- Tell students that they can use the wheels of toy vehicles to paint.
- Point out the vehicles you have gathered.
- Demonstrate how to roll a vehicle's wheels through the paint and then drive the vehicle across the paper.
- Suggest that students make patterns with the vehicle wheels.

Facilitate Learning:

- Join students in painting with the vehicle wheels.
- Encourage students to use a variety of vehicles with different kinds of wheels and to experiment with different patterns.
- Talk with students about their artwork. Comment on students' technique and artistic choices.

**Examples:**

- **Why did you use big wheels to make that pattern?**
- **I really like how you combined those two colors in your painting.**

## 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: Alphabet Bingo

### Description:

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

### Purpose:

- This lab helps students to review letter shapes and sounds.

### When You Tour:

- Tell students that today in their imaginary classroom one student will use the key cards to call out a letter sound. The players will place a marker on the letter that makes that sound if it appears on their card. The first player who gets three markers in a row wins. The winner can then call out the letters sounds for the next round.

### Facilitate Learning:

- Join in as a player. Use Think Alouds to match letter sounds with letter shapes as you play.

### Example:

- /Ssssssssss/. **I know the letter that makes that sound!**

### **Math Lab | Student Express Shipping Services**

Description:

- Students will weigh packages in preparation for shipping.

When You Tour:

- Remind students that this lab is open.

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

Description:

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

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 the software they are using.

### **Sand/Water Lab | Vehicles in Sand**

Description:

- Students will build roads in the sand and run the toy vehicles on them.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to explore principles of transportation.

When You Tour:

- Point out the props in the sand (cars, trucks, traffic signs).
- Tell students that they can use the vehicles and signs in the sand table to create roads on which the vehicles can drive.

As students work together in the labs, encourage them to wait for a turn to speak and/or say "Excuse me" to let others know they'd like a turn to speak.

**Facilitate Learning:**

- Join students in building roads and playing with the vehicles.
- Talk with students about how the vehicles move. Ask questions, such as “How do you think an airplane get where it is going?” and “What helps a car move from one place to another?”
- If students are using the traffic signs, talk with them about what the signs mean and how the drivers of the vehicles should respond to them.

**Science Lab | What’s Fastest?****Description:**

- Students will roll vehicles down an incline to test which is fastest.

**Purpose:**

- This lab reinforces thematic concepts and provides students with opportunities to explore the effects of gravity, friction, and wind resistance.

**When You Tour:**

- Point out the vehicles and board that you have added to the lab.
- Tell students they can test which vehicles are fastest by propping up the board and racing the vehicles down it.
- Encourage students to think about why some vehicles roll down the board faster than others.

**Facilitate Learning:**

- Join students in setting up the board and testing the vehicle’s speed.
- Encourage students to set the board at different heights.
- Use the prompts and questions to stimulate students’ thinking about the reasons some vehicles are faster than others.

**Examples:**

- **I wonder why the \_\_\_\_\_ was slower/faster than the \_\_\_\_\_.  
What do you think?**
- **What do you think would happen if we put some blocks in the back of the truck?**

**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:**

- It was smart to draw a picture for the word “boat.”
- What strategy can you use to write \_\_\_\_\_?



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

### Hundreds Chart

### One More and One Less



- Select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be, and record that number in the appropriate column on the poster.

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

## Our Favorite Lunch Food Graph

- Point out the Our Favorite Lunch Food Graph on the board. Remind students that a graph is an organized way of showing information and that this graph will show which lunch foods are their favorites. Discuss the food choices with students: pizza, chicken nuggets, peanut butter and jelly, macaroni and cheese, tacos, and others. Explain that each student will have the opportunity to select one of the choices and mark his or her choice on the graph.
- Select two or three students to choose their favorite lunch food on the graph. Using an overhead marker, place an *X* in the appropriate row. (See the sample February 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.

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Serve wheel-shaped pretzels, and talk about the wheels on different types of vehicles. Prompt students to think about how wheels help people get from one place to another.
- Invite students to talk about the Partner Challenge.

**Our Partner Challenge today is to tell your partner you told someone you were sorry, you apologized for something.**

- Allow students time to discuss their experiences with apologizing. As you monitor conversations, you may repeat questions from the introduction of the challenge, such as “What did you apologize for?” “What did you say?” “Were you able to help fix the problem?” and “What did the person you apologized to say?”
- Award pocket points when students use active-listening skills to talk with their partner.



### Outside/Gross-Motor Play

- If you have wheeled toys in your play area, encourage students to use them to pretend that they are going to visit friends or relatives. Some students could create roads and tracks with sidewalk chalk for the travelers to follow. If you do not have wheeled toys, encourage students to pretend that they are different types of vehicles, and have them follow the chalk line.

- Encourage students to think of a means of transportation that they would use to get to the places Miss Rumphius visited (tropical island, tall mountains, jungles, and deserts), and then have them act those ways out.



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



TIMING GOAL: 30 minutes

### Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

### Story Introduction

Previewing

- Show the cover of *Don Gets a Dog*. Introduce the title, author, and illustrator of the story.

**When we read our new story, we will meet a new boy named Don, a friend of Matt. In our last two stories, we read about two girls, Nan and Mag, who had two different animals, a pig and a turtle. Today’s story is called *Don Gets a Dog*.**

**T-P-S: Which animal will we be reading about now?**

**T-P-S: How do you know?**

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

Show the Word Play video segment.



Video Words:

pat  
spat  
map  
mess

### 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: Do any of you have a dog?**

**T-P-S: What do you do to take care of your dog?**

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



**T-P-S: When Don gets a dog, what do you think he will have to do to take care of it?**



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

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

### Word Presentation

Read sounds.

**These are some sounds that we will see in the story words.**

- Show the plain letter side of the key cards for /a/, /t/, /i/, /n/, /p/, and /g/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /o/. **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 /o/.



Stretch and Read

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

- Show the Sound and the Furry video segment.

**Now it’s your turn.** Have students stretch and read the Green Words as you point to the sounds on each word card.



#### Green Words:

Don gets  
got Mom  
mops Pop  
pot Spot’s  
spots dog  
not on

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.

Mag → tag → tap → tip → sip

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.

#### Red Words:

he  
like  
of  
put  
do

Readles

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

- Show the readle “food” on page 4 of the Shared Story. **When we see this picture, we will say, “food.”** Repeat with the other readle.

#### Readles:

food  
water

## 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



- Prompt students to compare the weight of two objects.

**T-P-S: Which would be heavier, an object that weighs fourteen cubes or an object that weighs eleven cubes? How do you know?**



**RWE: The object that weighs fourteen cubes is heavier. Fourteen cubes is more than eleven cubes. Fourteen cubes weigh more than eleven cubes.**



- Award pocket points if students are able to explain how they know which object would be heavier.
- Review the previous day's Math Mysteries lesson.



**WGR: What number is more than 10 but less than 12? 11.**

### Active Instruction

- Explain that students will work with shapes this week. Review what students remember about shapes from unit 5.



**T-P-S: What shapes do you know? What can you tell me about these shapes?** Encourage students to point out shapes in the classroom.

- Hold up or draw a picture of a square. Ask students to identify the shape as a square. Point to each side of the square.

**How many sides does a square have?** *A square has four sides.* Point out that each side of a square is equal in length.

- Hold up or draw a picture of a rectangle. Ask students to identify the shape as a rectangle. Point to each side of the rectangle.

**How many sides does a rectangle have?** *A rectangle has four sides.* Point out that the opposite sides of a rectangle are the same length. Mention that one pair of sides is longer than the other pair of sides.

- Hold up or draw a picture of a triangle. Ask students to identify the shape as a triangle. Point to the three sides of the triangle.

**How many sides does a triangle have?** *A triangle has three sides.* Challenge students to find a triangle in the classroom.

### Partner Practice

- Explain the activity.

**Today we are going to draw shapes. I am going to give you each a piece of paper. On the first side of the paper, I want you to draw a triangle. How many sides does a triangle have? 3. On the other side, I want you to draw a shape with four sides. Ask your partner to check that your shapes have the correct number of sides.**

- Hand out a piece of paper to each student. Remind students to draw a triangle on one side and a shape with four sides on the other (a rectangle or square). Circulate as students work to check their understanding of shapes.

### Recap

- Have some of your students share their drawings with the class. Ask students to point to and count the number of sides of each shape in their drawings. Point out that some students may have made a square and some a rectangle for the shape with four sides.



- Award pocket points if several students are able to identify the shapes and the number of sides successfully.



- Review today's lesson by holding up different shapes and having students identify them.



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

- “Buses,” *The 20th Century Children’s Poetry Treasury*, page 63

### Introduce the Poem

**After reading about Roxanne trying to take the bus to the beach today, I thought you would enjoy listening to a poem about buses in the city. The poet, Maxine Kumin, wrote the poem “Buses” about lots of buses all lined up in traffic. She compares the line of buses to hippopotamuses. If you live in a city, briefly talk about the buses that students might see throughout the day and especially during rush hour. If you live in a more rural area, briefly describe how in a city there are many buses and cars traveling in the streets and taking people to different places. As you listen to this poem, try to imagine all the buses.**



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we have been talking about transportation. You are going to write about one kind of transportation you take.**

**T-P-S: What is one kind of transportation you take?**



- Share an example that applies to you.

**I think that I will write a sentence that says, “I ride the bus to school.”**

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

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

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

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

### Example:

**I am ready to write my sentence. My sentence is, “I ride the bus to school.”**

- **The first word is “I.” I can copy this word from the word wall.** Write “I” on the first line.
- **The next word is “ride.” What sounds that you know do you hear in “ride”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“The.” This word 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 to write “the.”
- **“I ride the bus.” Let’s use Stretch and Spell to write the word “bus.”** WGR: **First, stretch “bus” /b/ /uuu / /sss/. What sounds do you hear in “bus”?** /b/ /u/ /s/. Write “bus.”
- **“To” is the next word. I remember how to write “to.”** Write “to.”
- **“School” is the last word. Do you hear any sounds you know in “school”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.



- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

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

### Writing

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

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today you learned that transportation means to move from one place to another. This book** (Show the cover of *How Will We Get There?*) **shows many different ways for people to move from one place to another.**

- Encourage students to spread out throughout the room so they can move freely without bumping into one another.

**Let’s pretend that you are some of the types of transportation shown in this book. You can move the way you think they would move.**

- Open *How Will We Get There?* to page 1, and read the page aloud. Prompt students to name the types of transportation that are pictured. Invite students to demonstrate how a car would move. After “driving” for a brief time, invite them to park their cars so they can focus on the next type of transportation.
- Continue in this manner with the other modes of transportation presented in the book. To make the transition from one mode of transportation to another, have students land their planes, dock their boats, pull into the station, and so forth, to listen for the subsequent form of transportation.
- Invite students who created wheel prints in the art lab today to share their work. Encourage students to talk about the colors they used in their designs, reinforcing the concepts of primary and secondary colors from unit 7.

### 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 “transportation.” Transportation means moving something from one place to another. T-P-S: When did we see, hear, or use the word “transportation” 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:  
transportation

| Fostering Richer Language  |  |   |
|--|--|---|
| Student Response   | Teacher Prompt   | Further Prompting   |
| The student responds in an incomplete sentence.<br><b>Cars transportation.</b>                         | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><i>We can say, Cars are a form of transportation.</i>                                    |
| The student responds in a complete, but not very elaborate, sentence.<br><b>I take transportation.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><b>Can you tell us about the form of transportation you used to get to school today?</b> |



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner about a time you told someone you were sorry, or you apologized for something.** Provide a moment for students to review their conversations from snack.



- Use the sharing sticks to select students to tell about their experiences with apologizing. Encourage them to explain whether they were able to help the person to whom they apologized fix the problem. Award pocket points when students use active-listening skills to talk with their partner.
- 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.).
- 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. Be sure to have him or her sign your Read & Respond bookmark.**
- Use the lion stamp to place an animal image on each student’s hand.

# Day 7 | Ready, Set...

## Focus

Transportation helps us communicate by carrying messages to people.

| Additional Materials Needed Today          |  |
|--|--|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>Classroom Library Lab: trade book: <i>Miss Rumphius</i>; Shared Story: <i>Don Gets a Dog</i></li> </ul>   |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Peace Path poster</li> </ul>  |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>Trade book: <i>Dear Juno</i></li> <li>Transportation Picture Cards</li> <li>Globe or map</li> <li>Theme vocabulary word cards for “letter” and “mailbox” or IWB access</li> </ul>   |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>Trade book: <i>Miss Rumphius</i></li> <li>Sentence strips, one per group of four students</li> </ul>  |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| <b>Snack/Outside/ Gross-Motor Play</b>     | <ul style="list-style-type: none"> <li>Coconut (optional) or other exotic fruit</li> </ul>   |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>Shared Story: <i>Don Gets a Dog</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “a,” “t,” “i,” “p,” “g,” and “o” or IWB access</li> <li>Green Word cards: “Don,” “gets,” “got,” “Mom,” “mops,” “Pop,” “pot,” “Spot’s,” “spots,” “dog,” “not,” and “on” or IWB access</li> <li>Red Word cards: “he,” “like,” “of,” “put,” and “do” or IWB access</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>Pictures or drawings of shapes (reuse from day 6)</li> <li>Shape cards (from unit 5 appendix); one set per partnership – each set has one circle, one square, one triangle, and one rectangle card.</li> </ul>  |
| <b>Let’s Daydream</b>                      | <ul style="list-style-type: none"> <li>“A Modern Dragon,” <i>The 20th Century Children’s Poetry Treasury</i>, page 63</li> </ul>   |

| Additional Materials Needed Today |   |
|-----------------------------------|---|
| <b>Write Away</b>                 | <ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>  |
| <b>Let's Think About It</b>       | <ul style="list-style-type: none"> <li>• Writing paper (8½" x 11"), one piece per student</li> <li>• Writing utensils</li> <li>• Paper Airplane Directions (appendix)</li> <li>• Chart paper with sample letter</li> <li>• Chart paper with the words "To:" and "From:" written on it</li> <li>• Home Link animal hand stamp: walrus</li> </ul> |

### Learning Labs—Additional Materials

|   |
|---|
| <b>Math Lab   Bus Stop</b>  |
| <ul style="list-style-type: none"> <li>• Ten-Frame Bus (appendix)</li> <li>• Bear counters</li> <li>• Number Cards and Dot-Set Recognition Cards for 11–15</li> </ul> |
| <b>Writing Lab   Postcards</b>  |
| <ul style="list-style-type: none"> <li>• Postcard-sized white cards</li> <li>• Sample postcards</li> </ul>  |

## Day 7

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Display *Miss Rumphius* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Don Gets a Dog* 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"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> <li>6. Remind students about the responsibilities of the Cool Kid.</li> </ol> |

## 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 saw different ways that children get to school. What are two ways that children get to school?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of students' efforts.

## Active Instruction



- Introduce the Peace Path using the video.
  - We've learned about ways to work together to solve problems so we don't have conflicts. Today we're going to see a video about two friends who have a problem and how they solve it. Watch and listen closely to the video to find the things we know how to do.**

- Play the Peace Path video.

## Partner Practice



- Have students refer to the video to break down the steps on the Peace Path into the skills they know. You may want to use the video for partner practice to show shorter segments of the process as you ask the corresponding questions.

