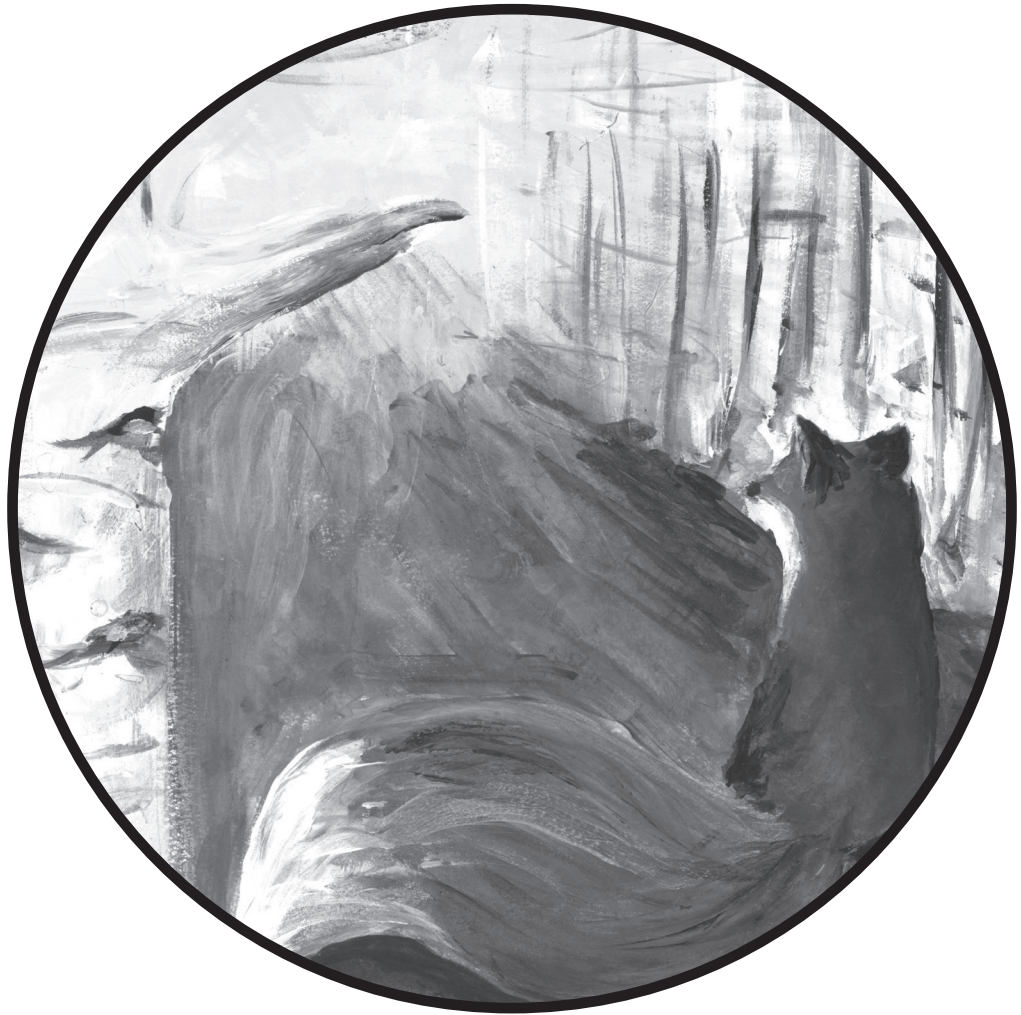


A theme guide for preschool | **Unit 13**

Wild and Woolly



Curiosity Corner
2nd Edition

***Curiosity Corner 2nd Edition Theme Guide:
Unit 13***

© 2014, 2020 by the Success for All Foundation. All rights reserved.

Produced by the Curiosity Corner 2nd Edition Team

Jennifer Austin <i>Program Developer</i>	Kate Conway <i>Program Developer</i>	Mike Knauer <i>Software Developer</i>	Karen Poe <i>Production Artist</i>
Irene Baranyk <i>Production Artist</i>	Meghan Fey <i>Proofreader</i>	Claire Krotiuk <i>Rollout Team</i>	Kelly Rose <i>Online Tools Developer</i>
Sue Belt <i>Rollout Team</i>	Wendy Fitchett <i>Rollout Team</i>	Nancy Madden <i>Program Developer</i>	Pam Russell <i>Contributing Developer</i>
Coleen Bennett <i>Program Developer</i>	Marti Gastineau <i>Editor</i>	Kristal Mallonee-Klier <i>Rollout Team</i>	Kimberly Sargeant <i>Contributing Developer</i>
Teresa Blanton <i>Field Advisory Team</i>	Jeffrey Goddard <i>Video Team</i>	Lori Martin <i>Field Advisory Team</i>	Jane Strausbaugh <i>Video Team</i>
Devon Bouldin <i>Designer</i>	Angie Hale <i>Video Team</i>	Terri Morrison <i>Program Developer</i>	Laurie Warner <i>Production Artist</i>
Debra Branner <i>Designer</i>	Jill Hanson <i>Rollout Team</i>	Irina Mukhutdinova <i>Production Artist</i>	Tina Widzbor <i>Production Artist</i>
James Bravo <i>Illustrator</i>	Tonia Hawkins <i>Video Team</i>	Sheri Mutreja <i>Coordinator</i>	Janet Wisner <i>Editor</i>
Kathy Brune <i>Production Artist</i>	Michael Hummel <i>Designer</i>	Cathy Pascone <i>Field Advisory Team</i>	Judith Worrell <i>Rollout Team</i>
Patrice Case-McFadin <i>Program Developer</i>	Wanda Jackson <i>Illustrator</i>	Michele Patterson <i>Production Artist</i>	Michelle Zahler <i>Proofreader</i>
	Patricia Johnson <i>Software Developer</i>	Susan Perkins <i>Designer</i>	

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

The Success for All Foundation grants permission to reproduce the blackline masters of this Curiosity Corner 2nd Edition theme guide on an as-needed basis for classroom use.

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



A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Table of Contents

















Setting the Scene

Standard Graphics Key	iv
<i>Why Wild and Woolly?</i>	v
Thematic Concepts and Objectives.....	vi
Vocabulary.....	viii
Peek at the Week.....	x
You Will Need	xiv

Daily Lessons

Day 1	1
Day 2	19
Day 3	33
Day 4	47
Day 5	61
Day 6	73
Day 7	89
Day 8	103
Day 9	117
Day 10	131
Appendix	143

Standard Graphics Key

Instructional Components	
	Greetings, Readings, & Writings – Preparation for the day, exploration of academic and creative activities in Learning Labs
	Gathering Circle – Housekeeping (attendance, calendar, weather, jobs, etc.)
	Move It! – Music and movement
	Clues & Questions – Thematic content and vocabulary
	Getting Along Together – Self-regulation and interpersonal skills
	Rhyme Time – Phonological and phonemic awareness
	Plan & Play – Imaginative play with theme-based scenarios
	STaR (Story Telling and Retelling) – Listening comprehension with literature
	Math Moments – Short hands-on experiences that develop math concepts
	Question/Reflection – Thematic content extension and vocabulary review
Instructional Strategies	
	Think-Pair-Share – The teacher asks a question and provides wait time for children to formulate their answers. Children discuss their answers with a partner, and the teacher invites some children to share with the class.
	Whole-Group Response – The teacher prompts the class to respond in unison.
	My Turn, Your Turn – The teacher models a response and then prompts students to repeat it in unison.
	A great time to use the sharing sticks to randomly select a child
	Opportunity to award paw points
Other Lesson Features	
	Activity to help children transition from one component to the next
	Video provided to support the lesson content

Why *Wild and Woolly*?

The unit *Wild and Woolly* continues the animal theme as children learn about zoo animals and dinosaurs. During this unit, your children will continue to learn about animals in our world and those that are extinct. Young children are enchanted by exotic animals that can be found in the wild or observed in zoos. In addition, most children love dinosaurs. To a young mind, dinosaurs are fantastical creatures with extraordinary features. Children enjoy learning about dinosaurs and imagining what the world was like in prehistoric times.

Young children have not yet developed an accurate sense of time; the concept of millions of years ago may be perceived in the same way as an event that occurred last week. The important information for children to learn is that dinosaurs once lived on the earth, but now they are extinct. Just as dinosaurs became extinct, there are species of wild animals that are endangered and/or becoming extinct today. This unit introduces the idea of protecting these animals in the wild.

Different genres of books in this unit expose children to fictional stories and factual information about animals. Children will manipulate plastic replicas of wild animals as they learn to sort by characteristics, match numbers of animals to numerals, and determine which group has more, fewer, or an equal number of animals. Children will also develop writing skills as they create pages to add to a class book and write stories about wild animals and dinosaurs. The suggested Plan & Play scenarios provide children with opportunities to develop their understanding of these creatures while your careful facilitation helps them process the new information during the Clues & Questions and Question/Reflection components of each lesson.

Wild and Woolly

thematic concepts

- Wild animals can be found in nature or zoos.
- We can see wild animals from all over the world in zoos.
- Zookeepers and veterinarians take care of zoo animals.
- We can use a map to find animals in a zoo.
- Some wild animals are endangered or extinct.
- Dinosaurs are extinct. They lived on the earth long ago.
- Some dinosaurs were small, and some were huge.
- Some dinosaurs ate only meat, and others ate only plants.
- Scientists can learn about dinosaurs by studying their bones.
- We can see dinosaur bones in some museums.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use art materials to create a class mural.
- use a variety of materials to decorate the shape of the letter “e.”
- use their imaginations to initiate and extend dramatic play.

Cognitive Domain

Children will:

- participate in brain games that help to develop the abilities to remember and stop and think.
- solve simple problems.
- use real and imaginary props in dramatic play.
- demonstrate visual memory skills.
- use objects, actions, and words as symbols.
- make a plan when doing an activity.
- observe and remember a series of actions.

Personal/Emotional Domain

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- organize materials when finished with them.
- follow classroom rules and routines.
- practice asking for help.

Mathematical Domain

Children will:

- count by fives to 50.
- identify a number just before and just after a given number.
- build and compare sets using the terms “more than,” “fewer than,” and “the same as.”
- represent the month and day on the calendar.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- track memorized print with one-to-one correspondence.
- begin to recognize the sounds and shapes of “z” and “e.”
- observe that the same letter arrangement in a different context still spells the same word.
- count the number of words in a sentence.
- observe various letter shapes.
- observe that there are spaces between words.
- observe that some words are longer than others.
- recite rhymes.
- blend the onsets and rimes in words.
- distinguish syllables in words.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- sequence story events.
- experiment with writing to communicate meaning.

Social Studies Domain

Children will:

- begin to develop an awareness of environmental issues.
- begin to develop an understanding of animals in the environment.
- begin to develop an awareness of things that happened in the past.

Physical Domain

Children will:

- manipulate writing tools and puzzles for fine-motor control.
- explore rhythm and movement in response to music.
- throw and catch a ball.
- move with increasing control of their bodies.

Science Domain

Children will:

- use their senses and tools to investigate the physical world.
- begin to understand the relationship between events in the past, present, and future.

Interpersonal/Social Domain

Children will:

- continue to demonstrate anger-management strategies such as controlling breath and how posture affects deep breathing.
- begin to show respect for the opinions of others.
- begin to ask for help.
- begin to stop and think while working.

Vocabulary

Theme-Related Words	
cage	large
capture	nature
dinosaur	omnivore
eggs	paleontologist
enclosure	pen
exhibit	predator
fossils	prey
gigantic	species
herbivore	veterinarian

The theme-related vocabulary words are taught as a part of content instruction.

Wonderful Words	
Day 1	zoo
Day 2	wild
Day 3	zookeeper
Day 4	map
Day 5	endangered
Day 6	extinct
Day 7	huge
Day 8	carnivore
Day 9	bones
Day 10	museum

Wonderful Words are theme-related words that have been highlighted for additional emphasis and practice. A new Wonderful Word is introduced each day.

Developing oral language and vocabulary is one of the most important goals for preschool children to achieve to prepare them for later success in school. In Curiosity Corner, we balance specific vocabulary instruction with experiences that promote natural language acquisition. The teaching strategies help to ensure that all children get ample opportunities to hear and practice using new words in a variety of situations.

Math Words

fewer
just after
just before
less
more

Math words help children communicate about new concepts they are learning in math.

Getting Along Together Words

conflict solvers
help
Stop and Think

Getting Along Together words and phrases help children communicate their feelings in social situations and help them work together to solve problems.

STaR Words

The Monkey and the Crocodile
feast ripe

The View at the Zoo
creatures

Harry and the Bucketful of Dinosaurs
junk

Have You Seen My Dinosaur?
museum











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

Basic Words

after	dangerous	gigantic	missing
before	direction	hose	plant
between	domestic	large	scientist
big	enormous	locate	scrub
binoculars	feed	meat	small
bucket	find	million	

Basic words are those that are helpful for four- and five-year-old children to know. If children do not know them already, there will be opportunities to learn the basic words during this unit.