**Chilly and his friend Buster have a problem. T-P-S: What is the problem? They are fighting over who uses the swing. Their friend Betty has an idea about how to solve their problem. WGR: Where does Betty take them to work things out? *The Peace Path.***

**Step 1 on the Peace Path is to tell the problem. T-P-S: What kind of message do Chilly and Buster give to each other to tell the problem? “I” Message. We know how to give “I” Messages. We use an “I” Message to tell how we feel and why we feel that way. When Chilly and Buster give their “I” Messages, they use a part of active listening to help make sure they understand one another. What do they do after they give their “I” Messages? Use Say-It-Back. We know we can use Say-It-Back as a part of active listening to help us make sure we hear what someone tells us.**

**Step 2 on the Peace Path is to brainstorm solutions. T-P-S: What does “brainstorm” mean? When people brainstorm, it means they think of ideas about something. Chilly and Buster are going to think of ideas for solving their problem in a fair way, a way that gives them a win-win solution. We know we can find win-win solutions to problems. What do we say when we tell an idea about solving a problem? “We can \_\_\_\_\_.”**

**Step 3 on the Peace Path is to solve the problem. Both Chilly and Buster agree on a solution they both feel good about. We learned that when we think of ideas for solving a problem, we choose one we can agree on. When we choose one of the ideas to try, we say... Pause for students to jump right in with “We agree \_\_\_\_\_.”**

**Wow! We already know what to do to use the Peace Path to solve problems. We just need to learn how to put all these things together so we can use the Peace Path to solve problems before we have conflicts.**

- Place the Peace Path poster in a spot where all can see it to use as a reference when students need to solve problems. Tell students if they need to use the Peace Path, they can come to the poster to help them remember the steps for solving problems.

## **Partner Challenge**

- Introduce today’s challenge.

**Today for our Partner Challenge, you will tell your partner why you think Chilly and Buster’s choice to take turns on the swing was a good one.**

- Provide a moment for students to think about how they will respond to the challenge. Remind them that they will talk with their partners about it later.
- Tell students that they will earn pocket points when they use active-listening skills when they talk with their partners.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: What modes of transportation did you notice after school yesterday?**

**There are many ways to move from place to place! Today we will learn something new about transportation. Let's read our Daily Message.**

### Daily Message

---

Transportation helps us communicate by carrying messages to people.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **Today's Daily Message begins with the same big word as yesterday's Daily Message. Say it with me** (Clap the syllables as you say the word with students.): **Trans-por-ta-tion.**
  - **What sound does "transportation" begin with? T. Yes. "Transportation" begins with the sound /t/. What other sounds do you hear or see in the word "transportation"?** Accept all answers students give, refraining from pointing out the letter(s) each sound corresponds with. Some students may identify the "ti" in "tion" as making the /sh/ sound.
  - **Today's Daily Message has another big word you might recognize from last week: "communicate."** Underline "communicate."

### Theme Learning



- Explain the content of the Daily Message.

**Yesterday, we learned that transportation is moving from place to place. Today's Daily Message tells us that transportation helps us communicate. WGR: What do I mean by "communicate"?** *Share information.* **Yes. One way to communicate, or share information, is to write down what you want to say to someone and then mail the message to that person.**

**People can send letters, pictures, or packages in the mail. Transportation is not just for moving people for one place to another. Transportation can also be used to move things like letters and packages from one place to another.**

- Quickly place students in groups of four or five. Distribute one of the Transportation Picture Cards to each group. Tell students to look at their group's card and think about how that form of transportation might be used to move a letter or other piece of mail from one place to another.

- Hold up the book *Dear Juno*.

**How do you think the form of transportation pictured on your card could be used to send Juno's letter to his grandmother?** Demonstrate with the picture of the helicopter. **I know that Korea is a long way from the United States. Maybe a helicopter can help fly a letter to Juno's grandmother.** Point out the distance from the United States to Korea on a map or globe.

- Allow students enough time to talk about the type of transportation pictured on their cards and to come to a decision about how it might have been involved in transporting Juno's letter.
- Use the sharing sticks to have each group tell the class the form of transportation pictured on their cards and what part this form of transportation might have played in getting Juno's letter to his grandmother.
- After all groups have reported, point out the validity of their ideas and correct any that are inappropriate. For example, if the group with the boat card said that Juno's letter went on a boat to his grandmother in Korea, acknowledge that that is one way his letter could have gone because Korea is far away across the Pacific Ocean. Use a map or globe to show the path the boat might have taken. If the group with the picture of the children walking said that someone walked the letter to Juno's grandmother, use the map or globe to explain that it would be impossible to walk a letter all the way from the United States to Korea.
- Explain the steps of mailing a letter.



**Sometimes when we send a letter, we use several types of transportation.** WGR: **If you were to mail a letter to your grandmother, what is the first form of transportation you would use to get the letter to her?** *Answers may vary.* **The first thing you would do is walk to a mailbox.**

**Think about the next kind of transportation that would be used to move the letter after you put it in the mailbox.** WGR: **What kind of transportation would the letter take?** *Answers may vary.* **A letter carrier might take the letter to the post office in a postal truck.**

**After the letter gets to a post office, it can be carried or transported in a car, truck, airplane, helicopter, boat, or train to its final destination.**



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

**Our two new words for today are "letter" and "mailbox."**

**A letter is a written message that gets sent to someone else. A letter is a form of communication. I can make a sentence with the word "letter":**

**Before I mail a letter, I put it in an envelope and put a stamp on it.**

**When you want to send a letter, you place the letter in a mailbox in the morning. During the day, a postal worker picks up the letter, and then he or she puts letters addressed to you in your mailbox. I can make a sentence with the word "mailbox":**

**I love getting mail, so I check my mailbox every day after school for letters.**



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 “Down by the Station.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6).

### Develop Phonemic Awareness—Auditory Sound Blending

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

|                 |             |               |            |                 |             |
|-----------------|-------------|---------------|------------|-----------------|-------------|
| <b>/d-ow-n/</b> | <i>down</i> | <b>/r-ow/</b> | <i>row</i> | <b>/p-u-ff/</b> | <i>puff</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?** Miss Rumphius.

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

**WGR: The illustrator is Barbara Cooney. 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 “surrounded.” What does “surrounded” mean? *To have something all around.***

**T-P-S: Can you think of a sentence that uses the word “surrounded”? 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 “flung.” *The word “flung” means threw.*



## Story Retell

- Introduce the sequencing activity.

**Yesterday we read the story *Miss Rumphius*. T-P-S: What were the three things Miss Rumphius wanted to do in her life? *Go to faraway places, live by the sea, and make the world more beautiful.***

**Today we will think about what happens in different parts of the story and put them in order.**

- Quickly create groups of four by combining partnerships. Take a Picture Walk to review the story. Assign parts of the story to groups based on the number of groups in your class.
- Have students work together to think of one sentence that tells about their part of the story. Allow time for students to discuss their part of the story.

**Talk with the people in your group about what happens in your part of the story. Then, as a group, think of one sentence that tells about your part of the story.**

- Monitor groups as they work together, helping them create a simple, complete sentence that describes their part of the story.
- Invite groups to tell their sentence. Write the sentences on sentence strips, and post on the board. Work with the class to place the sentences in sequential order. **Let’s see if we can put these sentences in the order in which these things happen in the story.**
- Ask guiding questions as needed to help students with this, such as “What happens first in this story?” and “What does Miss Rumphius do next?”



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



TIMING GOAL: 40 minutes

### Routines

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

### Dramatic Play Lab | Going on a Trip!

#### Description:

- Students in the dramatic play lab will pretend to use several types of transportation to go on trips.

#### When You Tour:

- Remind students that they can pretend to go on trips using different types of transportation.

### Blocks Lab | Delivery Trucks

#### Description:

- Students will use trucks to deliver items around the room.

#### 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 use the trucks to deliver blocks and other items to different locations in the room.
- Suggest that students can pretend that different spots in the room are locations that need deliveries, such as a building site, restaurant, or clothing store.

Facilitate Learning:

- Ask questions or make comments that will encourage students to expand or move into imaginary scenarios. For best results, jump in and join the play as you interact with students.

**Examples:**

- **I have an order from the restaurant for vegetables. We'd better deliver them right away.**
- **I wonder if they need more bricks at the construction site. Should we go check?**

### **Art Lab | Wheel Printing**

Description:

- Students will paint using the wheels of toy cars.

When You Tour:

- Remind students that they can use the wheels of toy vehicles to paint.

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

Description:

- Students will have the opportunity to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open.

### **Literacy Lab | Play School: Alphabet Bingo**

Description:

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

When You Tour:

- Remind students that today in their imaginary classroom they can play Alphabet Bingo.

### **Math Lab | Bus Stop**

Description:

- Students will place “people” (bear counters) on the Ten-Frame bus.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to create sets of 11–15. It will also help to develop oral language.

When You Tour:

- Tell students that they will pretend that the bear counters are people who need to get onto the bus. Explain that students will work in partners and that each will have a Ten-Frame bus to create a Double Ten-Frame.
- Tell students that they will place the Number and Dot Cards face down. They will take turns turning over a card, and then they will place that number of bear counters on the Ten-Frame buses.

Facilitate Learning:

- Ask students to count the bears for you.
- Have partnerships compare the number of “people” on their buses. Which bus has more? Which bus has fewer?
- Ask students to identify the shapes they see on the bus.

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

Description:

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

When You Tour:

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

### **Sand/Water Lab | Vehicles in Sand**

Description:

- Students will build roads in the sand and run the toy vehicles on them.

When You Tour:

- Remind students that they can use the vehicles and signs in the sand table to create roads on which the vehicles can drive.

### **Science Lab | What’s Fastest?**

Description:

- Students will roll vehicles down an incline to test which is fastest.

When You Tour:

- Remind students that they can test which vehicles are fastest by propping up the board and racing the vehicles down it.

## Writing Lab | Postcards

### Description:

- Students will pretend they are on a trip and write postcards to friends and family.

### Purpose:

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

### When You Tour:

- Point out the sample postcards you have added to the lab.
- Explain that people often write postcards to friends and family when they go on trips.
- Tell students that they can make their own postcards by drawing on white cards in the lab. They can pretend that they have gone on a trip and write back to a friend or member of their family.

### 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 pretended to go to California and wrote to your mom about what you did there.**
- **What sounds do you know in “airplane”?**



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 what the picture on the cutout will be. Then ask a student to add the calendar cutout for today's date to the calendar. Ask, **Were your predictions correct? Replies. How did you know which picture would be on today's date? It's a pattern, and patterns repeat.** Then say, **Today is** (day of the week), (month and date), (year).

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

### One More and One Less

- Select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be, and record that number in the appropriate column on the poster.

### Our Favorite Lunch Food Graph

- Point out the Our Favorite Lunch Food Graph on the board. Ask students what the finished graph will show. *The lunch foods that are our favorites.* Select two or three students to choose their favorite lunch food on the graph. Using an overhead marker, place an *X* in the appropriate row. Then ask students to predict which food will be picked by more of the students than any other food.



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 coconut, if you have it, along with other nutritious snacks. Talk with students about the foods one might find in tropical locations.
- Invite students to talk about the Partner Challenge.

**Today for our Partner Challenge, you will tell your partner why you think Chilly and Buster's choice to take turns on the swing was a good one.**

- Allow students time for both partners to respond to the challenge. Remind them that using active-listening skills will help them remember their partner's ideas.
- Award pocket points when they use active-listening skills while talking with their partners.



### Outside/Gross-Motor Play

- Observe students in their group and free play. Are some students arguing over play equipment? Remind them that arguing gets in the way of being a classroom of students who work, learn, and play together. Help them work through the situation using Getting Along skills, such as active listening, Stop and Stay Cool, steps to the Peace Path, etc., as appropriate.



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:

Don  
gets  
got  
Mom  
mops  
Pop  
pot  
Spot’s  
spots  
dog  
not  
on



### Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /t/, /i/, /p/, /g/, and /o/.
- Show the Animated Alphabet video segment for /o/.

#### 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:  
Mom → mop → map → mat → sat

#### Say-Spell-Say

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

#### Readles

- Review each of the readles from the story.

### Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.

#### Red Words:

he like  
of put  
do

#### Readles:

food  
water

## 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: **Why doesn't Don's mom want him to get a dog?** *She thinks the dog will make a mess.*

T-P-S: **Why does Don ask Matt to bring Sad Sam to his house?** *He wants to show how fun it is to have a dog.*

T-P-S: **How does Sad Sam make a mess?** *He jumps on Don.*

T-P-S: **If you were Don's parents, would you let him get a dog?**

### 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 Mom is listening. Tell your partner in a complete sentence what Mom is listening to.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.



### Celebration

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



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



## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Hold up a picture of a rectangle.

**T-P-S: What shape is this? *Rectangle*. How many sides does a rectangle have? *Four*.**



- Award pocket points if students are able to successfully identify the rectangle and its four sides.
- Hold up a picture of a triangle.



**WGR: How many sides does this shape have? *Three*. What is it called? *A triangle*.**

### Active Instruction

- Introduce that many shapes also have vertices, or corners. Draw a circle, a square, and a triangle on the board. Point to the circle.



**T-P-S: Does a circle have sides? *No*.**

- Point to the square. Explain that a square is different from a circle because it has four straight sides. Point to the corners on the square where the sides come together.

**A square has corners where the sides meet. These corners are called vertices. How many corners does a square have? *Four*.** Encourage students to point out any corners in the classroom.

- Point to the triangle.



**WGR: What is this shape? How do you know? *It's a triangle. We know because it has three sides*. Does the triangle have corners? *Yes*. How many? *Three*. Yes, a triangle has three sides and three corners.**

- Explain that you are going to describe another shape to see if students can guess it.

**I have four sides. I also have four corners. I am not a square. Can you guess what shape I am? *A rectangle*.**

### Partner Practice

- Explain the activity.

**Now you are going to practice giving clues about shapes. I will give each partnership a set of shape cards. When it's your turn, you will choose one shape card from the pile. Do not show the shape on the card to your partner. You will give your partner clues about the shape, and your partner will have to guess the shape you are describing. Once your partner guesses the correct shape, you will switch roles.**

- Give each partnership a set of shape cards. Allow students time to play the guessing game with their partners.

## Recap

- Review some of the clues that you heard students giving about shapes. Ask a few students to share some of the clues they gave (e.g., “round,” “four corners,” “three sides”).
- Award pocket points if several students are successfully able to share the clues that they gave.



**Review today’s lesson.** WGR: **Which shapes have four corners?** *A rectangle and a square.* **Which shape has three corners?** *A triangle.*

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

- “A Modern Dragon,” *The 20th Century Children’s Poetry Treasury*, page 63

## Introduce the Poem

**The poem I’m going to read to you today is called “A Modern Dragon” by Rowena Bastin Bennett. In this poem, the writer compares a dragon to a train. As you listen to the words, see what you think and if you can create the same image in your head.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we've been talking about how transportation is sometimes needed to communicate. Imagine sending a letter to a faraway place. Write about how that letter might get to the faraway place.**



**T-P-S: How could a letter travel to a faraway place?**

- Share an example that applies to you.

**I think that I will write a sentence that says, "The letter could go on an airplane."**

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

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

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

#### Example:

**I am ready to write my sentence. My sentence is, "The letter could go on an airplane."**

- **"The" is the first word. I can copy "the" off the word wall. I need to make sure to use a capital or upper case "t" when I write "the" 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 "The" on the first line.**
- **"Letter" is the next word. What sounds do you hear in "letter"?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **"Could." I hear a few sounds we've learned in "could." I hear /c/ and /d/. Write each letter as you say the sound.**
- **The letter could go on an airplane. The next word is "go." I remember how to write that word. Write "go."**
- **The next word is "on." We'll use Stretch and Spell to write "on."** Prompt students to stretch and spell the word. Write any letters students say.
- **"An." Let's use Stretch and Spell again to write "an."** Prompt students to stretch and spell the word. Write any letters students say.

- **The last word is “airplane.” I can draw a picture for that word.** Draw an airplane on the last line.
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

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

### Writing

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

### Sharing

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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.



**Today we learned that transportation can help us communicate with others. One form of communication is a letter. Imagine that you would like to send a letter to a friend. T-P-S: What types of transportation might your letter take before it reached your friend? RWE: Yes. A letter might be transported on foot if your friend is nearby, or by car or truck if your friend is a little farther away. If your friend is very far away, or across an ocean, your letter might be transported by a plane or a ship.**

- Introduce the following letter-writing activity.