Peek at the Week 1

Lesson Component		Day 1	Day 2
Learning Focus for the Day		Wild animals can be found in nature or zoos.	We can see wild animals from all over the world in zoos.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Clean-Shaven Letters	Clean-Shaven Letters
	Math Lab	Before or After	Before or After
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	At the Zoo Class Book	At the Zoo Class Book
	Art Lab	Zoo Mural	Zoo Mural
	Science Lab	Sorting Wild Animals	Sorting Wild Animals
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Jumping Bean	Silent Ball	
 Clues & Questions	Name wild animals. Introduce the letter "z."	Learn about zoo animals. Review the letter "z."	
 Rhyme Time	"The Giraffe"; Sound Blending: Say-It-Fast		
 Getting Along Together		Review asking for help.	
 Plan & Play	Scenario Options: At the Zoo Map-Making Factory Build a Zoo African Safari	Scenario Options: Same as day 1 Small-Group Instruction: Zoo Animal Lotto	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>The Monkey and the Crocodile</i> by Paul Galdone	<i>The Monkey and the Crocodile</i> Story Retell: Dramatization	
 Math Moments	Count by 5s to 50. Identify the number just after a given number to create a number line.	Count by 5s to 50. Identify the number just before a given number to create a number line.	
 Question/Reflection	Brain Game: Simon Says Wild or Not Wild?	Brain Game: Simon Says "Z" classroom letter search	

We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule. You will find suggested snacks and activities to support this theme in the appendix.

Day 3	Day 4	Day 5
Zookeepers and veterinarians take care of zoo animals.	We can use a map to find animals in a zoo.	Some wild animals are endangered or extinct.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Clean-Shaven Letters	Clean-Shaven Letters	Clean-Shaven Letters
Before or After	Before or After	Before or After
Exploring with Technology	Exploring with Technology	Exploring with Technology
At the Zoo Class Book	At the Zoo Class Book	At the Zoo Class Book
Zoo Mural	Zoo Mural	Zoo Mural
Sorting Wild Animals	Sorting Wild Animals	Sorting Wild Animals
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Head, Shoulders, Knees, and Toes"	Animal Movements	Freeze
Role of the zookeeper Review the letter "z."	Concepts-of-print book: <i>Some Dinosaurs</i> by Mary Alice Bond Review the letter "z."	Endangered animals book <i>Almost Gone</i> by Steve Jenkins Review the letter "z."
	"The Giraffe"; Sound Blending: Say-It-Fast	"The Giraffe"; Sound Blending: Say-It-Fast
Practice asking for help.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>The View at the Zoo</i> by Kathleen Long Bostrom	<i>The View at the Zoo</i> Story Retell: Jump right in.	Free-Choice Story Reading: Suggestion – <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett
Count by 5s to 50. Just before or just after activity (whole group)	Count by 5s to 50. Just before or just after activity (partnerships)	Count by 5s to 50. Solve a problem about missing numbers.
Brain Game: Simon Says Stand Up, Sit Down	Brain Game: Simon Says Zoo map finger walk	Brain Game: Simon Says "On Safari"





Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Dinosaurs are extinct. They lived on the earth long ago.	Some dinosaurs were small, and some were huge.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Letter Hunt	Elegant "E"s
	Math Lab	Zoo Match	Zoo Match
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Dinosaur Tales	Dinosaur Tales
	Art Lab	Dino Bones	Dino Bones
	Science Lab	Paleontologists	Paleontologists
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Follow the Leader	"The Gooney Bird Song"	
 Clues & Questions	Learn about extinct animals: dinosaurs. <i>Digging Up Dinosaurs</i> by Alike Introduce the letter "e."	Dinosaurs varied in size. <i>Dinosaurs!</i> by Gail Gibbons Review the letter "e."	
 Rhyme Time	"Dinosaurs"; Syllabication: Clap-It-Out		
 Getting Along Together		Stop and think with schoolwork.	
 Plan & Play	Scenario Options: Digging for Fossils Let's Be Dinosaurs Paleontologist Laboratory	Scenario Options: Same as day 6 Small-Group Instruction: Which Is More?	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Harry and the Bucketful of Dinosaurs</i> by Ian Whybrow	<i>Harry and the Bucketful of Dinosaurs</i> Story Retell: Sequencing	
 Math Moments	Count by 5s to 50. Which has more? Create sets with more items than a given set.	Count by 5s to 50. Which is less? Create sets with fewer items than a given set.	
 Question/Reflection	Brain Game: Copy Me Dinosaur hunt	Brain Game: Copy Me Reread <i>Some Dinosaurs</i> .	

Day 8	Day 9	Day 10
Some dinosaurs ate only meat, and others ate only plants.	Scientists can learn about dinosaurs by studying their bones.	We can see dinosaur bones in some museums.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Elegant "E"s	Elegant "E"s	Elegant "E"s
Zoo Match	Zoo Match	Zoo Match
Exploring with Technology	Exploring with Technology	Exploring with Technology
Dinosaur Tales	Dinosaur Tales	Dinosaur Tales
Dino Bones	Dino Bones	Dino Bones
Paleontologists	Paleontologists	Paleontologists
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Get on Up and Move Your Body"	"The Elephant"	The Elmo Slide
Learn about meat-eating and plant-eating dinosaurs. Review the letter "e."	Paleontologists are scientists who study dinosaurs. Review the letter "e."	We can learn about dinosaurs in museums. Review the letter "e."
	"Dinosaurs"; Syllabication: Clap-It-Out	"Dinosaurs"; Syllabication: Clap-It-Out
Stop and think with friends.		
Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7
Interactive Story Reading: <i>Have You Seen My Dinosaur?</i> by Jon Surgal	<i>Have You Seen My Dinosaur?</i> Story Retell: Jump right in with rhyming words.	Free-Choice Story Reading: Suggestion – <i>Dinosaurs!</i> by Gail Gibbons
Count by 5s to 50. Create sets that are the same.	Count by 5s to 50. Compare sets to a given set: more than, fewer than, or the same as.	Count by 5s to 50. Sharing blocks equally.
Brain Game: Copy Me "E" classroom letter search	Brain Game: Copy Me Walk and Talk with Curiosity: Dinosaurs	Brain Game: Copy Me Shared Writing Experience: Dinosaurs

You Will Need

Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> • <i>The Monkey and the Crocodile</i> by Paul Galdone • <i>The View at the Zoo</i> by Kathleen Long Bostrom • <i>Harry and the Bucketful of Dinosaurs</i> by Ian Whybrow • <i>Have You Seen My Dinosaur?</i> by Jon Surgal • <i>Dinosaurs!</i> by Gail Gibbons • <i>Animals should definitely <u>not</u> wear clothing.</i> by Judi Barrett 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Some Dinosaurs</i> by Mary Alice Bond (class set) 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>Almost Gone</i> by Steve Jenkins • <i>Digging Up Dinosaurs</i> by Alike • <i>Dinosaurs!</i> by Gail Gibbons 	
	Media	
	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link for unit 13 • <i>Jambo and Other Call and Response Songs and Chants</i> by Ella Jenkins 	
Cards/Card Sets		
	Curiosity Corner Activity Cards for Unit 13	
	Letter Cards	<ul style="list-style-type: none"> • “Aa,” “Bb,” “Ee,” “Ll,” “Ss,” and “Zz”
	Numeral Cards	<ul style="list-style-type: none"> • 1–10
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “zoo,” “wild,” “zookeeper,” “map,” “endangered,” “extinct,” “huge,” “carnivore,” “bones,” “museum” • Days 1 and 2: Wild Animals picture card set (from unit 12) • Day 2: Domestic Animals picture card set (from unit 12) • Day 8: Dinosaurs set
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • At the Zoo, Map-Making Factory, Build a Zoo, African Safari, Digging for Fossils, Let’s Be Dinosaurs, Paleontologist Laboratory

	<p>Rhyme Cards</p> <ul style="list-style-type: none"> • “The Giraffe” • “Dinosaurs” <p>STaR Story Retell Cards</p> <ul style="list-style-type: none"> • <i>Harry and the Bucketful of Dinosaurs</i> <p>Other Card Sets</p> <ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1
<p>General — Used in Every Unit</p>	<ul style="list-style-type: none"> • Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
<p>Other SFAF Items</p>	<ul style="list-style-type: none"> • Zoo Animal Lotto • Plastic jungle animals (from unit 1) • Large foam number cube • Plastic dinosaur skeletons • Counting bears • Walk and Talk with Curiosity game boards (five) • Curiosity Corner Unit Record Form for unit 13 (generate with data-tools system)


Teacher Acquired:

General

- Binoculars (real, toy, or created by taping two toilet paper rolls together) (Clues & Questions, day 1)
- Ball (Move It!, day 2)
- Chart paper (various components throughout the week)
- Bucket (Clues & Questions, day 2)
- Map of a local zoo (Clues & Questions, day 4) (Most major city zoos have maps that can be printed from their websites.)
- Number cubes (dice), one per partnership (Math Moments, day 4)
- Plastic dinosaur (Clues & Questions, day 6)
- Blocks (Getting Along Together, day 7)
- Bag of dry white beans (Plan & Play and small-group instruction, days 7–10)
- A real bone (e.g., chicken leg bone, ham bone) or a bone made from playdough
Note: If you use a real bone, be sure to boil it to ensure that it is clean and free of bacteria. (Clues & Questions, day 9)
- Green leafy plant (real or artificial) (Clues & Questions, day 1)
- Green paper (for story tree leaves)
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)


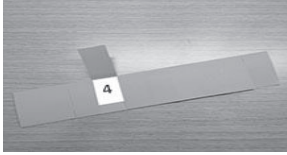
Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios:

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> Zoo and jungle animal books, all types of wildlife texts
	Animals from Long Ago	<ul style="list-style-type: none"> Dinosaur texts
	Letter Lab	
	Clean-Shaven Letters	<ul style="list-style-type: none"> Shaving cream, flat surface (table or large cookie sheets)
	Letter Hunt	<ul style="list-style-type: none"> Letter-blending cards for “b,” “a,” and “u;” old magazines, junk mail, or grocery store circulars; markers
	Elegant “E”s	<ul style="list-style-type: none"> Letter “E” Pattern (appendix), glue, pom-poms, glitter, colorful paper, yarn, foam stickers, stickers
	Math Lab	
	Before or After	<ul style="list-style-type: none"> Paper-flap number lines (See To Be Prepared, day 1.)
	Zoo Match	<ul style="list-style-type: none"> Plastic wild animals, CC Activity Cards: numeral cards 1–10
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, tablets, listening media, software
	Writing Lab	
	At the Zoo Class Book	<ul style="list-style-type: none"> Blank paper, various writing instruments
	Dinosaur Tales	<ul style="list-style-type: none"> Paper cut into dinosaur shapes (optional), crayons, markers
	Art Lab	
	Zoo Mural	<ul style="list-style-type: none"> Long section of bulletin board paper, paints, markers, crayons
	Dino Bones	<ul style="list-style-type: none"> Playdough, books with dinosaur skeleton illustrations
	Science Lab	
	Sorting Wild Animals	<ul style="list-style-type: none"> Plastic jungle animals
	Paleontologists	<ul style="list-style-type: none"> Science Lab: Dinosaur sheets (appendix), dry pasta in a variety of shapes, glue Sand table: Plastic dinosaur skeletons (buried in the sand), shovels
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> Zoo Animal Lotto Other theme-related classroom puzzles and games

Plan & Play			
	Scenario	Suggested Classroom Space	Ideas for Props
	At the Zoo	Housekeeping area	<ul style="list-style-type: none"> Stuffed zoo animals, zookeeper-type clothing, work boots, binoculars, clipboards, pencils, blank paper
	Map-Making Factory	Art Lab, Writing Lab	<ul style="list-style-type: none"> Various types of maps, rulers, crayons, markers, pencils, bulletin board paper, chart paper
	Build a Zoo	Blocks area	<ul style="list-style-type: none"> Stuffed animals
	African Safari	Any area	<ul style="list-style-type: none"> Stuffed wild animals, large cardboard box or a set of chairs to serve as a truck, binoculars (or toilet paper rolls and tape for creating them)
	Digging for Fossils	Sand table	<ul style="list-style-type: none"> Plastic fossils/bones, small plastic shovels and/or rakes, sifting screens
	Let's Be Dinosaurs	Any open area	<ul style="list-style-type: none"> Art supplies to create dinosaur masks, Wonder Box for supplies to create dinosaur nests and eggs
	Paleontologist Laboratory	Area around a table	<ul style="list-style-type: none"> Magnifiers, clipboards, pencils, blank paper

To Be Prepared:

Every day: Pull the materials listed on the Ready, Set chart for your daily lessons. Use the information in the You Will Need section to determine whether the materials are provided by SFAF or you will need to acquire them elsewhere. Follow the additional preparation steps for each day as described below.

Day 1	
<p>GR&W</p> <p>STaR</p> <p>Special Note</p>	<ul style="list-style-type: none"> Math Lab: Create two or three paper-flap number lines following the steps below: <ol style="list-style-type: none"> Duplicate and cut apart a set of 1–10 number cards (appendix). Glue the numbers in order inside a folded sheet of colored paper. Cut lines in the upper fold to create a flap that covers each number. <p>Children will either cover one number at a time or all the numbers but one.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> Duplicate the theme introduction letter. Duplicate and prepare the Learning Labs Facilitation Guide. Number the pages of the book <i>The Monkey and the Crocodile</i>. Page 1 begins “Beside a river in a jungle....” If you have not already done so, order a live butterfly culture so it will arrive in time to observe during unit 14. (Optional)
Day 2	
<p>GAT</p>	<ul style="list-style-type: none"> Hang a piece of chart paper in the classroom.
Day 3	
<p>STaR</p> <p>MM</p>	<ul style="list-style-type: none"> Number the pages of the book <i>The View at the Zoo</i>. Page 2 begins “Rise and shine....” Create one set of large Just Before and After cards (appendix).
Day 4	
<p>MM</p> <p>Q/R</p>	<ul style="list-style-type: none"> Duplicate and cut apart number cards 1–10 (appendix), one set per partnership. Create sets of small Just Before and After cards (appendix), one set per partnership. Duplicate the Curiosityville Zoo sheet (appendix), one per partnership.
Day 5	
<p>MM</p>	<ul style="list-style-type: none"> Draw a large number line 1–10 on chart paper or on a sentence strip. Leave out the numbers 7 and 9.

Day 6	
GR&W	<ul style="list-style-type: none"> • Science Lab: Duplicate the Dinosaur sheet (appendix), one per child. Cut out the body parts on some copies, and leave others intact for children who want or need practice with cutting skills. • Place magazines, junk mail, and grocery store circulars in the Letter Lab.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Harry and the Bucketful of Dinosaurs</i>. Page 2 begins “Gran thought the attic needed cleaning out.”
MM	<ul style="list-style-type: none"> • Place one to five plastic jungle animals in baggies, one baggie per partnership. (The number of animals should vary from partnership to partnership.)
Day 7	
GR&W	<ul style="list-style-type: none"> • Duplicate the Letter “E” Pattern (appendix), one per child.
MM	<ul style="list-style-type: none"> • Place four to eight plastic jungle animals in baggies, one baggie per partnership. (The number of animals should vary from partnership to partnership.)
Day 8	
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Have You Seen My Dinosaur?</i> Page 1 begins “Have you seen my dinosaur?”
GAT	<ul style="list-style-type: none"> • Choose music to play for Freeze.
MM	<ul style="list-style-type: none"> • Place an even number of plastic jungle animals (between two and ten) in baggies, one baggie per partnership.
Day 9	
MM	<ul style="list-style-type: none"> • Adjust the baggies for day 9 so there are one to ten plastic jungle animals in each. (The number of animals should vary from partnership to partnership.)
Q/R	<ul style="list-style-type: none"> • Prepare the Walk and Talk with Curiosity Pictures: Dinosaurs cards (appendix), five sets.
Day 10	
	<ul style="list-style-type: none"> • Prepare your materials, and review your lesson plans.

Day 1 | Ready, Set

Learning Focus

Wild animals can be found in nature or zoos.

Materials	
<p>General</p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> • Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stamp • Paw point chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 13
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar plus calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–10
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Binoculars (real or created by taping two toilet paper rolls together) • CC Activity Cards: Wild Animals picture card set • CC Activity Card: Wonderful Word picture card for “zoo” • Daily Message board or IWB access • CC Activity Cards: Letter cards for “Zz,” “Bb,” and “Aa”
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme card for “The Giraffe” (optional)
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for At the Zoo, Map-Making Factory, Build a Zoo, African Safari • Colored clothespins • Paper and crayons or pencils for writing play plans • Wonder Box for prop creation
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>The Monkey and the Crocodile</i> by Paul Galdone • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–10

Materials	
Question/Reflection	<ul style="list-style-type: none">• CC Activity Cards: Domestic Animals and Wild Animals picture card sets, one card per partnership• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 13• Theme introduction letter (appendix)• Home Link animal stamp: chick• Read & Respond bookmarks

Day 1


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

See the Learning Labs Facilitation Guide in the appendix for more detailed information and ideas about engaging with children in the labs.

Classroom Library Lab: Enjoy a Story

- Include new books related to wild animals, zoos, and jungles.

Letter Lab: Clean-Shaven Letters

- Spray some shaving cream into a cookie sheet or on a clean table surface. Demonstrate for children how to draw letters in the shaving cream with their fingers.

Math Lab: Before or After

- Show children how to use the paper-flap number line to do one of two activities:
 1. Fold the flaps until only one number is showing. Try to guess the number that comes just before or just after the visible number, and then look under the flap to check your answers.
 2. Fold one flap to cover just one number. Guess which number has been hidden by looking at the numbers just before and just after it. Open the flap to check your answer.

Computer/Media Lab: Exploring with Technology

- If you have computers, tablets, or listening media available for children to use, have them turned on and ready to use. (Load software, have website links available, have CDs available, etc. depending on the type of devices that you are using.)

Writing Lab: At the Zoo Class Book

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children's writing journals should also be easily accessible.
- Encourage children to create a page about their favorite zoo animal for a class book. They can write about the animal and draw a picture of it.

Art Lab: Zoo Mural

- Invite children to use the drawing materials to create a class mural of zoo animals on the long piece of paper you have provided.

Science Lab: Sorting Wild Animals

- Invite children to sort the plastic wild animals in various ways. They might sort them into groups by the way the animals move (walk, swim, climb), the type of body covering they have (hair, feathers, scales), the number of legs they have, or their color.

Puzzles & Games Lab: Free Exploration

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



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

**This is the way we tidy our labs,
tidy our labs, tidy our labs.**

**This is the way we tidy our labs,
all of us together.**

(Repeat if children need more time.)

**And now we will gather for circle time,
circle time, circle time.**

**And now we will gather for circle time,
all of us together.**



Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Assign new partners for the week. Ask children to move next to their new partners so they can share ideas with each other. Place partners' name cards together on the partnership chart so everyone will remember the partnerships throughout the day.

Home Link Debrief



- Ask if children were able to explore a book with someone at home last night (or over the weekend). Remind children to ask their family members to complete the Read & Respond bookmark each day.

Tell your partner about a book that someone read to you at home. What was your favorite part?



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

Classroom Jobs

- Assign classroom jobs for the week. Place each child's name card next to his or her assigned job on the jobs chart.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date.



WGR: What will the number for today's date be? Children will likely respond using a cardinal-number form. Tell the number if no one is able to answer.

- Challenge children to determine the shape and color of the calendar cutout that will be used today.

EXAMPLE:

Yesterday our number was on a/an (name the shape for yesterday's date).

What shape do you think today's number will be on? Replies. Yes, our pattern this month is (describe your pattern).

- Invite children to say the day and date with you in unison.

Today is (day of the week), (month) (date as an ordinal number), (year).

Weather

- Invite the weather watcher to look out the window to determine the current weather conditions and mark the weather chart accordingly. If the weather changes during the day, it is the weather watcher's job to change the chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.

Move It!

- Invite children to stand and join you. Introduce the game, Jumping Bean. Explain how to play the game.
We're going to play Jumping Bean today. I will show you a number card. You will say the number you see on the card. After you say the number, jump in place the number of times that matches the number on the card.
- Allow children to play Jumping Bean for several minutes.



Lead children as they recite "Cat in a Box" to entice Curiosity to come out of her house.

**Cat in a box,
Sit so still,
Will you come out?
Yes, I will!**



Clues & Questions

Theme-related word(s):

capture
nature
zoo*

Basic word(s):

dangerous

Curiosity's Clues

- Bring Curiosity to the group with a pair of binoculars.

Teacher: **Curiosity, why do you have binoculars with you today?**

Curiosity: **I am going to use them to look at some things today. Here are some clues about what I will look at with my binoculars.**

- **These things are far away.**
- **It's not safe to get close to them.**
- **These things are alive.**

T-P-S: **What do you think Curiosity will look at with her binoculars?**
Wild animals.



Learning with Curiosity

- Introduce the new unit.

We are starting a new unit about wild animals. Wild animals are different from pets or farm animals because wild animals take care of themselves in nature. People take care of pets and farm animals.

- Use the wild animals picture cards to name and discuss several animals. Give a picture card to each partnership. Give children time to talk to their partners about the name of the animal and where it lives (in the jungle, in the ocean). Have each partnership show their card to the group and share what they know. Provide missing information as needed.
- Explain the role of zoos.

Many wild animals are kept in zoos. Usually, animals at the zoo live very far away or in places that are hard to find during the day or in our communities. Zoos help us see and learn about animals that we might not otherwise be able to see.

- Play the “Wild Animals Montage” video.

This video shows many wild animals. Say the names of the animals aloud if you know them as we watch.



Wonderful Word

- Show the Wonderful Word picture card for “zoo.”

Our Wonderful Word today is “zoo.” A zoo is a place that keeps wild animals for people to see. You can see many different kinds of wild animals in zoos.





- Play the digital dictionary video for “zoo.”
- Remind children that they can earn paw points when they use or hear the word “zoo” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

Wild animals can be found in nature or in zoos.

Letter Links

- Have Curiosity provide clues about the letter “z.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.
- Display the letter cards for “Zz,” “Bb,” and “Aa.”

Our letter of the week is one of these three letters. The letter is in our message today. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell what it is!

- **Both the uppercase and lowercase shapes of this letter have straight lines.**
- **Both shapes of this letter look the same.**
- **I do not have circles or curved lines in either of my letter shapes.**

WGR: What letter am I? “Z.” “Z” is our letter of the week!



- Have children help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes. Circle each instance of the letter in the message.



- Reinforce the sound and shape of the letter “z” by showing the “Z is for Zebra” video.



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

It’s Time for a Rhyme

**Penny, nickel, dime,
It’s time for a rhyme.
We know words that sound the same,
Now it’s time to play our game.**

Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about an animal we can see in a zoo. The rhyme is called “The Giraffe.” When we say this rhyme, listen carefully for the rhyming words. We’re going to play the game Say-It-Fast with these words.

- Start the video so children can hear the audio and see the motions.
- Use My Turn, Your Turn to teach the rhyme and motions to children, one line at a time.



The Giraffe

Timmy is a small giraffe (Hold hand to indicate measuring something small.)

I visit at the zoo. (Wave hello.)

I’ve been to see him every week

Since I was only two.

I want to take him home with me

Where we can play together. (Pantomime playing.)

My mother says I can’t do that

The zoo’s his home forever.

But when I am a grown-up (Stretch up tall.)

I’ll build a special place (Pantomime building.)

That’s just for me and Timmy

With trees and open space. (Spread arms wide.)

Develop Phonological Awareness—Sound Blending

- Introduce Say-It-Fast.

Today we are going to play Say-It-Fast. I am going to say parts of a word very slowly so you can hear the sounds. If you listen carefully, you will be able to understand the word that I say. I'll help you figure it out.

- Play the game. Say a word from today's rhyme by separating the initial sound (onset) from the rest of the word (rime), e.g., zoo, /z/ /oo/. Make a clear pause between the initial sound and the rest of the word. Repeat the sounds.

You can figure out what I'm saying by saying the sounds fast. Repeat the word a few times, shortening the pause between the sounds (e.g., /z...oo/, /z..oo/, /z.oo/). WGR: **What word did I say? "Zoo." The word I said was "zoo."** Invite children to say the parts of the word "zoo" with you.

- Recite the line of the rhyme that contains the word you want children to say fast.

I will say the part of the rhyme with the word "zoo" slowly, and you will say it fast to finish this part of the rhyme.

- Recite the line "I visit at the zoo," segmenting the word "zoo" with a pause between the onset and rime. Repeat the process, shortening the pause between the onset and rime until the two parts become the word "zoo."
- Invite children to try this with the words "two," "me," and "up."

As you present each word:

- make the sounds in the word with a clear pause between the initial sound (onset) and the rest of the word (rime);
- repeat the word a few times, shortening the pause between the sounds;
- invite children to say the parts of the word and then say the sounds fast until they've said the word; and
- recite the line in which the word occurs.

/t...oo/, /t..oo/, /t.oo/, two

/m...ē/, /m..ē/, /m.ē/, me

/u...p/, /u..p/, /u.p/, up

- After practicing with these words from the rhyme several times, recite the line in which each word occurs. Segment each word that you practiced, and pause to allow children to say it fast to supply the word.

- Award paw points if children successfully identified the words as you segmented them.



Invite children to join you in front of the play-planning board.



Plan & Play

Scenario Introduction

- Briefly explain the scenarios that are available for children to choose from this week. Show children where each scenario can take place. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario.

At the Zoo: Show the area you have designated to be the zoo. **You can pretend to have a zoo today! Maybe you will make things for the zoo, such as animals or places for the animals to live. You could be a zookeeper, or you could be a visitor. Maybe you will be the person who runs the ticket office or a hot dog cart.**

Map-Making Factory: Show the writing and art areas. **This morning these areas were our Writing and Art Labs. For Plan & Play this week, you can pretend that this is the map-making factory. Maybe you will imagine that you are a map-maker creating maps of neighborhoods. You can use pretend writing for your maps.**

Build a Zoo: Show the blocks area. **You can build a zoo with blocks today. You will need cages or enclosures for the animals to live in. Don't forget that you might need a parking lot, snack stand, or ticket office for the visitors!**

African Safari: Show the area that can be used for playing safari. **Zoos help us see animals that live far away. Some people are able to travel far away and see the animals where they live in the wild. If you play safari today, you can drive a sport utility vehicle and look through binoculars for elephants, giraffes, lions, and tigers!**

Scenario Selection

- Identify which scenario is represented by each of the cards on the play-planning board to introduce the potential scenarios for the week. Place a different colored clip on each scenario card. If there are limitations on the number of children that can play in a given scenario, only make a certain number of clips available in the associated color.

Remember to stop by the planning table on your way to your chosen area so you can think about what you'd like to pretend today.

- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

EXAMPLES:

At the Zoo: Hello! I am a zookeeper here at the zoo. Would you like me to tell you about the animals I take care of?

Map-Making Factory: Hi there! I was hoping to buy a map of the local zoo. Do you have one?

Build a Zoo: Hello. I am from the building commission. Could you show me what you have built so far?

African Safari: I heard there was a safari trip going on. I was thinking of going on safari too. Can you tell me what you have seen and heard on your safari so far?



Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song or another song to prompt children to put away any props and move to the STaR area.