**Today, I would like you to write a letter to your partner. Your letter does not have to be long, and it can be about anything you like. Letters usually begin with the word “Dear” and then the person’s name who you are writing to.** Point out the sample letter on the board.

- Invite students to move to tables and use the provided paper and writing instruments to write their letters. Circulate, reminding students to begin their letters “Dear (partner’s name),.”
- Allow students several minutes to write their letters. Provide a two-minute warning when students should begin wrapping up their letters.
- Introduce the following activity.



This may be an appropriate time to review rules of classroom safety. Set guidelines for students’ appropriate use of their paper airplanes. You might encourage students to practice flying their airplanes with their hands, but caution them not to allow their airplanes to fly on their own until you are outside of the building.

**You wrote some wonderful letters! We are not going to put your letters in a mailbox, though. Instead, your letters will be transported to your partner by air. How do you think we will do that? *Answers will vary.* We will fold your letters into paper airplanes! Tomorrow, during outside time, you will fly your airplane to your partner and then read the letter your partner wrote you.**

- Guide students in folding their letters into paper airplanes. Directions for folding a simple paper airplane are provided in the appendix for you.
- Once students have folded their airplanes, encourage them to label a wing of their airplane with the following: “To: (partner’s name) From: (writer’s name).”
- Gather students’ airplanes, ensuring them that they will be returned to them during outside time tomorrow.

## 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 “letter.” A letter is a written message that is transported to someone else. T-P-S: When did we see, hear, or use the word “letter” today?**

**Our other new word today is “mailbox.” A mailbox is a place where letters are sent and received. T-P-S: When did we see, hear, or use the word “mailbox” 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:**

letter  
mailbox

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



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today for our Partner Challenge, you told your partner why you think Chilly and Buster's choice to take turns on the swing was a good one.** Provide a moment for students to review their response.



- Use the sharing sticks to select students to share their ideas. Award pocket points when students use active-listening skills while reporting their ideas.
- 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.).
- 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. Be sure to have him or her sign your Read & Respond bookmark.**
- Use the walrus stamp to place an animal image on each student's hand

# Day 8 | Ready, Set...

## Focus

There are different ways to travel to the same place.

| Additional Materials Needed Today          |  |
|--|--|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>Classroom Library Lab: Shared Story: <i>Don Gets a Dog</i></li> </ul>   |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Paper, three sheets per student</li> <li>Crayons or markers, one per student</li> </ul>   |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>Prepared index cards</li> <li>Theme vocabulary word card for “travel” or IWB access</li> </ul>  |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>Trade book: <i>Mailing May</i> (packaged and addressed to your classroom)</li> <li>Scale (beam balance or standard weight scale)</li> </ul>   |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| <b>Snack/Outside/<br/>Gross-Motor Play</b> | <ul style="list-style-type: none"> <li>Oranges and bananas</li> <li>Paper airplanes (from day 7, Let’s Think About It)</li> </ul>  |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>Shared Story: <i>Don Gets a Dog</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “a,” “t,” “i,” “p,” “g,” and “o” or IWB access</li> <li>Green Word cards: “Don,” “gets,” “got,” “Mom,” “mops,” “Pop,” “pot,” “Spot’s,” “spots,” “dog,” “not,” and “on” or IWB access</li> <li>Red Word cards: “he,” “like,” “of,” “put,” and “do” or IWB access</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>Small square cards (at least 4).</li> <li>Plastic bags with shape cut outs (from Making Shapes in appendix), one bag per partnership (save for use on day 9)</li> </ul>   |
| <b>Let’s Daydream</b>                      | <ul style="list-style-type: none"> <li>“Moving,” <i>The 20th Century Children’s Poetry Treasury</i>, page 65</li> </ul>  |
| <b>Write Away</b>                          | <ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students’ writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>   |

### Additional Materials Needed Today

#### Let's Think About It

- SFAF Big Book: *How Will We Get There?*
- Transportation Picture Cards
- Home Link animal hand stamp: hippopotamus

### Learning Labs—Additional Materials

#### Art Lab | Bike Flags

- Tempera paint
- Art paper
- Paintbrushes

#### Classroom Library Lab | Planes, Trains, and Books

- Books, travel brochures, magazines, and other literature about different types of transportation

#### Sand/Water Lab | Vehicles in the Harbor

- Toy boats
- Wood blocks

## Day 8

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Also place a few copies of *Don Gets a Dog* in the lab. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 7

## Math Lab

- Same as day 7

## Computer/Media Lab

- Same as day 7

## Writing Lab

- Same as day 7

## Other

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



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



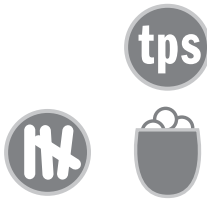
## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

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

### Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.  
**T-P-S: What did you find in your house that is shaped like a square?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of successful answers.

### Active Instruction

- Review the Peace Path using the video.

**Yesterday we watched the video about using the Peace Path. Let's watch the video again today. This time when we watch, let's listen carefully to the way Chilly and Buster use the steps on the Peace Path so we can practice using it to solve their problem.**



- Play the Peace Path video.

### Partner Practice

- Students will work with their partners to act out the steps of the Peace Path as shown in the video. You may want to use the video to show shorter segments of the process to help students remember the steps.
- Distribute three sheets of paper and a crayon or marker to each student. Have each student write the numerals 1, 2, and 3 on their sheets of paper. Have partners place their papers with the 1s, 2s, and 3s side by side to replicate the Peace Path steps. Quickly assign partners to play the parts of Chilly and Buster. You will play the role of Betty to guide them through the process.
- Have students argue about whose turn it is to swing. Interrupt their arguments, and suggest they use the Peace Path to solve the problem. State step 1, and invite

students to stand on the paper with the “1” on it while they give “I” Messages and use Say-It-Back. Pause while students do this.

- Tell students they may move to step 2, brainstorm solutions, and have them move to the paper with the “2” on it.



**T-P-S: Do you remember what “brainstorm” means? When you brainstorm, you think about win-win solutions to try.** Have students talk about solutions. Pause while they do this.



**WGR: What idea do Chilly and Buster decide to try? Take turns.**

- Tell students that they may move to step 3, solve the problem. **Have you agreed on a solution you both feel good about? Yes. Then you can stand on the “3” and tell what you will do.** Pause while students restate the solution to the problem.

**I’m so glad we’ve learned about the Peace Path. We know the steps, and now we can use the Peace Path to help solve our problems.**

- Collect the numbered papers to use for the Partner Challenge.

## Partner Challenge

- Introduce the challenge.

**Today for our Partner Challenge, you will name the steps on the Peace Path.** Remind students that they will have time to do this with their partners during snack.

- Tell students that they will earn pocket points when they name the steps on the Peace Path.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



**T-P-S: Which type of transportation is the fastest?**

**You know so many modes of transportation! Let’s see what our Daily Message will tell us about transportation today.**

### Daily Message

---

There are different ways to travel to the same place.

---

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



- **We have seen some of the words in our Daily Message before. What words do you recognize?** *Answers may vary.* Point out that students have seen the words “same” and “different” in previous Daily Messages.
- **I see a new word in today’s message: “travel.” This word sounds a little bit like another word we know.** Write the word “transportation” above the word “travel” so the letters match up. What do you notice that is the same about these words? Restate students’ responses in complete sentences. Be sure to point out that the two words both begin with the letter combination “t-r-a.”

## Theme Learning

- Explain the content of the Daily Message.

**You have learned a lot about transportation over the past two days. You learned that transportation means moving from place to place. You learned that there are lots of different kinds of vehicles that help us move from place to place.**

- Introduce the following activity.

**Today you are going to go on an imaginary trip. When I tell you to, I want you to close your eyes, listen very carefully, and think about everything I say to you.**

**Teacher’s Note:** You may wish to have students recite “I Am Listening” to help them focus.

- Tell students to relax and close their eyes.

**Today you are going to go on a wonderful trip with your family and friends. You are going to travel to the beach. But the beach is far away, and you first have to find transportation to get there. Think about the way you and your family will travel to the beach from your house.**

**Teacher’s Note:** This concept may be difficult for students who live near the beach. Choose a location further from your school community, such as the mountains or desert.

- Ask students questions, such as “Are you flying in an airplane?” “Are you riding in a car or on a bus?” and “Are you riding on a boat?” These questions will encourage students to think more specifically about the type of transportation they will take. Encourage students to keep their eyes closed, and tell them not to answer the questions out loud. Rather, they should answer the questions in their minds as they continue on their imaginary trip.
- Once students have selected their mode of transportation, continue with the activity.

**I want you to try to picture yourself with your family and friends getting on the type of transportation you have chosen to get to the beach. Give students about 10 seconds to think about the type of transportation they will use. Now that you are going to the beach, think to yourself about the kind of ride you are having. Is it a slow ride? Fast? Pause for a few seconds. Oh! There it is! I see the beach! I see lots of sand and all the waves in the water. I see lots of other children. They are having so much fun!**

- After about 10 seconds, bring students back to the classroom.

**I would like you to travel back to the classroom using the same type of transportation you used to get to the beach. Remember the kind of transportation you used to get to the beach. Remember how it felt to ride it and remember how you felt once you got to the beach. You can open your eyes now.**



**T-P-S: Turn to your partner, and share the kind of transportation you used and what you saw and did once you got to the beach.**

**Teacher’s Note:** Use this opportunity to listen to students’ use of language. As students talk with their partners, write on their cards the forms of transportation they used. This will save you time later.

- Recap the activity by telling students you heard some great stories. Restate some of the students’ stories. For example, “Natalie and Shane both had a wonderful time. They said they rode the train to the beach.”
- Show students the cards with their names written on them, and explain the following activity.

**I have a card with each person’s name written on it. When I call your name, you can tell us what kind of transportation you used to get to the beach, and I’ll write it on your card. I will put these cards in the art lab, and maybe you will draw a picture of what you saw and did at the beach.**

- Start with your own card. Describe the kind of transportation used, and say a sentence or two about your trip. Encourage students to speak in sentences. If there are students who are reluctant to speak in a large group setting, do not force them to share. Wait until Learning Lab time, and then they can share with you or a friend.
- As students name the types of transportation used, have them put their cards on the chalk ledge, placing cards with the same type of transportation together.

**The Daily Message says, “There are different ways to travel to the same place.” Let’s count how many different ways you thought of to get to the beach.**

- Point to each group of cards that represent a different form of transportation as you count out loud with students. Summarize by having students name the forms of transportation represented.
- Play the digital dictionary video for “travel.”
- 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 “travel.”**

**“Travel” means to move from one place to another. I can make a sentence with the word “travel”:**

**Every morning, I travel from my house to our school.**



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 “Down by the Station.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6).

### Develop Phonemic Awareness—Auditory Sound Segmenting

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

|             |          |            |        |             |          |
|-------------|----------|------------|--------|-------------|----------|
| <b>down</b> | /d-ow-n/ | <b>row</b> | /r-ow/ | <b>puff</b> | /p-u-ff/ |
|-------------|----------|------------|--------|-------------|----------|



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



TRANSITION

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

## STaR Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

puzzled  
exactly

### Mailing May

*Written by Michael O. Tunnell*

*Illustrated by Ted Rand*

In the early 1800s, a young girl, May, wanted to visit her Grandma Mary, who lived 75 miles away. When May asked her ma and pa to let her visit her grandma, they replied, “No money.” So May went looking for her own job to earn enough money to take the train. But, to her surprise, Ma and Pa enlisted the help of cousin Leonard to watch May as she traveled like a package on the mail car of the train to visit her grandma.

### Interactive Story Reading

Before Reading

- Present the wrapped, stamped box.



**This box was in the mail today. T-P-S: I wonder what might be in it. What do you think is in this box? Answers will vary. I wonder how much it weighs.**



- Place the box on the scale, and announce the weight. Point to the stamps on the box.

**T-P-S: Why are these stamps on the box? RWE: The stamps tell us how much money it costs to mail the package. The more a package weighs, the more it costs to mail it. T-P-S: Where do you think this box came from? How do you think it got here? Answers will vary.**

**Let's open the box and see what's inside.**

- Open the box, and display the book.
- 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 *Mailing May*. The author of *Mailing May* is Michael O. Tunnell. What does the author of a book do? *Writes the words*. The illustrator is Ted Rand. What does the illustrator do? *Draws the pictures*.**

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

Display the front cover of the book. **The title of this story is *Mailing May*. Let's see if the cover gives us ideas about what the story is about.** Point to the stamps. **I see stamps on the cover of the book. I wonder if they tell how much it costs to mail this book. This big stamp has the title of the book on it.**

Hold the book so students can get a close look and point out that it is an old-fashioned suitcase. **T-P-S: When do people use a suitcase? *When they travel, when they go somewhere for the night*. So there is a suitcase with stamps on it, and the title of the book is *Mailing May*. T-P-S: What ideas does this give you about the story? *Answers will vary*. When we read *Mailing May*, we will find out if your ideas are in the story.**

- Introduce the story vocabulary words.

**This story is about something that happened a long time ago, when people spoke a little differently than we do now. There may be some words that we don't often hear people use anymore. One new word that we may not be used to hearing is the word "puzzled." "Puzzled" means confused.**

**Another word we will hear is "exactly." "Exactly" means just. If we say there are exactly two cookies, we mean there are just two cookies.**

- Introduce the good-reader skill.

**As they read a story, good readers think about what has happened so far. We will stop a few times during the story today and think about what has happened so far.**



Summarization



## During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
- The words “peeking” (page 5) and “tunnel” (page 21) were introduced as new words in previous STaR stories. You may want to reinforce them as you read *Mailing May*.
  - **Page 5: I heard our new word “puzzled” in this part of the story. May is puzzled to see her father’s traveling bag by the door. She is confused to see the bag packed and standing by the door. Some people used to call a suitcase a traveling bag. T-P-S: Why do you think Ma wakes May early and Pa has a traveling bag?**
  - T-P-S: **What has happened so far in this story?** *May wants to visit her grandmother, but her family doesn’t have enough money for the train ticket. Her parents whisper while May is in bed, and in the morning Ma wakes May up early.*
  - **Page 6: Think about the title of the story. T-P-S: Why do you think Uncle Leonard and Pa are taking May to the post office?**
  - **Page 9: T-P-S: Why does Pa ask about what kinds of things you can mail?** Point to the suitcase in the illustration, and ask students where they’ve seen this before (on the front cover).
  - **Page 12: I heard our new word “exactly.” Mr. Perkins want to know just how much May and her valise or suitcase weigh. T-P-S: Why do you think Mr. Perkins wants to know how much they weigh?**
  - **Page 14: Let’s stop and think about what has happened in this part of the story. T-P-S: What happens after Ma wakes May up early?** *Pa and her uncle take May to the post office to find out if they can mail her to Grandma’s.*
  - **Page 18: I heard our new word “exactly again. It is exactly seven o’clock when the train leaves. T-P-S: How will May and the other mail get to Grandma’s in Lewistown?**
  - **Page 21: May is having a very exciting trip. She sees mountains and valleys and goes through tunnels and over trestles. Trestles are tall structures built for trains to ride over low valleys. T-P-S: If you were May, would you want to ride in the post office car of a train to visit someone?**
  - **A man who sounds angry comes into the post office car and says May needs a ticket or money to buy one. T-P-S: What do you think will happen next?**
  - **Page 24: T-P-S: Why does the conductor laugh when Uncle Leonard shows him the stamps on May’s coat?**
  - **Let’s think about what has happened in this part of the story. T-P-S: What happens to May after she goes to the post office?** *She gets stamps on her coat so she can go to her grandma’s in the post office car of the train.*
  - **Page 26: T-P-S: Where does May go when the train stops in Lewistown?**

## After Reading



**May rides in a train to visit her grandmother. T-P-S: If you were going to visit your grandmother, how would you get there?**

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

**In the beginning of the story, May’s parents put her to bed early. When she wakes up, there is a traveling bag packed and waiting by the door. May is confused by all of this. That reminds me of our new word “puzzled.” Let’s make a sentence using the word “puzzled.” 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 “exactly.”



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

**Routines**

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

**Dramatic Play Lab | Going on a Trip!**

## Description:

- Students in the dramatic play lab will pretend to use several types of transportation to go on trips.

## When You Tour:

- Remind students that they can pretend to go on trips using different types of transportation. Ask students who have already visited the lab to describe the kinds of transportation they used to go on their trips.

## **Blocks Lab | Delivery Trucks**

Description:

- Students will use trucks to deliver items around the room.

When You Tour:

- Remind students that they can use the trucks to deliver blocks and other items to different locations in the room.

## **Art Lab | Bike Flags**

Description:

- Students will create flags for the bikes or wheel toys on the playground.

Purpose:

- This lab reinforces thematic concepts and provides 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 that have been added to the lab.
- Tell students that they will be able to paint bike flags today.

Facilitate Learning:

- Join students in making bike flags.
- Encourage students to talk with you about their work as they paint.

**Examples:**

- **You are working very hard on your flag. I really like the colors you chose.**
- **Tell me how you decided to make that design.**
- Encourage students to answer in complete sentences.

## **Classroom Library Lab | Planes, Trains, and Books**

Description:

- Students will have the opportunity to explore how people use different types of transportation to travel to the same places.

Purpose:

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

When You Tour:

- Point out transportation-themed books that have been added to the library.
- Tell students that as they look at these books, you want them to think about how people get to the same place in different ways. For example, a person could fly on a plane or sail in a boat to travel to Hawaii.
- Ask students to think about what would be good and bad about the different ways people travel to the same place.

Facilitate Learning:

- Join students in looking at transportation-themed books.
- Talk with students about what would be good and bad about the different ways people can travel to the same place.

**Example:**

- **I could drive a car or take a train to get to Texas. If I took a train, I could relax and read while I traveled. What do you think would be good about driving a car instead of taking the train?**

## **Literacy Lab** | Play School: Alphabet Bingo

Description:

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

When You Tour:

- Remind students that today in their imaginary classroom they can play Alphabet Bingo.

## **Math Lab** | Bus Stop

Description:

- Students will place “people” (bear counters) on the Ten-Frame bus.

When You Tour:

- Remind students that they will pretend that the bear counters are people who need to get onto the bus. Remind students to work in pairs.
- Remind students that they will place the Number and Dot Cards face down. They will take turns turning over a card, and then they will place that number of bear counters on the Ten-Frame buses.

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

Description:

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

When You Tour:

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

## **Sand/Water Lab | Vehicles in the Harbor**

Description:

- Students will build a harbor and sail boats in it.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to explore principles of transportation.

When You Tour:

- Point out the props (boats, wood blocks, etc.).
- Tell students that they can set up a harbor with a dock and sail boats in it.

Facilitate Learning:

- Join students in building the harbor and playing with the boats.
- Talk with students about how the blocks or cars can be used with the boats. Ask questions, such as “How could we build a dock?” and “Can we use the boats to transport cars?”

## **Science Lab | What’s Fastest?**

Description:

- Students will roll vehicles down an incline to test which is fastest.

When You Tour:

- Remind students that they can test which vehicles are fastest by propping up the board and racing the vehicles down it.

## Writing Lab | Postcards

Description:

- Students will pretend that they are on a trip and write postcards to friends and family.

When You Tour:

- Remind students that they can make their own postcards by drawing on white cards in the lab. They can pretend that they have gone on a trip and write back to a friend or member of their family.



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

### Hundreds Chart

### One More and One Less

- Select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be, and record that number in the appropriate column on the poster.

## Our Favorite Lunch Food Graph

- Point out the Our Favorite Lunch Food Graph on the board. Select two or three students to choose their favorite lunch food on the graph. Using an overhead marker, place an *X* in the appropriate row. Then ask students how many types of food are on the graph in all. *Six*. **How do you know?** *I counted.*



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



TIMING GOAL: 30 minutes

### Snack

- Serve oranges and bananas. Talk with students about where these fruits come from and the method(s) of transportation used to get them from where they're grown to the stores where we buy them.
- Invite students to talk about the Partner Challenge.

**Today for our Partner Challenge, you will name the steps on the Peace Path.**

- Allow students time to talk with their partners about the challenge.
- Award pocket points when they name the steps on the Peace Path.



### Outside/Gross-Motor Play

- Take the paper airplanes students made during Let's Think About It on day 7 to the playground. Have them stand a safe distance apart and send their mail to their partners. When letters are received, have students read their airmail letters. Ask students if they remember who received letters in the mail from their grandma. Do they think Juno's letters came from Korea on an airplane? Why (or why not)?



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

### Green Words:

Don  
gets  
got  
Mom  
mops  
Pop  
pot  
Spot's  
spots  
dog  
not  
on



Read sounds.

- Use the key cards to guide practice with /a/, /t/, /i/, /p/, /g/, and /o/.

### Animated Alphabet

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

### 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:  
mop → map → tap → tan → man

### Red Words:

he like  
of put  
do

### 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.

### Readles:

food  
water

## Partner Word and Sentence Reading

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



## Guided Partner Reading

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



T-P-S: **Can anyone remember the title of the story?** Don Gets a Dog.

T-P-S: **Do you remember what Sad Sam did when Matt brought him over to Don’s house?** *He jumped on Don.*

T-P-S: **What happened after Sad Sam and the boys made a mess?** *They mopped up the mess.*

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

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

### Roo’s Request



**It’s time for Roo’s Request!** Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: **Look on page 6. Read the last sentence with your partner, and then look at the picture. Tell your partner in a complete sentence what Don and Matt are wishing for.** 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 share what they know about shapes. Award pocket points if students are able to successfully share details about shapes.
- Hold up a picture of a rectangle.



**WGR: Which shape is this? A rectangle. How many sides does it have? Four. How many corners does it have? Four. Do you see any rectangles in the classroom?**

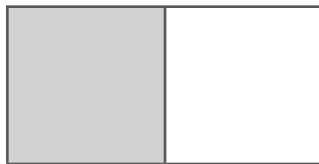
### Active Instruction

- Explain that students will continue to work with shapes today. Tape two square cards on the board next to each other (or place the square cards on the floor or a table that is easily visible to all students).



**T-P-S: How can I make a new shape using these two squares?** Encourage students to share their thoughts and ideas about making a new shape.

- Move the two square cards together to form a rectangle. Draw a dark line around the outside of the shape to highlight the shape of the rectangle.

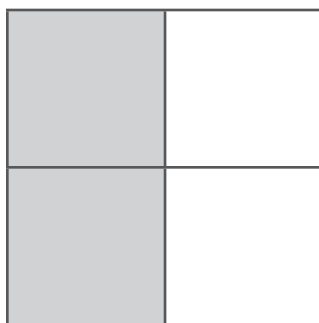


**What new shape did I make by joining together the two squares?**

*A rectangle.*

- Show students four square cards.

**Do you think I can join these four squares to make a new shape?** Move the four square cards together to make a larger square.

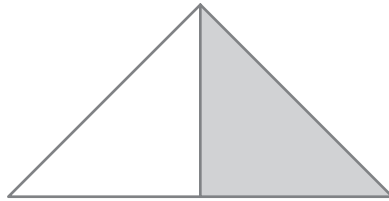


**What new shape did I make?** *A big square.* Explain that shapes can be joined together to form a bigger shape. Sometimes it will be the same shape, and sometimes it becomes a new shape.

### Partner Practice

- Explain the activity. Hand out a plastic bag with shapes to each partnership. Ask each partnership to remove two triangles from the bag.

**Now you will get a chance to join shapes to make new ones. First, work with your partner to join two triangles to make a bigger triangle. Take turns moving the triangles and fitting them together to form a bigger triangle.**



- After each partnership has formed a larger triangle, instruct students to put the triangles back in the plastic bag.

**Now let's see if you and your partner can make a square. Take out four small squares from your bag. Work with your partner to put the four small squares together to make a bigger square.**

- Allow students time to form a large square.

### Recap



- Choose a few students to share their squares with the class.
- Award pocket points if several students are successfully able to make a large square using the four smaller squares.
- Ask students to return all shapes to the plastic bags. Collect the bags of shapes to be used in tomorrow's lesson. Tell students that they will get a chance to make even more shapes tomorrow.



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

- “Moving,” *The 20th Century Children’s Poetry Treasury*, page 65

### Introduce the Poem



**T-P-S: Have you or anyone you know ever moved?** Invite students to expand briefly on their experiences, focusing on the kind of transportation that was used to assist in the move.

**The name of the poem that I am going to read to you today is called “Moving” by Eileen Spinelli. Imagine yourself to be the child who is reciting this poem and how you might feel.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking about how we travel. You are going to write about a place you like to visit and how you travel there.**



**T-P-S: Where do you like to go? How do you get there?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “I ride in a car to the beach.”**

- 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 ride in a car to the beach.”**

- **The first word is “I.” I can copy this word from the word wall. Remember that when we write the word “I,” it is always a capital or uppercase letter, like it is written on the word wall. Write “I” on the first line.**
- **The next word is “ride.” What sounds that you know do you hear in “ride”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“In.” Let’s use Stretch and Spell to write this word. WGR: First, stretch “in.” /iii/ /nnn/. What sounds do you hear in “in”? /i/ /n/. Write “in.”**
- **“A.” This word is also on the word wall. I can copy it. Write “a.”**
- **“I ride in a car to the beach.” “Car” is the next word. I’ll draw a picture for “car.”** Draw a picture of a car.
- **“To.” I remember how to write “to.”** Write “to.”
- **We can use Say-Spell-Say to help us write and remember “the.”** Prompt students to use Say-Spell-Say to write “the.”
- **“Beach” is the last word. Do you hear any sounds we’ve learned in “beach”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.



- Reread your sentence, touching each word, or word representation, as you do.

**Partner Planning**

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

## Writing

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

## Sharing



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



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

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap

- Review the learning focus of the day.

**Today we thought about the many different ways there are to travel. This morning, we took an imaginary trip to the beach. You took many different forms of transportation to get there! Some of you rode in cars. Others rode in (planes, trains, balloons, etc.), but you all ended up at the same beach.**

- Distribute one Transportation Picture Card to each student, with the exception of the cards for submarine, helicopter, and rocket ship. Distribute these cards only if your class has more than twenty-eight students. While you are distributing the cards, have students show their cards to their partners and confirm the types of transportation pictured on their cards.

- Explain the following activity to students.

**I am going to reread our Big Book titled *How Will We Get There?* As I read, I would like for you to listen to hear the type of transportation pictured on your card. When you hear your type of transportation, I would like you to stand up and switch places with another student who has the same type of transportation.**

- Read the first line of page 1 aloud. The two students holding the car picture cards should stand and switch places with each other. Encourage students to move across the circle as if they are driving a car.

- When students have taken their new spots, finish reading page 1 aloud. Students holding plane or jet cards should stand and switch places with each other, acting as pilots as they move.
- Continue reading the book aloud, encouraging students to move across the circle in the manner of their transportation (e.g., pull a wagon, ride a bike) at the appropriate time. Be sure to check students' cards as they stand to ensure they understand concepts of transportation (e.g., traveling on foot and via wheelchair are both forms of going "by us").

**Teacher's Note:** The cards for submarine, helicopter, and rocket ship do not fit in any of the categories discussed in *How Will We Get There?* If these cards have been distributed to students, invite those students to stand and switch places after you read the final page of the book.

- If time allows, recite "Down By the Station" with students.

### 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 "travel."** "**Travel**" means to move from one place to another. T-P-S: **When did we see, hear, or use the word "travel" 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:  
travel

| Fostering Richer Language  |  |   |
|--|--|---|
| Student Response   | Teacher Prompt   | Further Prompting   |
| The student responds in an incomplete sentence.<br><b>Travel far.</b>                        | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><i>We can say, <b>Airplanes travel far.</b></i>                |
| The student responds in a complete, but not very elaborate, sentence.<br><b>Cars travel.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><b>Can you tell us about where you have traveled in a car?</b> |



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

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today for our Partner Challenge, you named the steps on the Peace Path.**

- Provide a moment for students to review their responses.
- Use the sharing sticks to select students to share. Award pocket points when they name the steps on 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 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. Be sure to have him or her sign your Read & Respond bookmark.**
- Use the hippopotamus stamp to place an animal image on each student's hand.

# Day 9 | Ready, Set...

## Focus

Vehicles travel in different ways.

| Additional Materials Needed Today          |   |
|--|---|
| <b>Greetings, Readings, &amp; Writings</b> | <ul style="list-style-type: none"> <li>Classroom Library Lab: trade book: <i>Mailing May</i>; Shared Story: <i>Don Gets a Dog</i></li> </ul>  |
| <b>Gathering Circle</b>                    | <ul style="list-style-type: none"> <li>Brain Game materials for Cool Kid's choice (from day 6)</li> </ul>   |
| <b>Theme Exploration</b>                   | <ul style="list-style-type: none"> <li>Toy dump truck or another type of toy transportation large enough to hold picture cards</li> <li>Transportation Picture Cards</li> <li>Sky, Land, and Water (appendix)</li> <li>Theme vocabulary word cards for "vehicle" and "transport" or IWB access</li> </ul>   |
| <b>Rhyme Time</b>                          | <ul style="list-style-type: none"> <li>Letter Blending Cards (consonants only)</li> </ul>   |
| <b>STaR</b>                                | <ul style="list-style-type: none"> <li>Trade book: <i>Mailing May</i></li> </ul>  |
| <b>15-Minute Math</b>                      | <ul style="list-style-type: none"> <li>No new materials</li> </ul>  |
| <b>Snack/Outside/ Gross-Motor Play</b>     | <ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>  |
| <b>KinderRoots</b>                         | <ul style="list-style-type: none"> <li>Shared Story: <i>Don Gets a Dog</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: "a," "t," "i," "p," "g," and "o" or IWB access</li> <li>Green Word cards: "Don," "gets," "got," "Mom," "mops," "Pop," "pot," "Spot's," "spots," "dog," "not," and "on" or IWB access</li> <li>Red Word cards: "he," "like," "of," "put," and "do" or IWB access</li> <li>Letter tiles for "o" (appendix)</li> <li>All letter tiles from previous lessons</li> </ul> |
| <b>Math Mysteries</b>                      | <ul style="list-style-type: none"> <li>Plastic bags with shapes, one bag per partnership (from day 8)</li> </ul>  |
| <b>Let's Daydream</b>                      | <ul style="list-style-type: none"> <li>"Taking Off," <i>The 20th Century Children's Poetry Treasury</i>, page 63</li> </ul>   |
| <b>Write Away</b>                          | <ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students' writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>  |

### Additional Materials Needed Today

#### Let's Think About It

- Transportation Picture Cards
- Sky, Land, and Water (appendix)
- Index cards (from day 8, Theme Exploration)
- Home Link animal hand stamp: elephant

### Learning Labs—Additional Materials

#### Science Lab | Paper Airplanes

- Various types of paper

## Day 9

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Display *Mailing May* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Don Gets a Dog* 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.



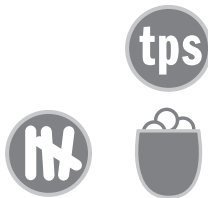
# Gathering Circle

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 find that begins with the letter "o" in your house?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

## Partner Challenge

- Introduce today's challenge.  
**Today's Partner Challenge is to tell your partner about how using the Peace Path can help you and your friends when you have problems working in the Learning Labs.**
- Provide a moment for students to think about how they will respond to the challenge. Remind them that they will talk with their partners about the challenge during snack.
- Tell students that they will earn pocket points when they tell how using the Peace Path can help during Learning Labs.