The Clean-Up Song

**Clean up, clean up,
Everybody, everywhere.
Clean up, clean up,
Everybody do your share.**

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

Two Little Hands

Two little hands go clap, clap, clap.

Two little feet go tap, tap, tap.

One little body turns round and round.

One little body sits quietly down.



STaR word(s):

feast

ripe

The Monkey and the Crocodile

Retold and illustrated by: Paul Galdone

A monkey tries various tricks to keep away from a crocodile who wants to eat him.

Interactive Story Reading

Before Reading

- Introduce the title, author, and illustrator of the story.

The title of our story today is *The Monkey and the Crocodile*. That’s the name of the story. This is a tale from India that people have told for a long time. Each time people tell the story, it may be a little bit different. Paul Galdone wrote the story using his own words. The illustrator is also Paul Galdone. He drew the pictures and wrote the words for this story.

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



The title of the story is *The Monkey and the Crocodile*, and we can see these two animals on the front cover of the book. T-P-S: When you look at this illustration, what ideas do you get about the monkey and the crocodile in the story?

Let’s look at some of the pages to see if we can figure out what might happen with these animals in the story. Take a Picture Walk through the book, stopping occasionally to help children make predictions about the story. What new ideas do you have about what will happen with the monkey and the crocodile?

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 5: **Even though the monkey is quick, the crocodile thinks he can catch the monkey because he is cunning.** T-P-S: **What might the word “cunning” mean? “Cunning” means tricky.** T-P-S: **What cunning thing might the crocodile think of to catch the monkey?**
 - Page 9: T-P-S: **What do you think the monkey will do?**
 - Page 15: **When the monkey finds out that the crocodile wants to eat him, he does something to trick the crocodile.** T-P-S: **How does the monkey trick the crocodile into taking him back to his tree?**
 - Page 18: T-P-S: **What do you think will happen next?**
 - Page 25: T-P-S: **Do you think the monkey will jump into the crocodile’s mouth? Why (or why not)?**

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.

T-P-S: **Will the crocodile really leave the monkey alone? Why (or why not)?**

The cunning crocodile tries to trick the monkey into going to the island to eat ripe mangos. T-P-S: **What do you think the word “ripe” means? When fruit like mangos are ripe, it means they are ready to eat.**

The monkey finds a way to get to the island to get the ripe mangos and has a fine feast. T-P-S: **What is a feast? A feast is a big meal.** T-P-S: **What would the crocodile like for a feast? What would you like to eat at a feast?**

- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



Lead children in reciting “When I’m Doing Math.”

When I’m Doing Math

**When I’m doing math,
I wonder what I’ll see.
Lots of things for counting,
1, 2, 3.**



Math Moments

Math word(s):
just after

Count with Curiosity

- Introduce the way that children will count this week.

This week we will practice counting by 5s to 50. Curiosity will help us remember how!



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Introduce the term “just after.”

Today we are going to think about what number comes just after another number. That means the very next number when we are counting.

- Place the numeral card for 1 on the floor where all children can see it.

WGR: **What number is this? 1.**



Partner Practice



T-P-S: **Tell your partner what number comes next if you are counting. What number comes just after 1? 2.**



- Use the sharing sticks to select a child to tell the answer. Then have the child’s partner come up and place the number card for 2 next to the card for 1. Repeat this process until you have completed a number line on the floor for the numbers 1–10.



- Award paw points if children successfully identified the subsequent numbers in the sequence.



- Reinforce the concept of number order by showing the “Number Line: Before and After, Video 1” video.



Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them stop and think.

Brain Game: Simon Says

The game is played as a class, and the teacher acts as Simon. Have the class stand facing Simon so they can see the action being demonstrated. Simon announces that children should copy his or her actions only when they are prefaced by the phrase “Simon says.” For example, when Simon says, “Simon says, jump up and down,” children should jump. When Simon says, “Jump up and down,” children should not jump. For children to stop and think in this game, Simon should demonstrate every action even when it is not preceded by the phrase “Simon says.” In this way, children are not simply following a series of directions or imitating the actions of Simon.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that wild animals can be found in nature or zoos.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “zoo.” Remember that a zoo is a place where you can go to see wild animals. T-P-S: When did we hear the word “zoo” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Provide each partnership with a domestic animal or wild animal picture card.
- Tell children to talk with their partners about the animal on their card and decide whether it is wild or not wild.
- Encourage children to explain how they know that the animal is wild or not wild.
- Use the sharing sticks to select partnerships to share. Award paw points for thoughtful responses.



Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme introduction letter and a Read & Respond bookmark to each child.
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the chick.
- Use the chick stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

I'll Miss You

(Tune: "This Old Man")

I'll miss you. (Point to class.)

You'll miss me. (Point to self.)

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

Day 2 | Ready, Set

Learning Focus

We can see wild animals from all over the world in zoos.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Ball
Clues & Questions	<ul style="list-style-type: none"> Zoo Homes pictures (appendix) CC Activity Cards: Wild Animals picture card set, one card per partnership CC Activity Card: Wonderful Word picture card for "wild" CC Activity Card: Letter card for "Zz"
Getting Along Together	<ul style="list-style-type: none"> Piece of chart paper
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable) Small-group activity: Zoo Animal Lotto, several counting bears (at least six per child)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Monkey and the Crocodile</i> by Paul Galdone
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: dog

Day 2


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Before or After

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: At the Zoo Class Book

- Same as day 1

Art Lab: Zoo Mural

- Same as day 1

Science Lab: Sorting Wild Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief

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



Last night's story was *The Lion and the Mouse*. T-P-S: How did the mouse help the lion? *The mouse and his family and friends chewed through the rope to set the lion free from the trap.*



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.

Move It!

- Invite children to come and form a circle. Explain how to play Silent Ball.

Today we will play a game called Silent Ball. To play Silent Ball, you have to be very quiet. We will all stand in a circle. I will gently toss the ball to a quiet friend in our circle. That friend will then quietly pass the ball to another friend. If you make noise, you will sit down.

- Allow children to play Silent Ball for several minutes.



Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Theme-related word(s):

wild*

Basic word(s):

domestic

Curiosity's Clues

- Bring Curiosity to the group acting very excited.

Teacher: **My, Curiosity, you seem very excited about something today!**

Curiosity: **Yes, I am excited! I'm going somewhere really fun today. Here are some clues about where I am going.**

- **It's a place with animals.**
- **The animals come from all over the world.**
- **The name of this place rhymes with “clue.”**

WGR: **Where is Curiosity going today? To the zoo!**



Learning with Curiosity

- Explain the day's focus.

Yesterday we started talking about wild animals. Remember that wild animals live in nature. Today we will talk about animals that you might see in a zoo. When people put wild animals in zoos, they take care of them.



- Facilitate a discussion about caring for animals in a zoo.

T-P-S: What are some things people at the zoo need to do to take care of wild animals that live there? *Feed them and keep them in a place where they will not escape.*

It is very important for zoo workers to feed the animals what they would normally eat in their natural homes. The animals should also be kept in a clean place that is similar to what they are used to and where they will be safe and happy.

- Introduce three types of zoo homes. Show the Zoo Homes pictures as you explain each one. Place the pictures on the floor with space between them.

Some animals in a zoo are kept in aquariums. Of course, this is true for animals that live in water, such as fish or sharks, but you will also find lizards, snakes, and turtles inside aquariums at the zoo.

Many animals live in an enclosure. An enclosure is a piece of land that is surrounded by a fence or wall. Some zoos have a deep pit next to the wall. This keeps the animals contained to the area and protects them.

Some animals must have cages because they could climb or fly out of an enclosure. Monkeys or birds might be found in cages.

It is important that the animals are unable to escape. Most zoo animals would not be able to find the right kind of food or home if they left the zoo because they are far away from their natural homes. Some are also dangerous to people.

- Provide each partnership with a wild animal card. Give children a moment to talk to their partners about the name of the animal and what kind of zoo home the animal would need. Invite partnerships to come up and place their cards with the correct type of zoo home. Provide assistance as needed.



- Award paw points if most children demonstrate an understanding of the type of zoo home that each animal would need.



- Play the “Wild Animals Documentary” video.

Wonderful Word



- Show the Wonderful Word picture card for “wild.”

Our Wonderful Word today is “wild.” Wild animals are those that live in nature and take care of themselves. Some wild animals live in zoos around the world.



- Play the digital dictionary video for “wild.”
- Remind children that they can earn paw points when they use or hear the word “wild” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

We can see wild animals from all over the world in zoos.

- Hold up the Wonderful Word card for “wild,” and put it under the word “wild” in the Daily Message.

I see our Wonderful Word, “wild,” in the Daily Message. The word on the card and the word in our message are both spelled w-i-l-d. They look the same.

Letter Links

- Have Curiosity show the letter card for “Zz.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes. Circle each instance of the letter in the message.



- Reinforce the sound and shape of the letter “z” by playing the “Z Words on TV” video.



Have children stand and recite “The Giraffe” as a transition to Getting Along Together.



Getting Along Together

GAT word(s):

conflict solvers
help

Active Instruction

- Use the story *The Lion and the Mouse* to review the concept of asking for help.

Last night in the Home Link show, you heard the story *The Lion and the Mouse*.

One day when the lion catches the mouse, the mouse pleads to be let go and in return, he promises to help the lion someday. The lion laughs at the idea of a little mouse being able to help a strong lion. But the lion sets the mouse free. Then one day the lion becomes caught in a hunter's net. The mouse and all his family and friends chew through the ropes to free the lion. By working together, the mice help the lion.

- Make a connection between the events of the story and the conflict solvers.

This story makes the point that each of us is good at something and that we can help others. Remember that we learned that getting help is one of the conflict solvers we use in our classroom. Let's review how to ask for help.



T-P-S: What would you say to ask a teacher or friend for help? "Can you help me?" or "Will you show me how to do this?"

Partner Practice

- Have children talk with their partners and then create a class list of ways to help another person.

As we learned in the story of the little mouse that helped the strong lion, we all can do things to help others. Think about ways that you can help others in the classroom. Maybe you are really good at tying your shoes, and you can help others learn how to tie their shoes. Or maybe you are really good at jumping rope, and you can help others learn how to jump. Tell your partner about some things that you can help others with in the classroom.

- Call on each partnership to share one of the ways they can help others in the classroom. As children share, make a list of ways to help others that you will keep in the classroom. It may help to add pictures to the list to cue children.

As you can see, there are lots of ways to help one another in the classroom. We can also help by holding the door for one another or by helping others to carry things. Remember to ask for help when you need it. We have lots of helping hands in our classroom!



- Award paw points to children offering or asking for help in the classroom throughout the day.



Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.

Zoo Animal Lotto

- Invite four or five children to join you for a game of Zoo Animal Lotto.
- Choose an animal card, one at a time, and show it to children. Ask children to name the animal.
- If children have the animal on their boards, they should cover it with a counting bear.
- When a child covers three animals in a row, ask him or her to tell something about each of the animals in the winning row.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”



STaR word(s):

feast

ripe

The Monkey and the Crocodile

Retold and illustrated by: Paul Galdone

Review

- Display the front cover of the book. Review the title and the author and illustrator of the story.

The story *The Monkey and the Crocodile* is an old story that has been told many times. Paul Galdone is the author who retold the story for this book. He is also the illustrator of this book.

- Review the story vocabulary that you introduced yesterday.



The monkey in the story likes to eat ripe mangos. T-P-S: What kind of ripe fruit do you like to eat?

The monkey has a feast of ripe mangos, and the crocodile tries to trick the monkey so he can have a big meal too. T-P-S: If you were going to have a feast, what would you choose to eat?

Story Retell

- Display the cover of the book *The Monkey and the Crocodile*, and tell children that they will help you retell the story by acting it out with their partners.

Today when I read this story, you will act it out with your partner. One of you will be the monkey, and the other will be the crocodile. When I read, you will do what your character does.

- Assign one member of each partnership to be the monkey and the other to be the crocodile. Guide children through the process by pausing while they demonstrate what their characters do as you read the story.

You may want to use the following suggestions to guide children through the dramatization.

- Page 1: Monkeys pretend to swing from trees and chatter.
 - Page 2: Crocodiles pretend to swim and sun themselves.
 - Page 11: Monkeys sit (carefully) on crocodiles' backs.
 - Page 13: Monkeys sputter and choke.
 - Page 17: Monkeys pretend to jump into a treetop; crocodiles pretend to thrash their tails.
 - Pages 19 and 20: Monkeys jump from the rock to the island; crocodiles swim, then climb onto a rock.
 - Page 27: Crocodiles open their mouths and close their eyes; monkeys carefully jump over the crocodiles' heads.
- If time and children's interest permit, have partners switch roles, and read the story again.
 - Conclude this activity by asking children which character they think is most cunning, and have them tell why.



Lead children in reciting “When I’m Doing Math.”

Math Moments

Math word(s):
just before

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Review the term “just after,” and introduce the term “just before.”

Yesterday we named the number that comes just after another number. Today we will think about the number that comes just before another number.

- Place the numeral card for 10 on the floor where all children can see it.



WGR: **What number is this?** 10.

Partner Practice

T-P-S: Tell your partner what number comes just before 10 if you are counting. What number comes just before 10? 9.



- Use the sharing sticks to select a child to tell the answer. Then have the child's partner come up and place the number card for 9 next to the card for 10.
- Repeat this process until you have completed a number line on the floor for the numbers 1–10.



- Award paw points if children successfully identified the preceding numbers in the sequence.



- Reinforce the concept of number order by showing the “Number Line: Before and After, Video 2” video.



Have children play this week's brain game, Simon Says. Remind children that Simon Says is a game that will help them stop and think.