## Brain Game

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



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

- Demonstrate the Remember signal (Massage temple.). If appropriate, invite the Cool Kid to be the leader. Play the game several times now, and continue to play throughout the remainder of the week.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

 tps

**There are many ways to travel through the air. You could ride on a plane, on a rocket, or in a hot-air balloon. T-P-S: Have you ever traveled in the air? What was it like? If not, what do you think it would be like to travel in the air?**

**You know so many modes of transportation! Let's see what our Daily Message will tell us about transportation today.**

### Daily Message

---

There are types of transportation in the air, on land, and in water.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: **How many sentences does today's Daily Message have? One.** WGR: **How do you know the message has only one sentence? RWE: There is only one period. Periods tell us when a sentence is over. Circle the period.**
  - WGR: **How many commas are in today's Daily Message? Two. What job does a comma have? RWE: A comma tells us to take a short breath when we read. Commas separate ideas in a sentence. Circle the commas.**

 rwe


### Theme Learning

- Explain the content of the Daily Message.



**I see the word “transportation” in the Daily Message. Point to the word. You have learned that transportation is a way to get from place to place.**

- Introduce the three ways vehicles can travel.

**There are many kinds of vehicles that transport, or move, people from place to place. Some travel in the sky. Hold up the picture of the sky. Some travel on land. Hold up the picture of the land. Some travel in water. Hold up the picture of the water. Place each of these pictures in the center of the floor with enough space between each to allow students to categorize the pictures accordingly.**

**Teacher’s Note:** You may wish to have students recite “I Am Listening” to help them focus.

- Ask one student from each partnership to pick one card from the truck as you drive it past them.

**Talk to your partner about the kind of transportation your card shows and how it travels.**

- Offer assistance as needed during this time. If students are having a difficult time, offer clues to help them make connections.
- Use the wagon card to demonstrate assigning modes of transportation to the three categories (air, land, water).

**I have a wagon. A wagon is a kind of transportation that is used on land. Let’s see which of these three pictures I should put the wagon near. I think it should go near the picture of the land. I can’t ride it in the water, and I know it can’t fly, so it must go here. Place the wagon card under the picture of the land. The wagon makes a (Create a noise.) noise. I like riding on a wagon. It’s bumpy, and it makes me laugh.**

- Invite the partner who did not select the card to place it around one of the pictures (sky, land, water) and sit back down. Once everyone has finished, check to make sure that all the cards have been categorized appropriately.

**We have many kinds of transportation we can use to help us get around. Let’s see how they travel.**

- Point to the clouds, and tell how many vehicles are under the sky. Either have students who placed the cards in this category discuss their cards, or open it up to the class for discussion by asking, **Who can name one of the forms of transportation and tell us something about it?**
- Encourage students to speak in complete sentences and to supply as much detail as possible about the vehicles. If students are having difficulty supplying details, ask leading questions, such as “Where does this form of transportation move (sky, land, water)?” or “How do you think it feels to ride in this form of transportation?”
- Follow this procedure for land and water vehicles.

**Teacher’s Note:** If this activity appears to be running over time, stop at an appropriate point (e.g., between modes of transportation), and continue during Let’s Think About It.

**We have transportation vehicles in the sky, on land, and in the water. We have many ways to travel and to transport people and items from one place to another.**



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

**Our two new words for today are “vehicle” and “transport.”**

**A vehicle is something that moves people and things. Cars, trains, and ships are all types of vehicles. I can make a sentence with the word “vehicle”:**

A boat is a vehicle that moves on water.

“Transport” means to move something. I can make a sentence with the word “transport”:

Some schools have buses that transport students to and from school.



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 the students recite “Down by the Station.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words, and model the motions.

### Develop Phonemic Awareness—Phoneme Substitution

- Introduce the activity to students.



**Let’s sing our song in a silly way this time. I will give each pair one letter card, and each pair will take a turn being the engine driver. When it is your turn to drive, you will lead the class around the room, changing the word “puff” to a silly word that begins with the sound that matches the letter you are holding. WGR: So if you have the letter “z,” what word would “puff” become when we sing our song? “Zuff.”**

- Distribute one Letter Blending Card to each partnership. Have each partnership practice pronouncing their sound.
- Invite students to stand up next to their partners and form a train. Have students form two lines with partners standing side by side.

**Stand up next to your partner, and make a train with your classmates. After you have had a turn being the engine driver, give your card back to me and go to the end of the train.**

- Sing the song with students, guiding them in substituting the beginning phoneme in the word “puff.”
- Award pocket points if several students are successfully able to substitute their assigned sound for the initial /p/ in “puff.”



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?** *Mailing May.*



**WGR: The author is Michael O. Tunnell. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Ted Rand. What does the illustrator do?** *The illustrator paints, draws, and creates the pictures.*

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

**We learned some new words in our story yesterday. The first word was “puzzled.” What does “puzzled” mean?** *Confused.*



**T-P-S: Can you think of a sentence that uses the word “puzzled”? 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 “exactly.” *The word “exactly” means just.*

## Story Retell

- Review the good-reader skill, summarization, and explain that today students will summarize the story *Mailing May*.

**We know good readers stop as they read to think about what happens in a story. Yesterday when we read *Mailing May*, we stopped at different parts of the story to think about what had happened.**

**Today we will look at illustrations in the story and remember what happens on those pages. I will show you pages, and you will talk with the friends in your group about what happens in that part of the story. Then we will use your words to write a sentence. When we finish looking at the illustrations and writing our sentences, we will read what we said happens.**

- Quickly place students in groups of four or five by combining partnerships. Present several pages in the beginning of the story, and have students talk in their groups about that part of the story. Ask guiding questions, if needed, to help students remember what happens. Continue this process for the remainder of the story.
- Pages 1–5: Show these pages, and ask students to think about what happens in this part of the story. **Talk with the members of your group about what happens in this part of the story. Then make a sentence about it.** If students need help with this, you can ask a question, such as “Where does May want to go?” or “What does May see by the door when Ma wakes her up early?”



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

Suggested pages:

- Pages 6–11
- Pages 12–15
- Pages 16–23
- Pages 24–27



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

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

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

### Dramatic Play Lab | Going on a Trip!

Description:

- Students in the dramatic play lab will pretend to use several types of transportation to go on trips.

When You Tour:

- Remind students that they can pretend to go on trips using different types of transportation. Ask students who have already visited the lab to describe the kinds of transportation they used to go on their trips.

### **Blocks Lab | Delivery Trucks**

Description:

- Students will use trucks to deliver items around the room.

When You Tour:

- Remind students that they can use the trucks to deliver blocks and other items to different locations in the room.

### **Art Lab | Bike Flags**

Description:

- Students will create flags for the bikes or wheel toys on the playground.

When You Tour:

- Remind students that they will be able to paint bike flags today.

### **Classroom Library Lab | Planes, Trains, and Books**

Description:

- Students will have the opportunity to explore how people use different types of transportation to travel to the same places.

When You Tour:

- Remind students that as they look at these books, you want them to think about how people get to the same place in different ways.

### **Literacy Lab | Play School: Alphabet Bingo**

Description:

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

When You Tour:

- Remind students that they can play Alphabet Bingo in their imaginary classroom today.

### **Math Lab | Bus Stop**

Description:

- Students will place “people” (bear counters) on the Ten-Frame bus.

When You Tour:

- Remind students that this lab is open.

## Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

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

## Sand/Water Lab | Vehicles in the Harbor

Description:

- Students will build a harbor and sail boats in it.

When You Tour:

- Remind students that they can set up a harbor with a dock and sail boats in it.

## Science Lab | Paper Airplanes

Description:

- Students will make paper airplanes and fly them.

Purpose:

- This lab reinforces thematic concepts and provides students with opportunities to explore aerodynamics.

When You Tour:

- Point out the paper you have added to the lab.
- Tell students that they can use the paper to make airplanes.
- Demonstrate how to fold the paper to make a simple airplane.

Facilitate Learning:

- Join students in making and flying paper airplanes.
- Encourage students to make paper airplanes in different ways and experiment with how they fly.
- Use the prompts and questions to stimulate students' thinking about the reasons some paper airplanes fly better than others.

**Examples:**

- **I wonder why this airplane flew better than that one. Why do you think the airplane flew better?**
- **If I make the wings on my plane bigger, what do you think will happen?**

## Writing Lab | Postcards

Description:

- Students will pretend that they are on a trip and write postcards to friends and family.

When You Tour:

- Remind students that they can make their own postcards by drawing on white cards in the lab. Then they can pretend that they have gone on a trip and write back to a friend or member of their family.



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

### Hundreds Chart

### One More and One Less

- Select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be, and record that number in the appropriate column on the poster.

## Our Favorite Lunch Food Graph

- Point out the Our Favorite Lunch Food Graph on the board. Select two or three students to choose their favorite lunch food on the graph. Using an overhead marker, place an *X* in the appropriate row. Then ask students to predict which food fewer students will pick than any other food on the graph.



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



TIMING GOAL: 30 minutes

### Snack

- Serve today's snack, and talk about the method(s) of transportation required to get the food from where it's grown to your table.
- Invite students to talk about the Partner Challenge. **Today's Partner Challenge is to tell your partner about how using the Peace Path can help you and your friends when you have problems working in the Learning Labs.** Allow students time to talk about the challenge. Review, if necessary, active-listening skills that will help with remembering what their partner tells them.
- Award pocket points when they tell how using the Peace Path can help during Learning Labs.



### Outside/Gross-Motor Play

- Invite students to choose partners and play Rowboat. Students sit facing their partner with feet touching and knees bent. Students hold hands and rock back and forth by pulling each other's arms. Suggest students sing "Row, Row, Row Your Boat" as they play Rowboat.



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:

Don  
gets  
got  
Mom  
mops  
Pop  
pot  
Spot’s  
spots  
dog  
not  
on



### Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /t/, /i/, /p/, /g/, and /o/.
- Show the Animated Alphabet video segment for /o/.

#### 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:  
got → get → met → pet → pat

#### 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:

he like  
of put  
do

### Readles:

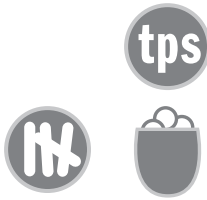
food  
water



## 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 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 on pages 8 and 9. Use the words "tipped" and "mopped" in a sentence to tell your partner something about the story.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

## Writing

### Partner Story Questions



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

## Stretch and Count/Stretch and Spell

- Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or 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.

got

get

mops

### 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 students four small squares.

**How can I make a new shape with these four squares?** Choose a few students to come up and join the squares to make a large square. Award pocket points if students are successfully able to make a large square.

### Active Instruction

- Tell students that today they will continue to work on joining shapes together. Show students the four squares again. Join the squares together in a line to form a long rectangle.



**T-P-S: What shape did I make using the four squares?** *A rectangle.*

- Explain that there are many ways to join shapes to form new shapes. Take out two right triangle shapes from the plastic bags of shapes that students used during day 8. Remind students that yesterday they joined the two triangles together to make a bigger triangle.

**Do you think I can join the two triangles together to make a different shape?** Join the triangles together to make a square.



What shape did I make with two triangles? *A square.*

### Partner Practice

- Explain the activity. Hand out a plastic bag with shapes to each partnership.

**Today we will work on making more shapes. Use the shapes in your bag to make new shapes. With your partner, take turns joining the shapes together. See how many different shapes you can make.**

- Circulate as students work to ask about their shapes. Ask students to identify the name of each shape that they make. Identify the number of sides and corners of each shape.

### Recap

- Have some of your students share their shapes with the class.
- Award pocket points if several students are successfully able to make new shapes.



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

- “Taking Off,” *The 20th Century Children’s Poetry Treasury*, page 63

## Introduce the Poem

When we read stories about the stars in the sky a couple of weeks ago, I started thinking about the kinds of transportation that travel in the sky. Mary McB. Green wrote a poem called “Taking Off” that I’m going to read to you today. Imagine yourself flying the airplane as I read the words.



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

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

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

**Today we’ve been talking about how vehicles travel. You are going to write about how you might feel if you were flying in an airplane.**



**T-P-S: How would you feel if you were flying in an airplane?**

- Share an example that applies to you.

**I think that I will write a sentence that says, “I would be happy flying in an airplane.”**

- 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 would be happy flying in an airplane.”**

- **The first word is “I.” This word is on the word wall, so I’ll copy it.** Write “I” on the first line.
- **The next word is “would.” What sounds that you know do you hear in “would”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.



- **“Be.” I’ve written “be” a lot of times, and I remember how to spell it.**  
Write “be.”
  - **“I would be happy flying in an airplane.” “Happy” is the next word. I’ll draw a smiley face for “happy.”** Draw a smiley face.
  - **The next word is “flying.” I hear a few sounds I know in “flying.” I hear /f/, /l/, /n/, and /g/.** Write each letter as you say the sound.
  - **“In.” Let’s use Stretch and Spell to write that word. WGR: First, stretch “in.” /iii/ /nnn/ WGR: What sounds do you hear in “in”? /i/ /n/**  
Write “in.”
  - **“An” is the next word. We can use Stretch and Spell again to write “an.”** Prompt students to stretch and spell the word.
  - **“Airplane” is the last word. I’m going to draw a picture for “airplane.”**  
Draw an airplane on the last line.
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor the 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.



TRANSITION

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. If you did not complete the activity from Theme Exploration this morning, take time to do so now. If you did complete the activity, review the learning focus with the following activity.
  - Tell students to look very closely at the pictures you are about to show and to raise their hands if they know where they would see these types of transportation: air, land, or water.
  - One at a time, show the pictures of vehicles that travel in the air.
  - WGR: **Where do these vehicles travel?** RWE: **An airplane travels in the air; a hot-air balloon travels in the air, etc.**
  - Do the same for land and water vehicles.
  - Pass out the cards with the students' names and forms of transportation created during Theme Exploration on day 8. Ask students to look at their cards and share with their partners the form of transportation that they chose to travel to the beach. Encourage students who can read the words on their cards to do so. Invite them to use their words in a sentence.
  - Introduce the following activity, and point out the images of land, water, and sky you have hung on the board.



**Today you are going to make a graph using your bodies. Look at your card, and think about whether your form of transportation travels in the air, on the land, or on the water. After you have thought about it, stand by the picture that shows where your vehicle travels.**

- Quickly place students in each group in a line, one behind the other and parallel to one another (the first person in each line should have his back to the board). Have students sit down, while maintaining their lines.

**Look around at the lines. WGR: Which line is the longest? WGR: Which line is the shortest? WGR: Which form of transportation is there more of? How do you know? WGR: Which form of transportation has the fewest? How do you know?**

- Ask other questions depending on the number of students in each category. One suggestion might be: “Do any two kinds of transportation have the same number of students?”
- Take this opportunity to observe which students can draw conclusions based on graphs.

## 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 “vehicle.” A vehicle is something that moves people and things from one place to another. T-P-S: When did we see, hear, or use the word “vehicle” today?**

**Our other new word today is “transport.” “Transport” means to move something. When did we see, hear, or use the word “transport” 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:

vehicle  
transport

| Fostering Richer Language  |  |  |
|--|--|--|
| Student Response   | Teacher Prompt   | Further Prompting  |
| The student responds in an incomplete sentence.<br><b>Car vehicle.</b>                                   | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><i>We can say, A car is a vehicle.</i>                          |
| The student responds in a complete, but not very elaborate, sentence.<br><b>Trucks transport things.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><b>Can you tell us more about what a truck might transport?</b> |



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

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to tell your partner about how using the Peace Path can help you and your friends when you have problems working in the Learning Labs.** Provide a moment for students to review their responses.



- Use the sharing sticks to select students to share their responses to the challenge. If your students are able, have them report what their partner said. Award pocket points when they tell how using the Peace Path can help during Learning Labs.
- 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.).
- 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. Be sure to have him or her sign your Read & Respond bookmark.**
- Use the elephant stamp to place an animal image on each student's hand.

# Day 10 | Ready, Set...

## Focus

Review modes and kinds of transportation.

| Additional Materials Needed Today  |  |
|------------------------------------|--|
| Greetings, Readings, & Writings    | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| Gathering Circle                   | <ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>   |
| Theme Exploration                  | <ul style="list-style-type: none"> <li>Chart paper prepared for transportation survey</li> <li>Theme vocabulary word card for “survey” or IWB access</li> </ul>  |
| Rhyme Time                         | <ul style="list-style-type: none"> <li>Letter Blending Cards (consonants only)</li> </ul>  |
| STaR                               | <ul style="list-style-type: none"> <li>Storybook for free-choice day</li> </ul>  |
| 15-Minute Math                     | <ul style="list-style-type: none"> <li>No new materials</li> </ul>   |
| Snack/Outside/<br>Gross-Motor Play | <ul style="list-style-type: none"> <li>Nutritious snack</li> </ul>   |
| KinderRoots                        | <ul style="list-style-type: none"> <li>Shared Story: <i>Don Gets a Dog</i> (teacher and student copies)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Key cards: “a,” “t,” “i,” “p,” “g,” and “o” or IWB access</li> <li>Green Word cards: “Don,” “gets,” “got,” “Mom,” “mops,” “Pop,” “pot,” “Spot’s,” “spots,” “dog,” “not,” and “on” or IWB access</li> <li>Red Word cards: “he,” “like,” “of,” “put,” and “do” or IWB access</li> </ul> |
| Math Mysteries                     | <ul style="list-style-type: none"> <li>Ten-Frame Card for 15</li> <li>Ten-Frame Bus (appendix), one per student</li> <li>Small plastic bags with fifteen bear counters each, one bag per partnership</li> </ul>  |
| Let’s Daydream                     | <ul style="list-style-type: none"> <li>“Be Glad Your Nose Is on Your Face,” <i>The 20th Century Children’s Poetry Treasury</i>, page 77</li> </ul>   |
| Write Away                         | <ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students’ writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>   |

**Additional Materials Needed Today**

**Let's Think About It**

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

## Homework

- Read & Respond

## Available Activities

Classroom Library Lab

- Same as day 9

Literacy Lab

- Same as day 9

Math Lab

Same as day 9

Computer/Media Lab

- Same as day 9

Writing Lab

- Same as day 9

Other

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



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

# Gathering Circle

TIMING GOAL: 15 minutes

## Routine

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

## Home Link Debrief

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



**T-P-S: In last night's story, *My Dad the Truck Driver*, a boy goes on an exciting trip with his dad. What is one thing that happened on their trip? They sang songs in the truck, had lunch at a truck stop, went to dinner at a diner, had to weigh the truck at a weigh station, drove in a red sports car, and stayed at his uncle's house in Salt Lake City.**



- 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 steps on the Peace Path.
- Play the video to review the steps of the Peace Path. Pause the video as each step is introduced so students can jump right in with the names of each step.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no immediate concerns, guide students through the steps of the Peace Path to solve the following problem.



**Two children, Janell and Lee, are arguing about being the first child in line. Janell accuses Lee of always being the first in line. Lee pushes Janell out of line.** Assign members of each partnership to be either Janell or Lee to act out the Peace Path process. Act as the mediator to help students work with their partners.

**The process may go something like this:**



**T-P-S: What problem do these friends have? They both want to be the first person in line.**



**WGR: What did we learn about that these two children can do to work out their problem? Use the Peace Path.**

T-P-S: **What is the first step on the Peace Path?** *Tell the problem.* Invite students playing Janell to give an “I” Message about being first in line, and have students playing Lee say it back. Then switch so Lee gets to give an “I” Message, and Janell says it back.

T-P-S: **What is step 2 on the Peace Path?** *Brainstorm solutions.* Invite students to think of win-win ideas to solve the problem.

T-P-S: **What is step 3?** *Solve the problem.* Have students agree on a solution they both feel good about.

- Congratulate students on their ability to walk the steps of the Peace Path. Remind them that they may use the Peace Path as a way to solve the problems they have in the classroom and that you will help them if they need help at first.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



T-P-S: **How many forms of transportation have you taken this week?**

**We do a lot of traveling! Let’s see what our Daily Message will tell us about transportation today.**

### Daily Message

---

There is air transportation.

There is water transportation.

There is land transportation.

Which kind of transportation is your favorite?

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Write each sentence directly below the one above it. The phrase “There is” should match up in each of the first three sentences. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: **How many sentences does today’s Daily Message have?** *Four.*
  - WGR: **I see one big word that you learned this week written several times in our Daily Message. What is that word?** *“Transportation.”* **If you see the word “transportation,” give me a Thumbs Up.**
  - WGR: **I also see a special mark that lets us know that someone is asking someone. What is this mark called?** *A question mark.*



## Theme Learning

- Explain the content of the Daily Message.

**We are going to participate in a survey today. A survey is a way of asking many people the same question. Each person can answer in his or her own way. The question for us to answer is in the Daily Message.**

- Reread the question in the Daily Message aloud, pointing to each word as you say it.
- Review the idea that vehicles travel through the air, on the water, and on land.



**T-P-S: What is your favorite form of transportation? What makes you like this form of transportation so much?**

- Explain how you will record the results of the survey.

**Now that you all have had a chance to think about your favorite kind of transportation and shared your thoughts with your partners, you are going to record the results of the survey. That means that we are going to listen to what you have to say, and then you will put a tally mark on the chart next to the type of transportation that is your favorite. When everyone has put a mark on the chart, the chart will show how many people like that form of transportation.**



- Use the sharing sticks to have students tell their favorite form of transportation. Have each student record a tally mark beside the form of transportation chosen. Then ask where that form of transportation travels. Encourage students to answer in a complete sentence, modeling if necessary.
- After students have recorded their responses, invite them to count the tally marks for each type of transportation with you. Record the total number next to the form of transportation. Have partners discuss why they chose the kind of transportation that they chose.
- Take this time to observe which students are able to create and read a tally.

**There are many forms of transportation. Transportation is important for all of us.**



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

**A survey is a poll. When you take a survey, you ask many people the same question to find out information about them. I can make a sentence with the word “survey”:**

**We just took a survey of our favorite forms of transportation.**



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 “Down by the Station.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words and model the motions.

### Develop Phonemic Awareness—Phoneme Substitution

- Review yesterday’s activity with students.



**Yesterday we sang “Down by the Station” with some silly words. Today you will work with your partners again and sing the song. This time, you will change the first sound in the word “chug.” T-P-S: If you were holding the sound /d/, how would “chug” change? *Dug.***

- Distribute one Letter Blending Card to each pair of students. Have students take turns being the engine driver as they lead the class around the room singing “Down by the Station,” changing the first sound in the word “chug.”
- Remind students that once they have had a turn being the engine driver, they should give their letter card back to you and go to the caboose.
- Award pocket points if several students are successfully able to substitute their assigned sound for the initial /ch/ in “chug.”



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



## STaR

Free Choice

TIMING GOAL: 20 minutes



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



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



TIMING GOAL: 40 minutes

### Routines

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

### Dramatic Play Lab | Going on a Trip!

Description:

- Students in the dramatic play lab will pretend to use several types of transportation to go on trips.

When You Tour:

- Remind students that they can pretend to go on trips using different types of transportation. Ask students who have already visited the lab to describe the kinds of transportation they used to go on their trips.

### Blocks Lab | Delivery Trucks

Description:

- Students will use trucks to deliver items around the room.

When You Tour:

- Remind students that they can use the trucks to deliver blocks and other items to different locations in the room.

### **Art Lab | Bike Flags**

Description:

- Students will create flags for the bikes or wheel toys on the playground.

When You Tour:

- Remind students that they will be able to paint bike flags today.

### **Classroom Library Lab | Planes, Trains, and Books**

Description:

- Students will have the opportunity to explore how people use different types of transportation to travel to the same places.

When You Tour:

- Remind students that as they look at these books, you want them to think about how people get to the same place in different ways.

### **Literacy Lab | Play School: Alphabet Bingo**

Description:

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

When You Tour:

- Remind students that today in their imaginary classroom they can play Alphabet Bingo.

### **Math Lab | Bus Stop**

Description:

- Students will place “people” (bear counters) on the Ten-Frame bus.

When You Tour:

- Remind students that this lab is open.

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

Description:

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

When You Tour:

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

### **Sand/Water Lab | Vehicles in the Harbor**

Description:

- Students will build a harbor and sail boats in it.

When You Tour:

- Remind students that they can set up a harbor with a dock and sail boats in it.

### **Science Lab | Paper Airplanes**

Description:

- Students will make paper airplanes and fly them.

When You Tour:

- Remind students that they can make paper airplanes.

### **Writing Lab | Postcards**

Description:

- Students will pretend that they are on a trip and write postcards to friends and family.

When You Tour:

- Remind students that they can make their own postcards by drawing on white cards in the lab. Then they can pretend that they have gone on a trip and write back to a friend or member of their family.



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

## Hundreds Chart

## One More and One Less

- Select a student to come up and attach a clothespin to any number. Use an overhead marker to record the number in the middle column on the poster. Ask students to think about what one more than the number you have recorded would be. Record that number in the appropriate column on the poster. Then ask students to identify what number one less would be and record that number in the appropriate column on the poster.

## Our Favorite Lunch Food Graph

- Point out the Our Favorite Lunch Food Graph on the board. Select two or three students to choose their favorite lunch food on the graph. Using an overhead marker, place an *X* in the appropriate row. Then ask students which food more students have chosen so far. T-P-S: **How do you know?** *I counted the number of Xs; the line of Xs is longer.*



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. Encourage students to talk with one another about the types of transportation they use in their daily lives. If you know there are students who travel to visit relatives in other parts of the country, engage them in sharing their travel experiences with their classmates.

### Outside/Gross-Motor Play

- Play Row, Row, Row Your Boat. Gather a group of students who want to play in a more structured way. Tell them that they can act out how to get from one place to another by different means of transportation. Start by singing “Row, Row, Row Your Boat” while students pretend to be rowing a boat. Ask them another way to get from one place to another. Take one of their suggestions, and sing “Row, Row, Row Your Boat,” changing the words to rhyme and fit the new type of transportation, such as “Fly, fly, fly your plane.”



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:**

Don  
gets  
got  
Mom  
mops  
Pop  
pot  
Spot's  
spots  
dog  
not  
on



**Red Words:**

he like  
of put  
do

**Readles:**

food  
water



**Word Presentation**

Read sounds.

- Use the key cards to guide practice with /a/, /t/, /i/, /p/, /g/, and /o/.
- Show the Animated Alphabet video segment for /o/.

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:  
dig → dog → dot → pot → pat

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

**Partner Word and Sentence Reading**

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

**Partner Reading**

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

Roo's Request



**It's time for Roo's Request!** Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: **Look at page 12. Tell your partner in a complete sentence why Mom and Pop let Don get a dog.** 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:

Mom

nap

dog

- 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.

**Pop pats Sad Sam.**

## 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 15.

**T-P-S: What's an easy way to count this Ten-Frame Card?**



**RWE: An easy way to count this is to count the full Ten-Frame first, which is 10. Then count the one full row on the bottom Ten-Frame, which is 5. Ten and 5 is 15.**



- Award pocket points if students are able to explain how to count the Ten-Frame card.

## Active Instruction



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

**T-P-S: Remember we said that sometimes in math we solve mysteries? Who can remember what a mystery is?**



**RWE: A mystery is a problem you have to solve, but maybe you are not sure of the answer right away.**

- Review problem-solving with students.

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

- Remind students that when we problem solve, sometimes the answer is not always clear. Tell students that it is important to keep trying to find a solution, and that it is okay if you do not get the answer right away.

- Make sure students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story. Explain that in a city, people take a subway train to get to work and school. A subway is a train that travels underneath the city.

**At the first stop on the subway train, four people get on. At the second stop, eight people get on. And at the third stop, three people get off. How many people are left on the subway train?**

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

**Hmmm. I need to figure out what the problem is. Let's see, there were three different stops on the subway. At each stop, people get on or get off. The problem is that we need to figure out how many people are left on the subway.**

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

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

**I think that if you can help me, I can act out the story and figure this out. I'm going to pretend that I am the conductor of the subway train. This will be my train.** Point to the area around you.

- Encourage students to think about how to use people to act out the problem.

**T-P-S: I have my train** (Point to the area around you.), **and I need to act out the problem. What am I missing? What could I use to help me act this out?**

**RWE: I am missing the people to get on and off the train. I can use students to help me.**

- Repeat the problem-solving story, this time calling up students to act it out.

**At the first stop on the subway train, four people get on.** Select four students to come up and get on the “subway train.” **At the second stop, eight people get on.** Select eight students to come up and get on the “subway train.” **And at the third stop, three people get off. Hmmm...I'm not sure what to do now.**

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

**T-P-S: The last part of the problem-solving story says that three people get off the train. How can we act that out?** *Ask three of the students on the train to go back to their seats.*

- Have three students leave the “subway train.” Tell students that you can now count the remaining students to find the solution to the problem. Have them count the students aloud with you.

- Reflect on the process, strategy, and solution.

**T-P-S: What was the problem in the story?** *The problem was finding out how many people were left on the subway train.* **How did we solve the problem?** *We pretended that students were the people getting on and off the train. Then we counted at the end of all the stops to see how many people were left.*

## Partner Practice

- Tell students that they will solve another mystery with their partner. Distribute a Ten-Frame Bus workmat to each student and a bag of linking cubes to each partnership. Tell students that instead of using real people, they will use bear counters to act out the story on a bus workmat. Share the problem-solving story with them.

**At the first bus stop, six people get on. At the second stop, five people get off. At the third stop, four people get on. How many people are left on the bus?**

- Prompt students to think about the problem.

**T-P-S: What is the problem in the story?** *The problem is that we need to know how many people are left on the bus.*



If students have difficulty with four groups, please adapt the story to match their skill level.

- Tell students to count out the bear counters as you tell a story. Read the story again slowly, prompting students to place the people (bear counters) on the bus (workmat) or take them off the bus as you reread each part of the story.
- Prompt students to think about the answer.
 

T-P-S: **How many people were left on the bus? How do you know?** *There were five people left on the bus. We counted the bears that were left.*
- If time permits, create similar problem-solving stories for students to solve.

### Recap



- Use the sharing sticks to 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 acting out the stories with people and with our bear counters.**



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

- “Be Glad Your Nose Is on Your Face,” *The 20th Century Children’s Poetry Treasury*, page 77

### Introduce the Poem

**I’m going to read you a fun poem today that we’ve listened to before called “Be Glad Your Nose Is on Your Face” by Jack Prelutsky.**



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



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing activity for the day.

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

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

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

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

### Partner Planning

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

### Writing

- Distribute pencils and either writing journals or paper.
- 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 week.

**We have learned a lot about transportation this week. Transportation helps people move, and it also helps us communicate with others. There are many forms of transportation. This morning, we took a survey of our favorite forms of transportation. Most of us prefer (transportation with the most tallies). Only a few of us prefer (transportation with a few tallies). None of us enjoy traveling by (transportation with no tallies).**

- Show students the happy-or-sad face sticks, and review their use. Then distribute the sticks with students, and play a quick game of Agree or Disagree 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, ask students to restate the sentence in a way that is true.

**When we want to go somewhere, we take a form of transportation to go there.** *Agree.*

**If you want to mail a letter, you can put it in a mailbox.** *Agree.*

**Letters are transported all around the world.** *Agree.*

**You can only travel on the land.** *Disagree. You can travel in the air or in the water, too.*

**Cars, buses, and trucks are vehicles.** *Agree.*

**Planes and submarines are also vehicles.** *Agree.*

**A helicopter is a type of water transportation.** *Disagree. A helicopter is a type of air transportation.*

**A bike is a type of land transportation.** *Agree.*

**A sailboat is a type of land transportation.** *Disagree. A sailboat is a type of water transportation.*

### 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 “survey.” When you take a survey, you ask many people the same question to find out information about them. T-P-S: When did we see, hear, or use the word “survey” 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:  
survey

| Fostering Richer Language  |  |   |
|--|--|---|
| Student Response   | Teacher Prompt   | Further Prompting   |
| The student responds in an incomplete sentence.<br><b>Take survey.</b>                           | Good answer. Can you say that in a complete sentence?  | If the student is unable to respond in a sentence, model a sentence for him or her.<br><br><i>We can say, I can take a survey.</i>                        |
| The student responds in a complete, but not very elaborate, sentence.<br><b>We did a survey.</b> | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____? | If the student is unable to add details, prompt with a question about the sentence.<br><br><b>Can you tell us more about what kind of survey we took?</b> |



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

### Cool Kid Recognition

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

### Pocket Points for the Day

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

### Home Link/Departure



- Invite students to tell their partners one thing 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: Share a book with someone in your family this weekend. See what types of transportation are mentioned in the book.**



# Appendix

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# What Else Can We Get Into?