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that we can see wild animals from all over the world in zoos.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “wild.” Remember that “wild” means untamed. Wild animals that live in nature take care of themselves. Some wild animals live in zoos. T-P-S: When did we hear the word “wild” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension



- Show the “Picnic Patrol Z” video to review the sound and shape of the letter “z.”

When we listen to the word “zebra,” we hear the sound /z/ at the beginning of the word.

- Encourage children to find things in the classroom that begin with the /z/ sound. (This may include some of their names.)

Before we go home, let's look around the classroom to see if we can find anything that begins with the /z/ sound.

- Allow children to walk around the room and look for objects that begin with /z/. If they find one, they should stop in front of the object and raise their hands.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the dog.
- Use the dog stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 3 | Ready, Set

Learning Focus

Zookeepers and veterinarians take care of zoo animals.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>The Monkey and the Crocodile</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Bucket CC Activity Card: Wonderful Word picture card for "zookeeper" CC Activity Card: Letter card for "Zz"
Getting Along Together	<ul style="list-style-type: none"> Paper, one sheet per partnership
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The View at the Zoo</i> by Kathleen Long Bostrom Leaf for story tree
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10 Large Just Before and After cards (appendix) Large foam number cube
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Before or After

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: At the Zoo Class Book

- Same as day 1

Art Lab: Zoo Mural

- Same as day 1

Science Lab: Sorting Wild Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief



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

In last night's story, the kids were raking leaves. T-P-S: What animal did the kids find in the yard? *They found a snake.*



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.



Move It!

- Explain that today’s Move It! activity will be Head, Shoulders, Knees, and Toes. Teach children how to play.

When we play Head, Shoulders, Knees, and Toes, we will sing the song and touch the parts of our bodies as we sing about them. Curiosity will show us how.



- Show the “Do What I Do: Head, Shoulders, Knees, and Toes” video. Invite children to sing and do the motions along with Curiosity as they learn the song.



Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.



Clues & Questions

Theme-related word(s):

cage
enclosure
pen
veterinarian
zookeeper*

Basic word(s):

bucket
feed
hose
scrub

Curiosity’s Clues

- Bring Curiosity to the group carrying a bucket.

Teacher: Curiosity, I see you have a bucket with you today. Why are you carrying a bucket?

Curiosity: I’m pretending to do a special job today. Here are some clues about the job I am pretending to do.

- I clean up after wild animals.
- I feed wild animals.
- I make sure the wild animals are healthy and safe.

WGR: What job is Curiosity pretending to do today? Zookeeper.

That’s right! Curiosity is pretending to be a zookeeper. She has food in her bucket to feed the animals.

T-P-S: What might we learn about zookeepers today?

Learning with Curiosity

- Introduce the lesson and activity.

We know that some wild animals from around the world live in zoos. Zookeepers and veterinarians take care of these animals. Zookeepers feed and water the animals. Zookeepers also clean out the animals' enclosures and make sure the animals are clean. Veterinarians also take care of the animals in a zoo. They give the animals shots and make sure the animals are healthy. Today we will all pretend to be zookeepers!

- Have children dramatize the roles of a zookeeper and veterinarian. Call out various jobs that zookeepers and veterinarians do, and have children act out each job.
- Narrate the activity as children act out the roles.
- Play the video “The Zookeeper.”



Wonderful Word

- Show the Wonderful Word picture card for “zookeeper.”

Our Wonderful Word today is “zookeeper.” A zookeeper is someone who works in a zoo and takes care of the animals there. A zookeeper feeds and waters the animals and makes sure the animals and their homes are clean and safe.



- Play the digital dictionary video for “zookeeper.”
- Remind children that they can earn paw points when they use or hear the word “zookeeper” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.



Daily Message

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

Zookeepers and veterinarians take care of zoo animals.

- Encourage children to count the words in the Daily Message aloud with you as you point to each word.

Letter Links

- Have Curiosity show the letter card for “Zz.”



T-P-S: The letter “z” makes the /z/ sound. What are some words that begin with /z/?

- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it's not. Circle any letters that they found in the message.

We're going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? *Yes.* Circle each instance of the letter in the message.



- Reinforce the sound and shape of the letter “z” by playing the “Kermit Letter Z” video.



Have children stand and recite “The Giraffe” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review ways to help one another in the classroom and how to ask for help.

Last time we made a list of all the ways to help one another in the classroom. We can help one another learn to do new things every day. When you are learning something new, it is hard work. If you are having lots of trouble and getting frustrated, remember to ask a friend for help.

How do we ask for help? What do we say? We say, “Can you help me?” Have children repeat the question two times. **Or we say, “Will you help me do this?”** Have children repeat the question two times.

Partner Practice

- Have children do an activity that requires them to ask for help.

We are going to do an activity with our partners. Have half of the partnerships stand in front of the classroom while the other partnerships remain seated.

For the partnerships standing, stand back-to-back close to your partner. Now reach back and link arms with your partner. The last thing you need to do is balance a piece of paper on your heads. There are two rules: the piece of paper needs to be touching both of your heads, and you may not unlock your arms or use your hands in any way. Children will most likely complain that it's impossible to get a piece of paper to balance on their heads without using their hands.

It's hard to do if you can't use your hands, isn't it? Look around the room. Think of the conflict solver that we have been practicing: get help. Do you see anyone you could ask for help?

- Guide children to realize that they can ask the seated partnerships to help them. Remind children to ask for help politely. Once each of the first set of partnerships has successfully balanced the paper on their heads, switch roles, and have the second set of partnerships come up to do the activity and ask for help.

We are learning new things every day, and we can do many of those things on our own. But sometimes we will need to ask for help. It's OK to ask for help, and we want to be able to work together and cooperate. We must remember to always ask for help politely and to thank our friends and teachers when they help us.



Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.

See day 2 for small-group activity instructions.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”



STaR word(s):
creatures

The View at the Zoo

Author: Kathleen Long Bostrom

Illustrator: Guy Francis

The zookeeper wakes and prepares the zoo animals for their busy day ahead providing entertainment for the patrons. However, it's the people visiting the zoo who end up entertaining the animals.

Interactive Story Reading

Before Reading

- Introduce the title, author, and illustrator of the story.

The title of our story today is *The View at the Zoo*. That's the name of the story. The author is Kathleen Long Bostrom. She wrote the words for the story. The illustrator is Guy Francis. He drew the pictures.

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



Hold up the front cover of the book. Invite children to describe what they see. **Look at the cover of the story. T-P-S: What do you see in the illustration?**

The title of the story is *The View at the Zoo*. The word “view” means what someone sees. The title tells us that the story will be about what someone sees at the zoo. T-P-S: What does the title make you think will happen in the story?

Let’s read the story and find out.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 11: T-P-S: **What will happen when the people come into the zoo?**
 - Page 19: **It looks like the children are trying to make bird sounds.**
WGR: **Can you make a sound like the birds at the zoo?**
 - Page 23: T-P-S: **What are these animals doing to stay neat and clean?**
Point out the birds on the rhino’s back, and explain that some animals help other animals stay clean. The birds eat insects that get on the rhino. Point out the animal licking itself to stay clean.

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.

At the beginning of the story, the animals get ready for visitors. When the people come into the zoo, the story says the creatures do silly things. What do you think the word “creatures” means?

“Creatures” is another word for animals. T-P-S: What creatures have you seen at a zoo?
- Turn back to page 11, and take a Picture Walk through the story. Stop on various pages to allow children to get a closer look at the people in the story. Read about the behaviors described on those pages, and invite children to find people in the illustrations who are doing those actions. For example, on page 17, ask children if they see babies on their parents’ backs or bellies or in sacks (baby carriers).

At the end of the story, the owl says the people who visit the zoo don’t know about the view the animals have. T-P-S: What view do the animals have? The animals watch all the silly things the people do when they come to see the animals.



Lead children in reciting “When I’m Doing Math.”



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Review the terms “just before” and “just after.”

We have been naming the numbers that come just before or just after other numbers. Today we will play a Just Before and Just After game with the big foam number cube.



- Place the numeral cards for 1–7 on the floor where all children can see them. Then present the large Just Before and After cards.

For our game, we will think about the numbers 1–7. We will also use these two cards. Hold up the Just Before card. This card says “just before.” I can remember that it says “before” because I see a “b.” “Before” starts with /b/, and the letter “b” says /b/. It also has an arrow pointing this way. Indicate pointing to the left on the number line.

Hold up the Just After card. **This card says “just after.” I can remember that it says “after” because I see an “a.” “After” starts with /a/, and the letter “a” says /a/. It also has an arrow pointing this way.** Indicate pointing to the right on the number line.

- Place the Just Before and Just After cards face down on the floor.

Partner Practice



- Use the sharing sticks to select a partnership to come forward. Have one partner select one of the Just Before and Just After cards, and allow the other partner to roll the number cube.



- Use Think-Pair-Share to have the other children think of the number that comes just before or just after (depending on the card selected) the number rolled.

EXAMPLE:

Our friends have selected the Just Before card and rolled the number 4. Tell your partner which number comes just before number 4.

- Repeat the process for several rounds.
- Award paw points if children were generally successful at identifying the correct numbers.



- Reinforce the concept of number order by showing the “Number Line: Before and After, Video 3” video.



Have children play this week's brain game, Simon Says. Remind children that Simon Says is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that zookeepers and veterinarians take care of zoo animals.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “zookeeper.” Remember that zookeepers are people who work in zoos. Zookeepers take care of the animals in the zoo and make sure the animals and their homes are healthy and clean. T-P-S: When did we hear the word “zookeeper” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Introduce the Stand Up, Sit Down game.

Today we will play the Stand Up, Sit Down game. I will tell you a job that someone does. If it is a job that a zookeeper might do, stand up. If it is NOT a job that a zookeeper might do, sit down. Let's play!

- Play the Stand Up, Sit Down game with the following jobs:
 - **Feed zoo animals** (*Stand up.*)
 - **Install carpet in houses** (*Sit down.*)
 - **Ride animals** (*Sit down.*)
 - **Clean enclosures** (*Stand up.*)
 - **Check animals' teeth** (*Depends whether the zoo has a veterinarian*)
 - **Pour sidewalks** (*Sit down.*)
 - **Give shots to animals** (*Depends whether the zoo has a veterinarian*)
 - **Drive a delivery truck** (*Sit down.*)
 - **Cook hamburgers** (*Sit down.*)

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the goose.
- Use the goose stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 4 | Ready, Set

Learning Focus

We can use a map to find animals in a zoo.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Map of a local zoo Concepts-of-print book: <i>Some Dinosaurs</i> by Mary Alice Bond CC Activity Card: Wonderful Word picture card for "map" CC Activity Card: Letter card for "Zz"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The View at the Zoo</i> by Kathleen Long Bostrom
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10 Large Just Before and Just After cards (from day 3) Large foam number cube Small Just Before and Just After cards (appendix), one set per partnership
Question/Reflection	<ul style="list-style-type: none"> Curiosityville Zoo sheets (appendix), one per partnership Cool Kid certificate and marker Home Link animal stamp: lamb

Day 4


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Before or After

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: At the Zoo Class Book

- Same as day 1

Art Lab: Zoo Mural

- Same as day 1

Science Lab: Sorting Wild Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief



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

Zookeepers help take care of and feed animals at the zoo. T-P-S: In last night's show, what animal did the zookeepers care for and feed? *The zookeepers cared for the sea lions.*



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.



Move It!

- Invite children to come up and join you. Tell children that we will play Animal Movements. Remind them how to play the game.

Everyone will lie down on the ground and pretend to sleep. I will sing a song that goes “I went to sleep, I went to sleep, and when I woke up, I was a...,” and I will say an animal name. When I say the name of the animal, you may get up and move like that animal. Let’s try it together.

- Pick different theme-related animals, such as a bear, a bird, and bugs, for children to imitate. After children move like the chosen animal, remind them to lie down again before you say another animal name.



Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.



Clues & Questions

Curiosity's Clues

- Bring Curiosity to the group with a map from a zoo.

Teacher: **Curiosity, it looks like you have a map with you today.**

Curiosity: **Yes, it's a map of the zoo. It shows where to find each of the animals. But there's a problem.**

Teacher: **What's wrong?**

Curiosity: **I have looked and looked, but I just can't find the dinosaurs. I just LOVE dinosaurs, and I really want to see them. Can you help me?**

Teacher: **Well, I can help, but I'm afraid it's not good news. Dinosaurs are extinct. There are no more dinosaurs living on the earth. We do have a book about dinosaurs that we can read though. Would you like to do that?**

Theme-related word(s):

map*

Basic word(s):

direction

find

locate

Curiosity: **Yes! That would be fun!**

Learning with Curiosity

- Distribute and introduce the concepts-of-print book *Some Dinosaurs*.

We will read a story today about different animals and what we feed them. As we read the book, think about whether the animals in the book would make good pets.

The title of this story is *Some Dinosaurs*. Mary Alice Bond is the author.

- As you read the story, model sliding your finger under the text from left to right, and invite children to do the same. The goal is for children to begin to understand that one reads print from left to right.

When we read stories, we read the words across the page. Watch me follow the words with my finger while I read them. Read the page.

Now let's read this page together. Put your finger on the first word, and slide your finger under the words as we read.

- Have a short follow-up discussion with Curiosity.