- Develop a class newspaper. Ask students what they think should be included. Write the news on chart paper. Allow students to illustrate some of the stories. You might use the information on the chart paper to type up a version to send home.
- Set up a class post office. Make a mailbox out of a large cereal box, and make mail cubbies out of milk cartons. Add “mail clerk” to your class list of jobs. Students can write letters and make cards in the writing lab and mail them in the class mailbox. The mail clerk would be responsible for delivering the mail to the mail cubbies.
- Read *Giggle, Giggle, Quack* by Doreen Cronin. Compare and contrast this book to *Click, Clack, Moo: Cows That Type*.
- Read *The Leaving Morning* by Angela Johnson, focusing on the ways that the family in the story communicates with its friends and family as they prepare to move to a new home.
- Construct a graph to show how each student made his or her way to school.
- Make boats out of newspapers. Directions can be found in *Curious George Rides a Bike*.
- Plan a field trip to the local airport, train station, or ferry dock.

# Resource Corner

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# Uppercase and Lowercase Letter Names 1

Duplication is not necessary.

e

Z

H

I

L

z

h

E

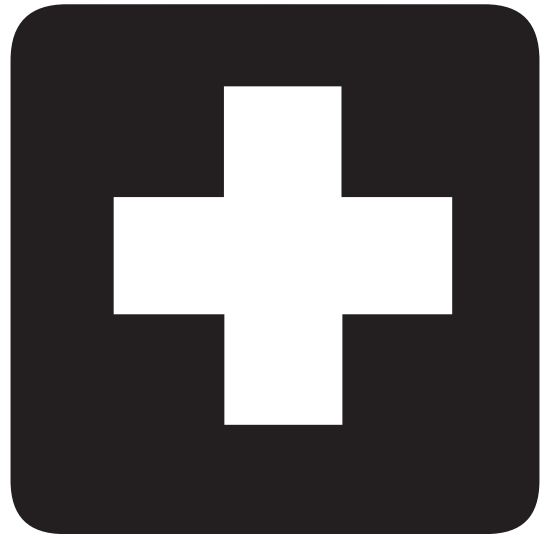
# Kinder Cash

Duplicate enough for use in several labs. Cut apart.



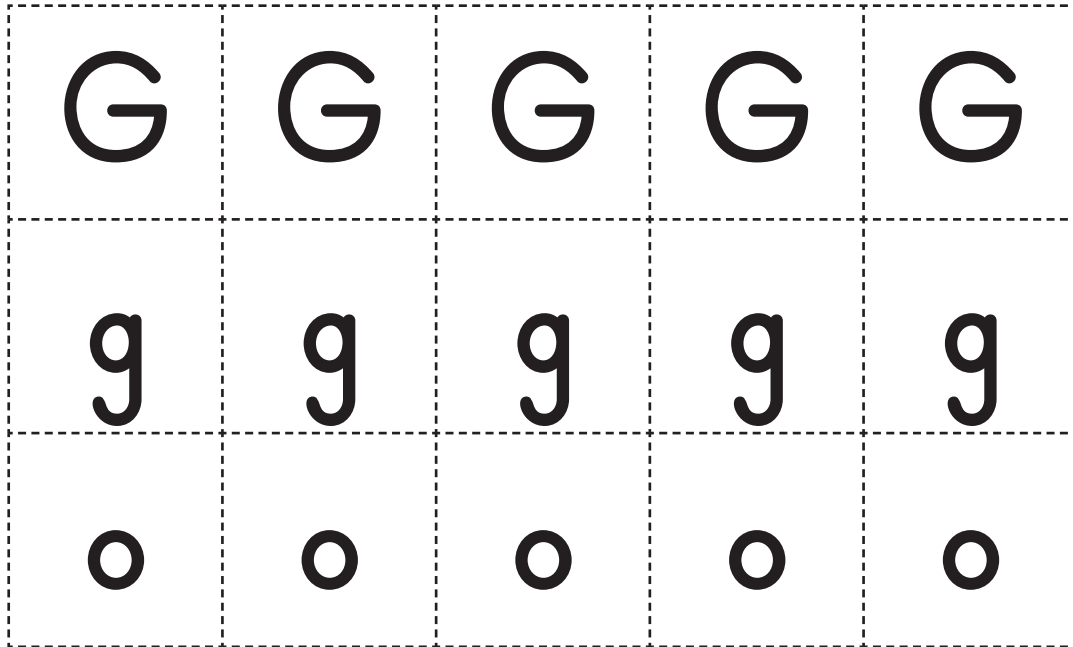
# Signs & Symbols

Duplicate. Cut apart.



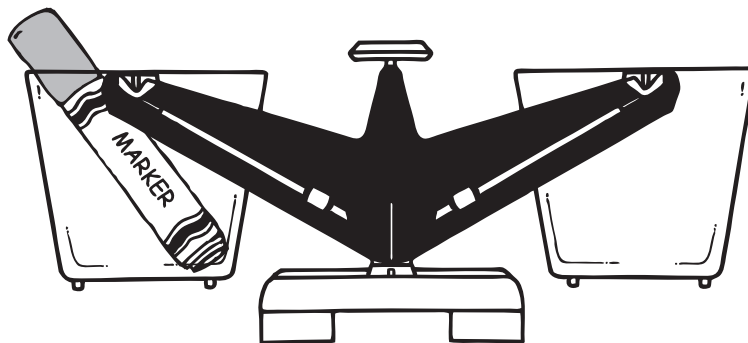
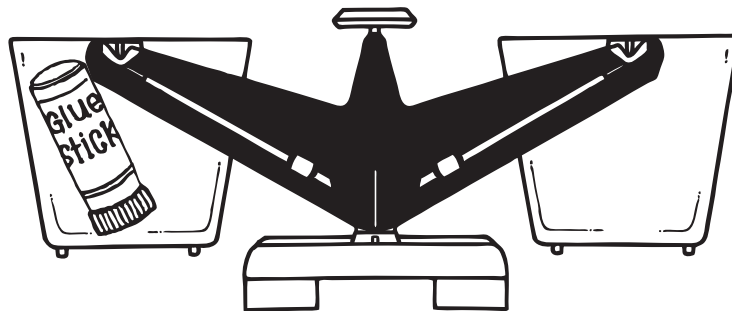
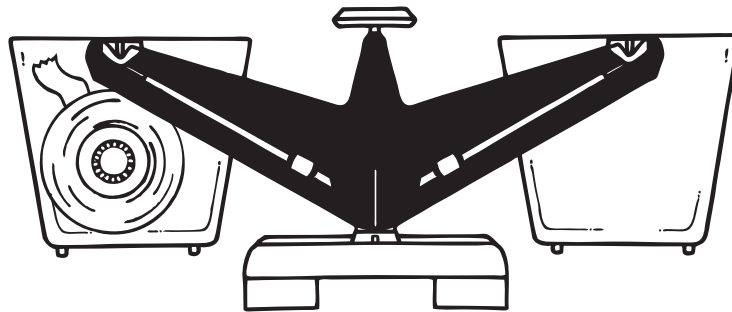
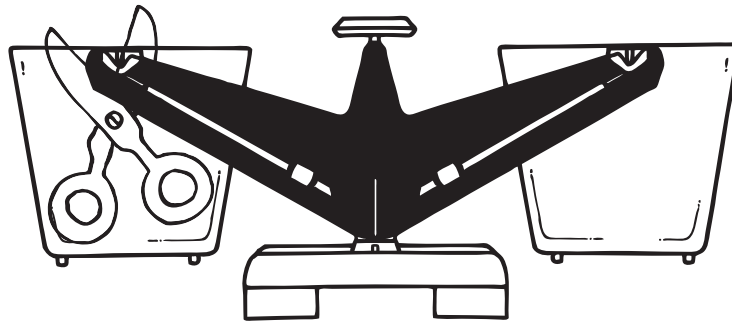
# Letter Tiles

Duplicate, and cut apart.



# Balance It!

Duplicate one per student.



# Alphabet Bingo Cards

Make one copy, and cut apart.

|   |      |   |
|---|------|---|
| m | a    | u |
| r | free | s |
| n | g    | k |

|   |      |   |
|---|------|---|
| t | d    | g |
| p | free | o |
| n | i    | c |

|   |      |   |
|---|------|---|
| g | p    | a |
| m | free | u |
| o | k    | n |

|   |      |   |
|---|------|---|
| t | i    | n |
| d | free | s |
| g | c    | r |

# Alphabet Bingo Cards

Make one copy, and cut apart.

|   |      |   |
|---|------|---|
| s | i    | p |
| c | free | r |
| t | g    | o |

|   |      |   |
|---|------|---|
| d | n    | g |
| k | free | p |
| a | u    | i |

|   |      |   |
|---|------|---|
| i | c    | r |
| p | free | s |
| n | k    | d |

|   |      |   |
|---|------|---|
| p | t    | n |
| s | free | o |
| k | r    | a |

# Alphabet Bingo Cards

Make one copy, and cut apart.

|   |      |   |
|---|------|---|
| s | o    | k |
| b | free | d |
| u | r    | n |

|   |      |   |
|---|------|---|
| b | t    | r |
| o | free | p |
| m | i    | d |

|   |      |   |
|---|------|---|
| r | m    | d |
| t | free | b |
| o | i    | a |

|   |      |   |
|---|------|---|
| p | i    | u |
| g | free | o |
| t | n    | b |

# Alphabet Bingo Cards

Make one copy, and cut apart.

|   |      |   |
|---|------|---|
| n | a    | m |
| u | free | p |
| f | i    | t |

|   |      |   |
|---|------|---|
| f | g    | o |
| s | free | c |
| b | k    | r |

|   |      |   |
|---|------|---|
| a | b    | g |
| i | free | k |
| m | f    | n |

|   |      |   |
|---|------|---|
| o | p    | b |
| r | free | u |
| n | t    | f |

# Uppercase and Lowercase Letter Names 2

Dulication is not necessary.

w

J

V

y

j

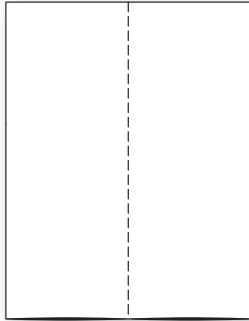
Y

v

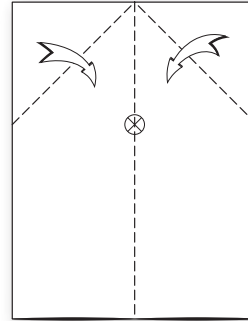
W

# Paper Airplane Directions

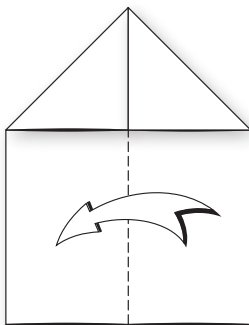
1. Fold the paper horizontally. Reopen.



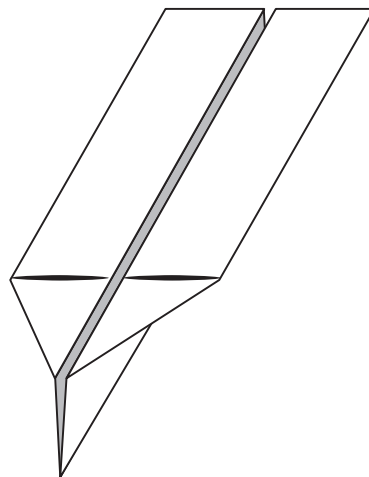
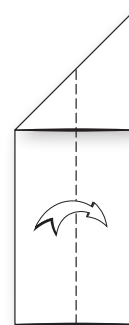
2. Fold the top corners in to crease.



3. Fold the right side onto the left side.

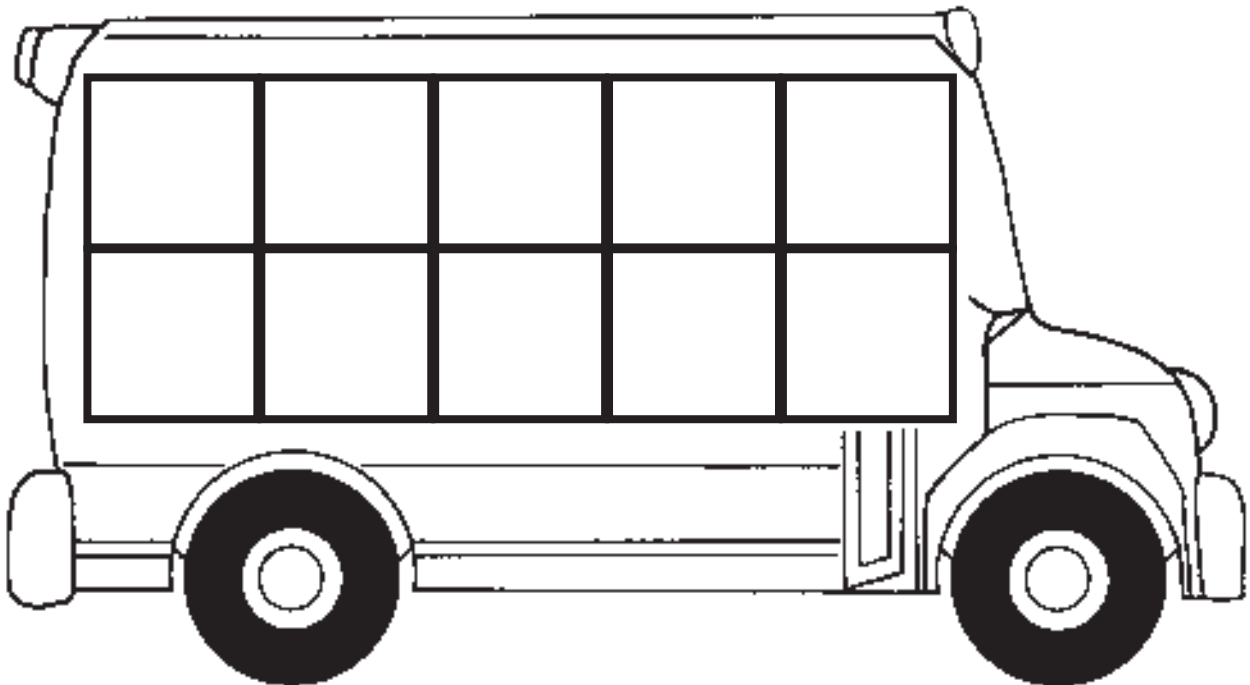
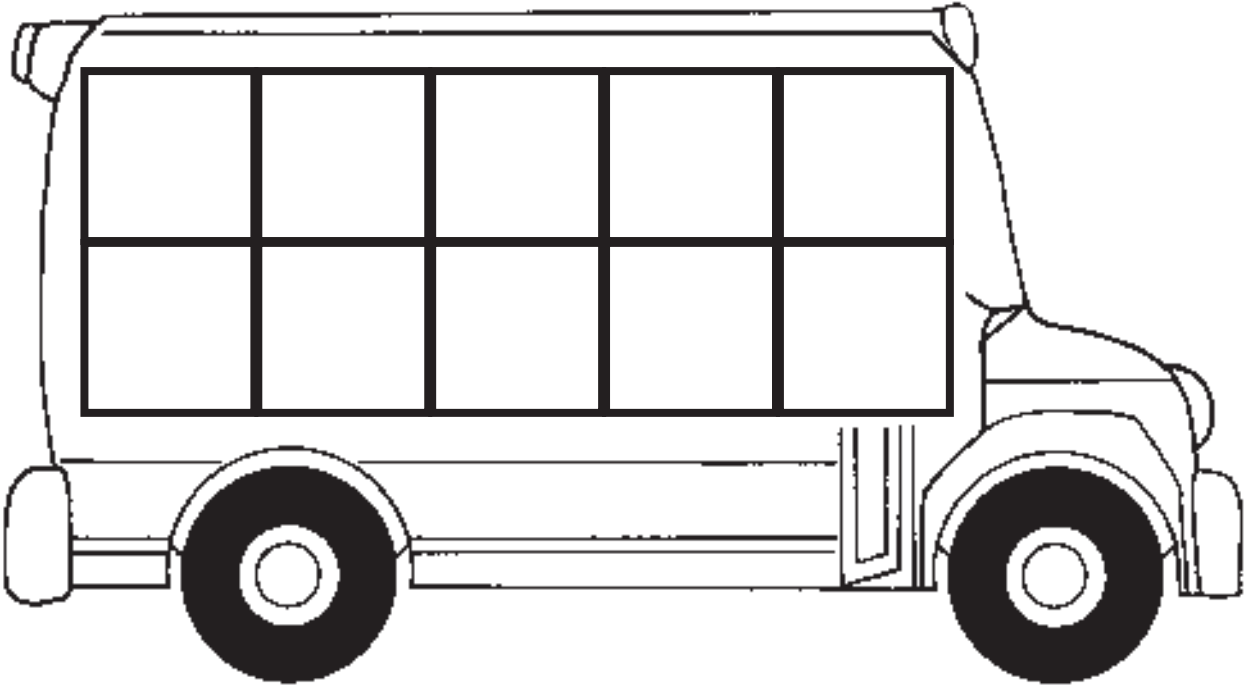


4. Fold the edge outward to form a wing. Repeat on the other side.



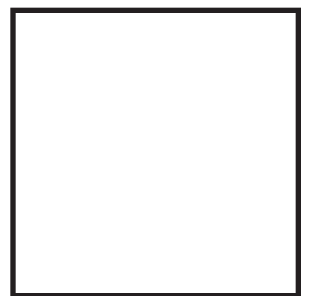
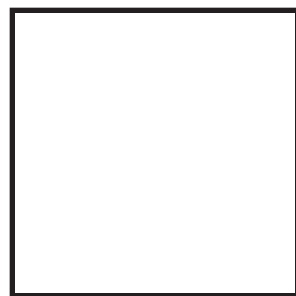
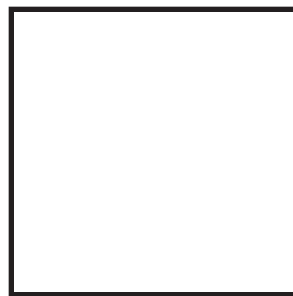
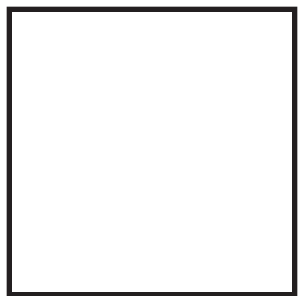
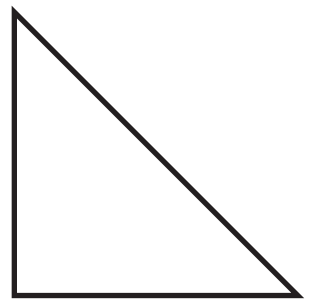
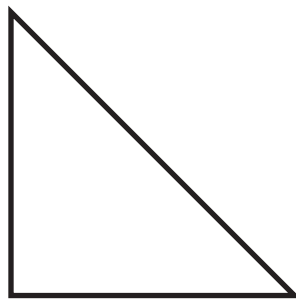
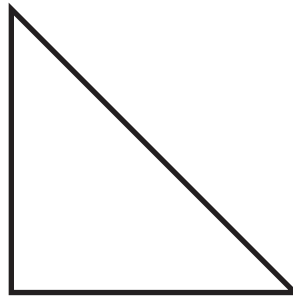
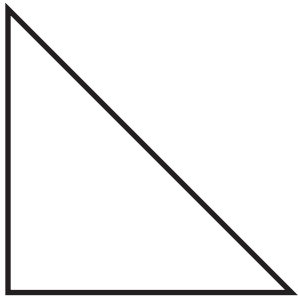
# Ten-Frame Bus

Duplicate, and cut apart.



# Making Shapes

Make copies. Laminate and cut apart the shapes, and place them in a plastic bag.



# Sky, Land, and Water

Duplicate as large as possible.

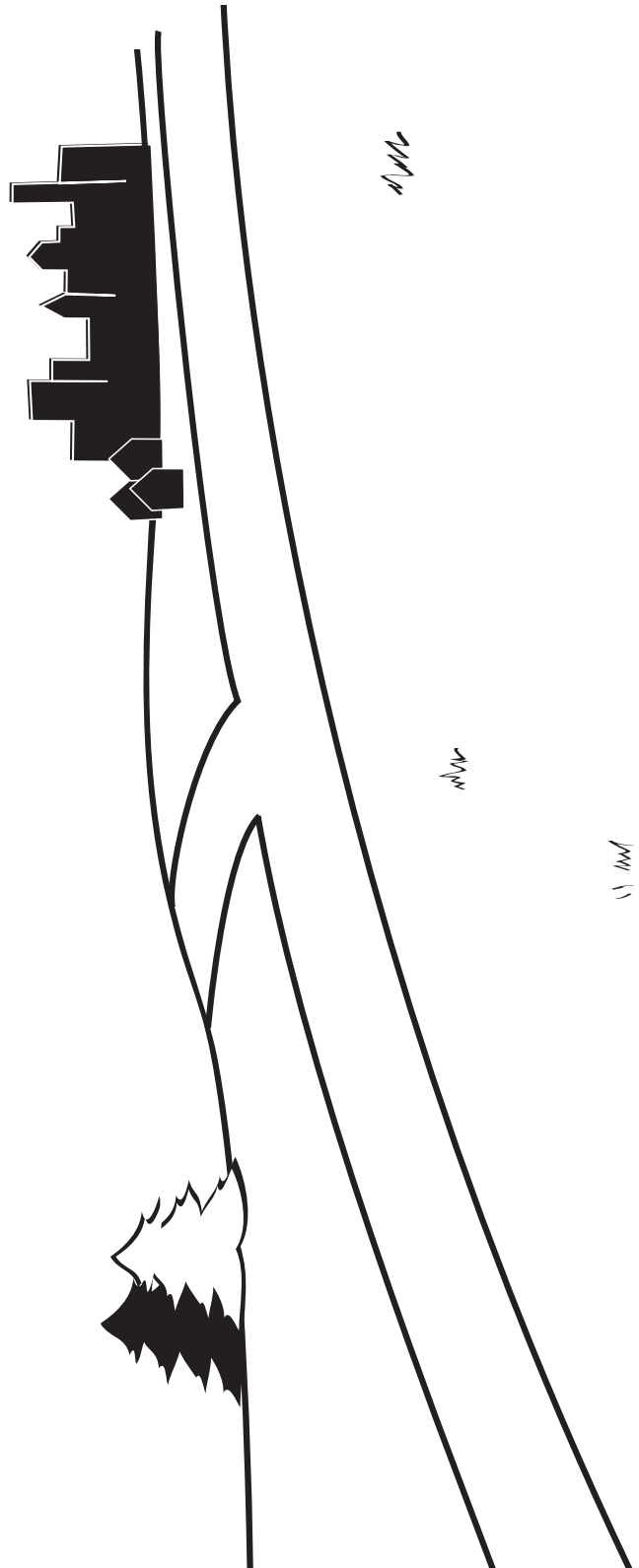


In the Sky  
(Section 1 of 3)

# Sky, Land, and Water

Duplicate as large as possible.

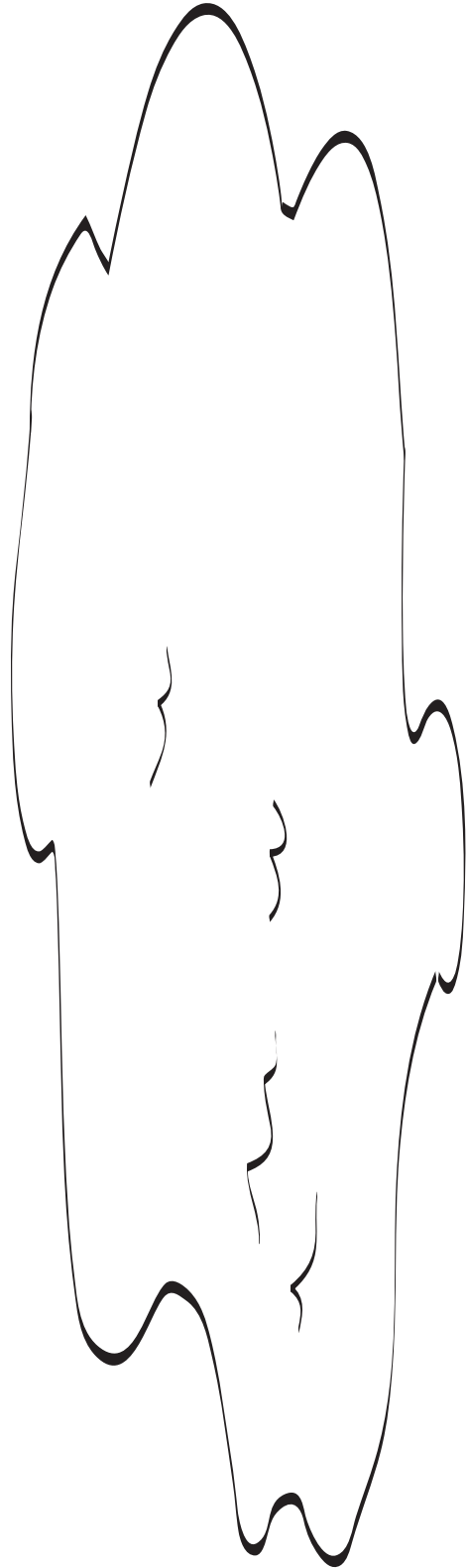
On the Ground  
(Section 2 of 3)



# Sky, Land, and Water

Duplicate as large as possible.

In the Water  
(Section 3 of 3)



## Dear Family,

Communication is part of your child's daily life, and now he or she is beginning to understand the connections between reading, writing, and communicating. Each day, he or she listens as the teacher reads a story, watches as the teacher writes a Daily Message, reads some familiar words, and writes in his or her journal. Transportation is equally familiar to your child since each day he or she goes to school by car or bus or on foot. Your child has gone with you to many places and traveled by various means of transportation. He or she may have been on the subway, in a taxi, on a train, or even in a plane as you've traveled outside your neighborhood.

In the unit *Words & Roads Take Us Places*, your child will learn about various forms of communication and transportation. He or she will learn that people can communicate in many ways, including the spoken word, which can occur face to face, over the phone, or on TV or the radio; the written word, which is communicated in newspapers, magazines, books, cards, and letters; and sign language, for some people.

Your child also will learn about a variety of methods of transportation and that people travel on foot, drive cars, or ride buses as they go about their daily routines. He or she will have the opportunity to pretend about various types of transportation by building buses, airplanes, or trains in the blocks lab or by purchasing tickets and traveling to other places in the dramatic play lab. After listening to the story *Mailing May*, your child will see how transportation and communication are interrelated. Your child will listen to a variety of engaging stories that reinforce the focus of each day.

How can you help?

You may want to have your child communicate by mail with a friend or relative who lives far away, as Juno does with his grandmother in the story *Dear Juno*. In a previous unit, your child learned the game Telephone, which demonstrates how a message can be changed when several people repeat it. You can play this game at home with several family members too. Your child will remind you how to play if you've forgotten this game from your childhood.

As with each unit, continue to share a book with your child each day. Remember to watch the Home Link show online with your child, and talk with him or her about school to reinforce the reading, math, and other skills that he or she is learning. Also, please sign and return the Read & Respond bookmark.

## Estimada familia:

La comunicación es parte de la vida diaria de su hijo, y ahora se está empezando a entender las conexiones entre la lectura, escritura y comunicación. Cada día, se escucha a la maestra leer una historia, observa la maestra escribir mensaje diario, leer algunas palabras familiares, y escribir en su diario. El transporte es igualmente familiar a su hijo, ya que cada día va a la escuela en coche o en autobús o a pie. Su hijo ha ido contigo a muchos lugares y ha viajado por diversos medios de transporte. Él pudo haber sido en el metro, en un taxi, en un tren, o incluso en un plano que usted ha viajado fuera de su vecindario.

En la unidad *Words & Roads Take Us Places (Palabras y caminos llévanos lugares)*, su hijo aprenderá acerca de las formas de comunicación y transporte. Él aprenderá que las personas se pueden comunicar de muchas maneras, incluyendo la palabra audible, que puede ocurrir cara a cara, por teléfono, o en la televisión o la radio; la palabra escrita, que se comunica en periódicos, revistas, libros, tarjetas y cartas; y el lenguaje de señas, para algunas personas.

Su hijo también aprenderá acerca de los métodos de transporte, como caminar, coches, y buses medida que avanzan en sus rutinas diarias. Él tendrá la oportunidad de pretender mediante la creación de autobuses, aviones, trenes o en el laboratorio de bloques o mediante la compra de boletos y viajar a otros lugares en el laboratorio de juegos dramáticos. Después de escuchar la historia de *Mailing May (Enviando a May)*, su hijo será ver cómo el transporte y la comunicación están relacionados. Su hijo va a escuchar una variedad de historias atractivas que refuerzan el enfoque de cada día.

¿Cómo puede ayudar?

Usted puede querer su hijo a comunicarse por correo con un amigo o familiar que vive lejos, como Juno con su abuela en la historia *Dear Juno (Estimada Juno)*. En una unidad anterior, su hijo aprendió el juego del teléfono, lo que demuestra cómo un mensaje puede ser cambiado cuando varias personas vuelven a contar la misma. Usted puede jugar a este juego en casa con varios miembros de la familia también. Su hijo le recordará cómo jugar si se le ha olvidado este juego de tu niñez.

Al igual que con cada unidad, seguir compartiendo un libro con su hijo todos los días. Recuerde que ver el programa Home Link online con su hijo, y hablar con él acerca de la escuela para reforzar la lectura, matemáticas y otras habilidades que está aprendiendo. También, por favor firme y devuelva el marcador de Leer & responder.





# Weekly Record Form

Unit 10 | Week 2: Words & Roads Take Us Places

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

| Students | Graphemes |   |   |   |   |   |   | Oral-Language Development |   |                               | PA | Beginning Reading                            |   | Emergent Writing                             | GAT   | Math  | Homework                             |   |
|----------|-----------|---|---|---|---|---|---|---------------------------|---|-------------------------------|----|--|---|--|---|---|--------------------------------------|---|
|          | Names     | W | w | J | j | V | v | Y                         | y | SOLO vocabulary (score 0-100) |    | SOLO oral expression (score 70, 80, 90, 100) | Theme Vocabulary Sentence (score 70, 80, 90, 100) | Sounds out the words "spots," "gets" (D, ND) | Reads the sentence, "Don tips a pot." (D, ND) | Stages Observed<br>• Write Away<br>• Lab Plan<br><input checked="" type="checkbox"/> Conference Completed | Names three conflict solvers (D, ND) | Joins simple shapes to form larger shapes (D, ND) |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |
| N        |           |   |   |   |   |   |   |                           |   |                               |    |  |   |  | <input type="checkbox"/>                      |   |                                      |   |

D = Demonstrated    ND = Not Demonstrated