Teacher: **Did you like that story?**

Curiosity: **Yes, I loved it! I want to learn more about dinosaurs.**

Teacher: **Well, I have some good news for you, then. We will talk about dinosaurs all next week! So when are you going to the zoo?**

Curiosity: **I'm going to the zoo this afternoon! That's why I brought my map. I want to plan which animals I will see first. I wish I could work at the zoo, but I'm not old enough.**

Teacher: **Did you know that sometimes kids can volunteer at the zoo and help before they're old enough to work? We have a video about that. Let's watch it!**



- Play the "Kids at the Zoo" video.

Wonderful Word



- Show the Wonderful Word picture card for "map."

Our Wonderful Word today is "map." A map helps us get from place to place and shows us where to go. A zoo map shows us where to find different animals at the zoo.



- Play the digital dictionary video for "map."
- Remind children that they can earn paw points when they use or hear the word "map" today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

We can use a map to find animals in a zoo.

- Point out that there are tall and short letters in the message today. Point out and name each tall letter in the message.

Letter Links

- Have Curiosity show the letter card for “Zz.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? *Yes.* Circle each instance of the letter in the message.



- Reinforce the sound and shape of the letter “z” by playing the “Trying to Find Z” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “The Giraffe” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Sound Blending

- Review Say-It-Fast.

We’re going to play Say-It-Fast again today. I’ll say parts of a word very slowly so you can hear the sounds, and you will figure out what word I’m saying.

- Play the game. Say a word from today’s rhyme by separating the initial sound (onset) from the rest of the word (rime), e.g., week, /w/ /eek/. Make a clear pause between the initial sound and the rest of the word. Repeat the sounds.

You can figure out what I’m saying by saying the sounds fast. Repeat the word a few times, shortening the pause between the sounds (e.g., /w...eek/, /w..eek/, /w.eek/). Invite children to say the word. **The word I said was “week.”** Invite children to say the parts of the word “week” with you.

- Recite the line of the rhyme that contains the word you want children to say fast.

When we say the rhyme and come to the word “week,” I’ll say it slowly, and you will say it fast so it makes sense.

Recite the line “I’ve been to see him every week,” segmenting the word “week” with a pause between the onset and rime until the two parts become the word “week.”

- Invite children to try this with the words “space,” “mother,” and “zoo.” As you present each word:
 - make the sounds in the word with a clear pause between the initial sound (onset) and the rest of the word (rime);
 - repeat the word a few times, shortening the pause between the sounds;
 - invite children to say the parts of the word and then say the sounds fast until they’ve said the word; and
 - recite the line in which the word occurs.
 /sp...ace/, /sp..ace/, /sp.ace/, space
 /m...other/, /m..other/, /m.other/, mother
 /z...oo/, /z..oo/, /z.oo/, zoo
- After practicing with these words from the rhyme several times, recite the line in which each word occurs. Segment each word that you practiced, and pause to allow children to say it fast to supply the word.



Invite children to join you in front of the play-planning board.



Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to "Two Little Hands."



STaR word(s):
creatures

The View at the Zoo

Author: Kathleen Long Bostrom

Illustrator: Guy Francis

Review

- Display the front cover of the book. Review the title and the author and illustrator of the story.

Yesterday we read the story *The View at the Zoo*. Kathleen Long Bostrom wrote the story, and Guy Francis drew the pictures.

- Review the story vocabulary that you introduced yesterday.



The creatures at the zoo do silly things. T-P-S: Who are the creatures in the zoo? The creatures are the animals in the zoo. T-P-S: What is your favorite creature?

Story Retell

- Display the front cover of the book, and tell children that they will use Jump Right In to help you read the story today.

This story has a lot of rhyming words. Today when I read it, I will stop so you can jump right in with some of the rhyming words. Let's practice.

- Read page 2, pausing before the word "trees" for children to provide the word that rhymes with "please."

You finished this sentence with the word "trees" because it rhymes with "please." We'll read the rest of the story the same way.

- Continue to read, pausing for children to supply the rhyming words on pages 4, 7, 9, 10, 13, 15, 16, 18, 21, 23, 24, 26, 28, and 29.
- Conclude this activity by having children tell their partners what they can do that is like one of the animals in the story.



Lead children in reciting "When I'm Doing Math."



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Review the terms “just before” and “just after.”

We have been naming the numbers that come just before or just after other numbers. Yesterday we played a fun game with the numbers 1–7 and our large number cube.

- Explain today’s activity.

Today we will play the game again, but in partnerships. Each partnership will get their very own set of number cards, a set of Just Before and Just After cards, and a number cube.

- Distribute the materials to each partnership. Give partners a moment to place their number cards in sequential order on the floor. They should also place their Just Before and Just After cards face down.
- Review the game rules.

To play the game, one of you will roll the number cube, and the other one can select a Just Before or Just After card. Then work together to figure out the number that comes just before or just after the number you rolled.

Partner Practice

- Circulate as partners play the game. You may need to assist by letting children know whether their answers are correct.
- Reinforce the concept of number order by showing the “Number Line: Before and After, Video 4” video.



Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that we can use a map to find animals in a zoo.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “map.” Remember that we use a map to help us find our way around a place. A zoo map can help us locate different animals in a zoo. T-P-S: When did we hear the word “map” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Provide each partnership with a Curiosityville Zoo sheet.

We are going to visit the zoo today! We’ll walk our fingers around to follow our maps and see the different animals in the zoo. Let’s start at the zoo gate. Place your finger on the zoo gate like this. Hold your index and middle fingers straight, as if they are walking. Wait to be sure that all partnerships have their fingers in the starting position. **Now we will walk our fingers around to the monkeys.** Model walking your fingers around the path on the map to the monkeys.

- Continue in this manner around the zoo map. Encourage children to suggest animals to visit in the zoo. Observe children as they walk their fingers around the zoo map. The idea is for children to understand that the map is a guide that they follow to find the animals they want to see at the zoo.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the lamb.
- Use the lamb stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 5 | Ready, Set

Learning Focus

Some wild animals are endangered or extinct.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>The View at the Zoo</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Trade book: <i>Almost Gone</i> by Steve Jenkins CC Activity Card: Wonderful Word picture card for "endangered" CC Activity Card: Letter card for "Zz"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Number line chart (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> CD: <i>Jambo and Other Call and Response Songs and Chants</i> by Ella Jenkins Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The View at the Zoo*.

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Before or After

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: At the Zoo Class Book

- Same as day 1

Art Lab: Zoo Mural

- Same as day 1

Science Lab: Sorting Wild Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief



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

The math part of last night's show talked about the numbers that come before and after 8. T-P-S: What number comes right after 8? 9.



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.



Move It!

- Introduce today’s Move It! activity, Freeze.

We’re going to play Freeze today. I will play some music that is fun to dance to. Occasionally, I will pause the music. When the music stops, you must freeze in place until the music starts again.

- Play a song that children enjoy from a CD or digital music player.



Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.



Clues & Questions

Theme-related word(s):

endangered*
predator
prey
species

Curiosity’s Clues

- Bring Curiosity to the group with the book *Almost Gone* by Steve Jenkins.

Curiosity: I brought a book for us today. This book is our clue. It tells us about animals that are disappearing from the earth.

Teacher: Oh, your book tells us about animals that are endangered. That means they are in danger of becoming extinct. When an animal becomes extinct, there are no more of them left on the earth.

WGR: What do you think we will learn about animals today? Why some of them are disappearing.

Learning with Curiosity

- Take a Picture Walk through the book. Call special attention to pages 6, 10, 11, 14, 15, 16, 21, 26, and 27. These animals may be of particular interest to your children because they are likely to be more familiar with these species.
- Play the “Panda” background video.



This is a video about a panda bear. There are not very many panda bears in the world. They are endangered animals.

Wonderful Word



- Show the Wonderful Word picture card for “endangered.”

Our Wonderful Word today is “endangered.” If an animal is endangered, there are not many of its kind left. It is in danger of becoming extinct.



- Play the digital dictionary video for “endangered.”
- Remind children that they can earn paw points when they use or hear the word “endangered” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

We need to protect wild animals.

- Point out the spacing between each word.

The words in a sentence have spaces between them. The spaces help us know how to read the words in the sentence.

Letter Links

- Have Curiosity show the letter card for “Zz.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We’ll have to look for it in our classroom or the school today.



- Reinforce the sound and shape of the letter “z” by playing the “Z is for Zipper” video.



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



Rhyme Time

Say the Rhyme



- Have children recite “The Giraffe” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Sound Blending

- Review Say-It-Fast.

We’re going to play Say-It-Fast again today. I’ll say parts of a word very slowly so you can hear the sounds, and you will figure it out.

- Play the game. Say a word from today’s rhyme by separating the initial sound (onset) from the rest of the word (rime).

You can figure out what I’m saying by saying the sounds fast. Repeat the word a few times, shortening the pause between the sounds. Invite children to say the parts of the word fast.

- Recite the line of the rhyme that contains the word that you want children to say fast.

When we say the rhyme and come to a word we’ve practiced, I’ll say it slowly, and you will say it fast so it makes sense.

- Recite a line from the rhyme, segmenting a word with a pause between the onset and rime until the two parts of the word become recognizable.
- Invite children to try this as you review words that you practiced earlier in the week. As you present each word:
 - make the sounds in the word with a clear pause between the initial sound (onset) and the rest of the word (rime);
 - repeat the word a few times, shortening the pause between the sounds;
 - invite children to say the parts of the word and then say the sounds fast until they’ve said the word; and
 - recite the line in which the word occurs.
- After practicing with these words from the rhyme several times, recite the line in which each word occurs. Segment each word that you practiced, and pause to allow children to say it fast to supply the word.



- Award paw points if children successfully identified words as you segmented them.



Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Animals Should Definitely Not Wear Clothing* by Judi Barrett.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.



Lead children in reciting “When I’m Doing Math.”



Basic word(s):
missing

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Problem Solving

- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity has a number line, but it is missing some numbers. Show children the number line with the numbers 7 and 9 missing. **What should Curiosity do?**

- Invite children to discuss with their partners how the problem might be solved.



T-P-S: What should Curiosity do to figure out which numbers are missing on the number line?

- Reinforce the terms “just before” and “just after” by restating the relationship between the missing numbers and the numbers on the number line.

EXAMPLE:

We know that 7 is missing because 7 comes just after 6, and there is a space just after the 6 on the number line.



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Reinforce the concept of number order by showing the “Number Line: Before and After, Video 1” video.

Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that some wild animals are endangered or extinct. That means there are not many animals of that species left, or they are gone forever. We need to protect wild animals.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “endangered.” Remember that an endangered animal species is in danger of dying out and becoming extinct because there are not many of them left. T-P-S: When did we hear the word “endangered” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Introduce the word “safari.”

A safari is a trip you can take to see animals where they live in nature. Many people go on safaris in Africa where they can see elephants, giraffes, lions, tigers, and other animals. People on a safari usually ride in a truck and look at the animals with binoculars. A tour guide might tell them about the animals they see.

We are going to sing a song about going on a safari. The singer will sing a line, and we will copy her.

- Play the song “On Safari” from the CD *Jambo and Other Call and Response Songs and Chants*.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 6 | Ready, Set

Learning Focus

Dinosaurs are extinct. They lived on the earth long ago.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Books about dinosaurs and other extinct animals Letter Lab: Letter-blending cards for “Zz,” “Aa,” and “Jj”; old magazines, junk mail, or grocery store circulars; markers Math Lab: Set of number cards 1–10 (appendix), plastic wild animals Writing Lab: Paper in dinosaur shapes (optional) Art Lab: Playdough Science Lab: Dinosaur sheets (appendix), dry pasta, glue, plastic dinosaur skeletons, shovels
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Plastic dinosaur <i>Digging Up Dinosaurs</i> by Aliki Chart paper CC Activity Card: Wonderful Word picture card for “extinct” CC Activity Cards: Letter cards for “Ee,” “Ss,” and “Ll”
Rhyme Time	<ul style="list-style-type: none"> Rhyme card for “Dinosaurs”
Plan & Play	<ul style="list-style-type: none"> Scenario cards for Digging for Fossils, Let’s Be Dinosaurs, Paleontologist Laboratory
STaR	<ul style="list-style-type: none"> Trade book: <i>Harry and the Bucketful of Dinosaurs</i> by Ian Whybrow Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Ten plastic jungle animals for modeling Baggies of one to five plastic jungle animals, one baggie per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Read & Respond bookmarks Home Link animal stamp: goat

Day 6


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of books related to dinosaurs, other prehistoric animals, and extinct animals to the lab. Encourage children to reread STaR stories from the previous week.

Letter Lab: Letter Hunt

- Invite children to find letters in old magazines, junk mail, or grocery store circulars. Display the letter cards for “Zz,” “Aa,” and “Jj.” Encourage children to circle any letters they find with markers.

Math Lab: Zoo Match

- Demonstrate how to select a numeral card and create a group of zoo animals that corresponds to the number on the card. Invite children to do the same. Encourage them to compare the groups they make.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Dinosaur Tales

- Invite children to write a story about a dinosaur.

Art Lab: Dino Bones

- Model using playdough to make dinosaur bones.

Science Lab: Paleontologists

- Invite children to be paleontologists and put together the dinosaur skeleton parts for a museum exhibit. They may glue pasta (to represent bones) onto the dinosaur shapes.
- If you have a sand table, bury the plastic dinosaur skeletons for children to find by digging.

Puzzles & Games Lab: Free Exploration

- Invite children to play Zoo Animal Lotto.



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart if children need help remembering their partners.

Home Link Debrief



- Ask if children were able to explore a book with someone at home last night (or over the weekend). Remind children to ask their family members to complete the Read & Respond bookmark each day.

Tell your partner about a book that someone read to you at home. What was your favorite part?



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

Classroom Jobs

- Assign classroom jobs for the week. Place each child's name card next to his or her assigned job on the jobs chart.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.

Move It!

- Introduce the Move It! activity, Follow the Leader.

Today we will play Follow the Leader. I will be the leader first, and then some of you will get a chance to be the leader. Everyone will follow the leader and do exactly what the leader does. Now follow me!

- Start the game as the leader, and have children follow you in a line. Randomly choose children to take turns being the leader of the game.



Lead children as they recite "Cat in a Box" to entice Curiosity to come out of her house.

Clues & Questions

Theme-related word(s):

dinosaur
eggs
extinct*

Basic word(s):

enormous
million

Curiosity's Clues

- Have Curiosity join the group with a plastic dinosaur in her bag.

Teacher: **Good morning, Curiosity. Do you have something in your bag that is a clue for what we will learn about today?**

Curiosity: **Yes, I have a toy animal to play with. I'll give you some clues, and you can guess what animal I have.**



- **This animal is not a pet.**
- **It doesn't live in a zoo.**
- **This animal lived a long, long time ago and is extinct now.**

T-P-S: **What animal do I have?**

- Have Curiosity take the toy dinosaur from her bag.

Curiosity: **I have a dinosaur!**

WGR: **What do you think we will learn about today?** *Dinosaurs.*

Learning with Curiosity

- Use the book *Digging Up Dinosaurs* to introduce dinosaurs, and engage children in conversation to determine what they know about these extinct animals.

The name of this book is *Digging Up Dinosaurs*, and the author's name is Alik.

When you dig for something, you usually use a shovel or another tool to make a hole in the ground. I wonder why the author named the book *Digging Up Dinosaurs*.

T-P-S: **What do you know about dinosaurs that would help us know why the author gave her book this title?**

- Take a Picture Walk through the book, stopping occasionally for children to look closely at the illustrations and talk about them. Use Think-Pair-Share to have children tell their partners what they know about dinosaurs.
- Read page 10.

This book has a lot of information about dinosaurs. I will read some of this book now to help us learn about dinosaurs. We will read other parts of the book later.

- Ask children what questions they have about dinosaurs. Record their questions on chart paper. Revisit the chart throughout the week as questions are answered.
- Play the "People in Your Neighborhood: Paleontologist" video.



Wonderful Word

- Show the Wonderful Word picture card for "extinct."

Our Wonderful Word today is "extinct." We say a plant or animal is extinct when there are no more of them alive. Dinosaurs are extinct because they lived a long, long time ago, and there are no dinosaurs living now.



- Play the digital dictionary video for "extinct."
- Remind children that they can earn paw points when they use or hear the word "extinct" today.
- Post the Wonderful Word picture card where the children will be able to refer to it throughout the day.

Daily Message

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

Dinosaurs lived on the earth many years ago.

Letter Links

- Have Curiosity provide clues about the letter “e.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.
- Display the letter cards for “Ee,” “Ss,” and “Ll.”

Our letter of the week is one of these three letters. The letter is in our message today. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell what it is!

- **My lowercase letter shape has one straight line.**
- **My lowercase letter shape looks very different from my uppercase letter shape.**
- **My lowercase letter shape has a curved line.**



WGR: What letter am I? “E.” “E” is our letter of the week!

- Have children help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes. Circle each instance of the letter in the message.



- Reinforce the sound and shape of the letter “e” by showing the “Cookie Monster Letter of the Day: E” video.



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

Rhyme Time

Say the Rhyme

- Introduce the new song.

Today we will begin to learn a new song about some very big animals. It's called "Dinosaurs." When we sing this song, listen carefully to the words.

- Start the video so children can hear the audio and see the motions.
- Use My Turn, Your Turn to teach the song and motions to children, one line at a time.



Dinosaurs

(Tune: "Three Blind Mice")

Di-no-saurs, di-no-saurs, (Hold hands up, make claws with fingers, and move hands back and forth.)

Lived long ago,

Lived long ago,

Some were as little as chickens, you see, (Extend right hand with palm facing the floor, and bend down to show short height.)

Some were so very much larger than me! (Raise arm high over your head, sweeping hand toward the sky.)

Oh, wouldn't you like to be able to see a di-no-saur? (Cup hands around eyes to imitate binoculars, and look all around.)

Develop Phonological Awareness—Syllable Identification

- Introduce the Clap-It-Out game in which children clap the syllables in words in a rhyme or song.

Today we're going to play a game with some of the words in the song. We're going to listen carefully to hear how many parts a word has and then clap once for each part. Let's try it now.

- Invite children to sing "Dinosaurs" with you. Clap out the three syllables in the word "di-no-saurs" as you sing. Explain that you clapped one time for each part of the word "dinosaurs."
- Recite the song again. Invite children to join you in clapping out the three syllables in "di-no-saurs."
- Play the game, substituting other words from the song for which you clap out the syllables. Sing the line in which the word is found, and clap out the syllables in the target word. Invite children to do this with you after they've heard you do it.

You may want to use the words "a-go," "chic-kens," "li-ttle," and "a-ble" for this song.

- If children are successful with clapping out syllables in one word in a line, you may want to try clapping the syllables in two words in the same line.



- Award paw points if children successfully clapped the syllables in words.

Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit. Include any new scenarios that may have emerged as a part of last week's play or that you would like to add this week. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Digging for Fossils: Show the sand table. **Dinosaurs lived millions of years ago, and when they died, their bodies were covered up as the earth changed. Scientists who want to learn about dinosaurs dig in the ground for their bones. Pretend that you are a paleontologist, a scientist who studies dinosaurs. Where will you dig? What will you look for when you dig? What will you do with the fossils you find?**

Let's Be Dinosaurs: Show an open area. **Dinosaurs spent a lot of time looking for food. They didn't have anyone to take care of them the way we take care of our pets. Pretend that you are a dinosaur. Where will you look for food?**

Paleontologist Laboratory: Show the science area. **When paleontologists find dinosaur bones buried in the ground, they take them to a lab where they can study them to find out more about dinosaurs. Pretend that you are a paleontologist. What tools would you need in your lab to study the bones you find?**

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

EXAMPLES:

Digging for Fossils: I see you're searching for dinosaur bones. I remember from your plan that you wanted to find some special things for the museum. What have you found?

Paleontologist Laboratory: Pretend to knock on a door. In your plan, you said you wanted to study dinosaur teeth. May I come in to your lab and see what you have discovered? Is there a job I can do to help?



Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song or another song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to "Two Little Hands."



STaR word(s):

junk

Harry and the Bucketful of Dinosaurs

Author: Ian Whybrow

Illustrator: Adrian Reynolds

Harry helps Gran clean the attic and finds an old box filled with dinosaurs. Harry cleans them up, learns their names, and takes them everywhere he goes. Unfortunately, one day when he takes a train trip with Gran, he is so excited that he accidentally leaves them behind. The video Gran gives Harry to replace the missing dinosaurs is nice, but it's not the same as having his own dinosaurs. When Harry and Gran visit the lost and found at the train station, Harry is able to identify his dinosaurs, and they are reunited.

Interactive Story Reading

Before Reading

- Introduce the title, author, and illustrator of the story.

The title of our story today is *Harry and the Bucketful of Dinosaurs*. That's the name of the story. The author is Ian Whybrow. He wrote the words for the story. The illustrator is Adrian Reynolds. He drew the pictures.

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



Let's look at the front cover of this book to see if we get some ideas about the story. The title of the story is *Harry and the Bucketful of Dinosaurs*. T-P-S: Who do you think the boy on the cover is? T-P-S: Why do you think he is carrying this big blue bucket? Let's read the story to find out what happens with the bucketful of dinosaurs.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 5: **Harry finds a whole box full of dinosaurs in Gran's attic.**
T-P-S: **How can you tell that Harry likes the dinosaurs?**
 - Page 11: T-P-S: **Why do the dinosaurs go everywhere with Harry?**
 - Page 19: Read the text at the top of the page. T-P-S: **What do you think will happen next?**
 - Page 21: T-P-S: **What do you think Harry will see when he opens his eyes? Why?**

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.
 - T-P-S: **How does Harry feel now that he has his dinosaurs back? How can you tell that he feels this way?**
 - When Harry finds the dinosaurs in Gran's attic, his sister Sam says they're junk.** T-P-S: **What do you think the word "junk" means?**
 - "Junk" is another word for trash.** T-P-S: **Why does Sam think the dinosaurs are junk? Do you think Sam is right? Why (or why not)?**
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



Lead children in reciting "When I'm Doing Math."

The pronunciations of the dinosaur names can be found on pages that precede the title page.



Math Moments

Math word(s):

less

more



Count with Curiosity

- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.



Active Instruction

- Introduce the concept of comparison by showing the “Bert and Ernie: More or Less Pizza?” video.

Today we are going to compare numbers. Let’s watch as Ernie and Bert compare the number of slices of pizza that they each have. Do you think they each have a fair share?

- Create two groups of plastic jungle animals: one with four animals and the other with six. Have children determine which group has more animals.



I have two groups of jungle animals with me today. I want to know which group has more animals. WGR: How can I find out which is more? *Count the animals in each group.*

We can count the animals in each group to see which group has more.

- Invite children to count the animals in each group with you. As you count the animals in each group, arrange them in parallel lines.

Let’s count this group first. 1, 2, 3, 4. There are four animals in this group.

Now let’s count the other group. 1, 2, 3, 4, 5, 6. There are six animals in this group.



T-P-S: Which group has more? How do you know?

- Place the group of six animals aside. Keep the group of four animals out for children to compare with their bags of animals.

Partner Practice

- Distribute a baggie of animals to each partnership. Invite partners to count the number of animals in their bag.

Take the animals out of your baggie and count them.

- Point to the group of four animals that you counted with the class. Ask partnerships to determine which group has more animals, yours or theirs.

Remember that when we counted this group, we counted four animals. Tell your partner how many animals are in your bag. T-P-S: Which group has more animals, my group of four or your group of animals? How do you know?



- Use the sharing sticks to select partnerships to tell which group has more animals. Ask them to explain how they know which group has more. Award paw points for correct responses.
- If time permits, have partnerships compare the number of animals in their bag with that of another partnership and answer the question “Which has more?”



Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Brain Game: Copy Me

Tell children to watch carefully so they will remember what to do. Demonstrate two (or more) actions, such as clapping twice and then putting your hands over your head. Stand still, and invite children to perform the actions that you demonstrated.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about dinosaurs. Dinosaurs are animals that lived many years ago.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “extinct.” Remember that animals or plants are extinct when there are no more of them living on the earth. T-P-S: When did we hear the word “extinct” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Introduce the game, Dinosaur Hunt.

Today we’re going to pretend that we are searching for dinosaurs. I will tell a little story about going on a dinosaur hunt, and you will say the words I say and do what I do while I tell the story.



- Narrate the following story with the indicated actions, and use My Turn, Your Turn to have children echo each part back to you. Modulate your voice to reflect the various types of movements and feelings as you tell the story. If children are able, have them pat their knees and clap their hands in a pat-clap pattern.

**We're going on a dinosaur hunt,
We're gonna catch a big one,
Let's get started.**

Oh oh!

I see a cave (Put hand over eyes, palm down, as if searching for something.)

A scary dark cave.

We can't go over it, (Shake head from side to side.)

We can't go under it, (Shake head from side to side.)

We've gotta go past it!

Tiptoe, tiptoe. (Alternately move hands forward as if tiptoeing.)

**We're going on a dinosaur hunt,
We're gonna catch a big one,**

Oh oh!

I see mud, (Put hand over eyes, palm down, as if searching for something.)

Thick, oozy mud.

We can't go over it, (Shake head from side to side.)

We can't go under it, (Shake head from side to side.)

We've gotta go through it!

Squish squish, squish squish. (Alternately pat knees as if plodding through mud.)

**We're going on a dinosaur hunt,
We're gonna catch a big one,**

Oh oh!

I see a river, (Put hand over eyes, palm down, as if searching for something.)

A deep cold river.

We can't go over it, (Shake head from side to side.)

We can't go under it, (Shake head from side to side.)

We've gotta go through it!

Splish splosh, splish splosh. (Move arms in a swimming motion.)

**We're going on a dinosaur hunt,
We're gonna catch a big one,**

Oh oh!

I see a forest, (Put hand over eyes, palm down, as if searching for something.)

A big dark forest.

We can't go over it, (Shake head from side to side.)

We can't go under it, (Shake head from side to side.)

We've gotta go through it!

Stumble trip, stumble trip. (Alternately pat knees and then lean forward as if tripping.)

(continued)

Encourage children to use the actions as you tell the last part of the story.

**We're going on a dinosaur hunt,
We're gonna catch a big one,
Oh oh!**
I see a field of grass, (Put hand over eyes, palm down, as if searching for something.)
Long wavy grass.
We can't go over it, (Shake head from side to side.)
We can't go under it, (Shake head from side to side.)
We've gotta go through it!
Swishy swashy, swishy swashy. (Bend arms at elbows, and alternately move in a forward direction as if trudging through tall grass.)

OH, NO, IT'S A DINOSAUR!
Let's get out of here!
Through the grass, swishy swashy, swishy swashy. (Bend arms at elbows, and alternately move in a forward direction as if trudging through tall grass.)

Through the forest, stumble trip, stumble trip, (Alternately pat knees and then lean forward as if tripping.)

Through the river, splish splosh, splish splosh, (Move arms in a swimming motion.)

Through the mud, squelch squelch, squelch squelch, (Alternately pat knees as if plodding through mud.)

Past the cave, tiptoe, tiptoe, (Alternately move hands forward as if tiptoeing.)

Run to the house, shut the door. (Pantomime slamming a door.)

Lock it tight. (Pantomime locking a door.)

WE ARE NEVER GOING ON A DINOSAUR HUNT AGAIN!

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what the children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the goat.
- Use the goat stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 7 | Ready, Set

Learning Focus

Some dinosaurs were small, and some were huge.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Letter Lab: Letter “E” Pattern (appendix), glue sticks, pom-poms, glitter, colorful paper, yarn, etc.
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Squeaky puppet Trade book: <i>Dinosaurs</i> by Gail Gibbons CC Activity Card: Wonderful Word picture card for “huge” CC Activity Card: Letter card for “Ee”
Getting Along Together	<ul style="list-style-type: none"> Blocks to build a tower (about ten blocks per partnership)
Plan & Play	<ul style="list-style-type: none"> Small-group instruction: Bag of dry white beans
STaR	<ul style="list-style-type: none"> Trade book: <i>Harry and the Bucketful of Dinosaurs</i> by Ian Whybrow STaR story retell cards for <i>Harry and the Bucketful of Dinosaurs</i>
Math Moments	<ul style="list-style-type: none"> Ten plastic jungle animals for modeling Baggies of four to eight plastic jungle animals, one baggie per partnership
Question/Reflection	<ul style="list-style-type: none"> SFAF book: <i>Some Dinosaurs</i> by Mary Alice Bond Cool Kid certificate and marker Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 6

Letter Lab: Elegant "E"s

- Invite children to decorate a letter "E" pattern.

Math Lab: Zoo Match

- Same as day 6

Computer/Media Lab: Exploring with Technology

- If you have Internet access in your classroom, use a search engine to find a website that will answer children's dinosaur questions that you collected on day 1. Show children how we can look on the Internet to find information about things that we want to learn.

Writing Lab: Dinosaur Tales

- Same as day 6

Art Lab: Dino Bones

- Same as day 6

Science Lab: Paleontologists

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief



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

In last night's story, Curiosity meets a new friend, Crawly Caterpillar.

T-P-S: What happens to Crawly Caterpillar at the end of the story? *She turns into a beautiful butterfly.*



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.



Move It!

- Invite children to dance with you.

Today we will sing and dance to “The Gooney Bird Song.” Let’s watch the video as we move and groove!



- Encourage children to move in rhythm as they watch “The Gooney Bird” video.



Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.



Clues & Questions

Theme-related word(s):

gigantic
huge*
large

Basic word(s):

big
small

Curiosity's Clues

- Have Curiosity join the group seeming confused because Squeaky is pretending to be a dinosaur.

Teacher: **Hi, Curiosity. You look like you have something on your mind. What are you thinking about?**

Curiosity: **My friend Squeaky wants to pretend to be a dinosaur. But I don't think he can.**

Teacher: **Why not, Curiosity?**

Curiosity: **Because he's just a little squirrel and dinosaurs were huge animals.**

Teacher: **Let's see if our friends can help us with this problem. T-P-S: Do you think Squeaky is too small to pretend to be a dinosaur? Why (or why not)?**



Learning with Curiosity

- Explain that not all dinosaurs were big; they ranged in size from huge to very small. Use *Dinosaurs!* pages 4 and 5 and 12–15 to show the various sizes of dinosaurs.

Long, long ago, there were many different kinds and sizes of dinosaurs. Some were huge, and some were very small, maybe even the same size as Squeaky.

Let's pretend that we are dinosaurs. We can be big dinosaurs like a tyrannosaurus (page 15) and stegosaurus (page 18), and we can be small like an oviraptor (page 4) and anchisaurus (page 4).

T-P-S: How do you think a great big tyrannosaurus would move from place to place? Let's make our bodies as big as we can and walk like a tyrannosaurus.

An anchisaurus was a small dinosaur. It was about the size of a chicken.

T-P-S: How do you think an anchisaurus would move? Let's make our bodies very small as we walk like an anchisaurus.

A pterodon was a dinosaur that could fly. Let's all fly like a pterodon.



- Play the “Dinosaurs Animation” video.

Let's watch to see the way the dinosaurs in this video move.

Wonderful Word



- Show the Wonderful Word picture card for “huge.”

Our Wonderful Word today is “huge.” “Huge” means very, very big.



- Play the digital dictionary video for “huge.”
- Remind children that they can earn paw points when they use or hear the word “huge” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

Some dinosaurs were small, and some dinosaurs were huge.

- Point out that the word “dinosaurs” looks the same each time it appears in the Daily Message.

The word “dinosaurs” is in our Daily Message two times. Because it is the same word, it looks the same each time we see it.

Letter Links

- Have Curiosity show the letter card for “Ee.”

- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it's not.

We're going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We'll have to look for it in our classroom or in the school today.



- Reinforce the sound and shape of the letter “e” by showing the “Love Letter E” video.



Have children stand and recite “Dinosaurs” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):

Stop and Think

Active Instruction



- Show the “Slow and Steady, Buster!” video to introduce the importance of stopping and thinking when working on a project or task. Explain that children may remember the story from a Home Link show in unit 5. After viewing the video, use Think-Pair-Share to have children answer the following questions.



T-P-S: What happened when Buster first learned about his pond and dam and he rushed around to fix it? *Buster ran around trying to gather sticks to fix his dam, but he was rushing and became frustrated, and he got all muddy.*

What did Betty remind Buster about the first time he made the dam and pond? *Betty reminded Buster that he took his time and did it step by step until it was done.*

How was Buster able to get his work done and rebuild his dam and pond? *Buster took a deep breath to calm down, and he worked slowly and took it one step at a time.*

What was the song that Buster sang to himself as he worked? *Buster sang, “Log by log and stick by stick, slow and steady does the trick.”*

Give the Stop and Think Signal. **When Buster got frustrated and upset, he stopped and reminded himself to calm down and take it slow and steady. Buster remembered to stop and think. We can do the same thing in the classroom. We can take each project step by step and work slowly and steadily until we finish.**

Partner Practice

- Have children sing Buster’s song while they complete a simple building project. Give each partnership about ten blocks.

Let’s all sing Buster’s song together:

**“Log by log and stick by stick,
slow and steady does the trick.”**

Continue to sing the song as you and your partner build a tower with the blocks.

- After each partnership completes a tower, use Think-Pair-Share to ask:

How did you feel as you were singing the song and working with your partner? *I felt happy and calm, and we finished the project together step by step.*

When we are working on a project or working together in the Learning Labs, remember to stop and think and take it step by step. Take a deep breath to stay calm, and sing Buster’s song. We can complete any task if we take it step by step and work slowly and steadily just like Buster.



Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.

Which Is More?

- Place the beans where each child can reach them.

**Today we will pretend that these beans are dinosaur eggs!
We will use them to compare groups of eggs. Watch as I make two groups.**

- Create two groups of dinosaur eggs, one with six eggs and one with seven. Use Think-Pair-Share to have children tell how to find out which group has more dinosaur eggs.

Note: Children will probably tell you to count the eggs. As you count the eggs in each group, arrange them in two parallel lines.

- Ask children to tell you how they know which group has more eggs.
- Invite children to use the dinosaur eggs to make two groups. After children make two groups of eggs, have them tell which group has more eggs and how they know.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”



STaR word(s):
junk

Harry and the Bucketful of Dinosaurs

Author: Ian Whybrow

Illustrator: Adrian Reynolds

Review

- Display the front cover of the book. Review the title, the author, and the illustrator of the story.

Yesterday we read the story *Harry and the Bucketful of Dinosaurs*. Ian Whybrow is the author, and Adrian Reynolds is the illustrator of this story.

- Review the story vocabulary that you introduced yesterday.



Harry's sister Sam says the box of dinosaurs that Harry finds in the attic is junk. T-P-S: Why do you think she calls the dinosaurs trash? Have you ever found something old to play with that someone else said was junk? What was it?

Story Retell

- Hold up the book *Harry and the Bucketful of Dinosaurs*, and tell children that they will use pictures about what happens in the text to help retell the story today.

Yesterday we read the story about Harry and what happens when he finds a box of dinosaurs in Gran's attic. Today we'll use pictures about what happens in the story to tell it again.

- Place children in six groups. Distribute the STaR story retell cards, one card per group. Invite groups to describe what they see on their cards. Tell them that while you read the story, they will listen for the part that tells about their group's picture. When you read the part about their group's picture, they will place the card in a designated area.

Look at the picture on your group's card. Talk with your friends about this picture. What part of the story does your picture show?

While I read the story, look at the picture on your card, and when you hear the part of the story that your picture shows, hold the card up for everyone to see.

- Read the story. Pause when you come to the part of the story depicted in each picture so the group with the corresponding illustration can show it to the class and place it in the designated area. As each card is identified, have a child from that group place it to the right of the previous card so the picture cards are in the correct sequential order.

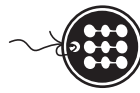
- After rereading the story, review the picture cards, and verify the story sequence.

Let's look at the cards we've lined up to see if we can use them to tell the story without the book.

- Tell children that you will place the picture cards in the Classroom Library Lab so they may use them to retell the story themselves.
- Conclude this activity by having children tell their partners if they would like a bucketful of dinosaurs and why.



Lead children in reciting “When I’m Doing Math.”



Math Moments

Math word(s):

fewer

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Create two groups of plastic jungle animals: one with three animals and the other with seven. Have children determine which group has fewer animals.

Yesterday we counted the animals in two groups to find out which had more. Today we're going to find out which group has fewer animals.

- Invite children to count the animals in each group with you. As you count the animals in each group, arrange them in parallel lines.

Let's count this group first. 1, 2, 3. There are three animals in this group.

Now let's count the other group. 1, 2, 3, 4, 5, 6, 7. There are seven animals in this group.



T-P-S: Which group has fewer animals? How do you know?

- Place the group of three animals aside. Keep the group of seven animals out for children to compare with their baggies of animals.

Partner Practice

- Distribute a baggie of jungle animals to each partnership. Invite partners to count the number of animals in their bag.

Take the animals out of your baggie and count them.

- Point to the group of seven animals that you counted with the class. Ask partnerships to determine which group has fewer animals, yours or theirs.

Remember that when we counted this group, we counted seven animals. Tell your partner how many animals are in your bag. T-P-S: Which group has fewer animals, my group of seven or your group of animals? How do you know?



- Use the sharing sticks to select partnerships to tell which group has fewer animals. Ask them to explain how they know which group has fewer animals. Award paw points for correct responses.
- If time permits, have partners compare the number of animals in their bag with that of another partnership and answer the question “Which has fewer?”
- Introduce the videos.

To help us practice with our numbers this week, we are going to watch some videos about bigger numbers. Our number for today is 17.



- Play the “17 Mushrooms” and “Rap Song #17” videos.



Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that huge dinosaurs and small dinosaurs lived on the earth long, long ago.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “huge.” Remember that “huge” means very, very big. T-P-S: When did we hear the word “huge” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Reread the concepts-of-print book *Some Dinosaurs*.

Today we’re going to read our story *Some Dinosaurs* again. When we read this book today, think about how the dinosaurs in the story are different from one another.

- As you read the story, model sliding your finger under the text from left to right, and invite children to do the same.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the pig.
- Use the pig stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 8 | Ready, Set

Learning Focus

Some dinosaurs ate only meat, and others ate only plants.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Green leafy plant (real or artificial) CC Activity Cards: Dinosaurs set Trade book: <i>Dinosaurs!</i> by Gail Gibbons CC Activity Card: Wonderful Word picture card for "carnivore" CC Activity Card: Letter card for "Ee"
Getting Along Together	<ul style="list-style-type: none"> Music to play during Freeze
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Have You Seen My Dinosaur?</i> by Jon Sural Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Fourteen plastic jungle animals for modeling Baggies with an even number of jungle animals, one baggie per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Harry and the Bucketful of Dinosaurs* to the lab. Encourage children to use the retell cards from the previous day to retell the story with a partner.

Letter Lab: Elegant "E"s

- Same as day 7

Math Lab: Zoo Match

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Dinosaur Tales

- Same as day 6

Art Lab: Dino Bones

- Same as day 6

Science Lab: Paleontologists

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief

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



In last night's show, two girls talked about words that they love that start with the letter "e." T-P-S: **Can you remember one of the words that start with the letter "e?"** *"Elephants," "eagles," "explore," "eels," "eggs," "eating," and "exercise" are all words that start with "e."*



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.

Move It!

- Introduce today's Move It! activity, "Get on Up and Move Your Body."

Today we will sing and dance to "Get on Up and Move Your Body." Get ready to move and groove!



- Encourage gross-motor activity as children watch the video.



Lead children as they recite "Cat in a Box" to entice Curiosity to come out of her house.

Clues & Questions

Theme-related word(s):

carnivore*
herbivore
omnivore

Basic word(s):

meat
plant



Curiosity's Clues

- Have Curiosity join the group with a small plant.

Teacher: **Hi, Curiosity. What are you going to do with that plant?**

Curiosity: **I heard that dinosaurs like to eat plants, so I brought a plant to feed to a dinosaur.**

Teacher: **You are right that some dinosaurs ate plants, but you can't feed a plant to a dinosaur. There's something about dinosaurs I think you forgot.**

T-P-S: Why can't Curiosity feed a plant to a dinosaur? There are no more living dinosaurs. Curiosity can't feed a plant to a dinosaur because there are no dinosaurs on the earth now. They lived millions of years ago, long before any people were alive to feed them.

Teacher: **Curiosity, your plant reminds me of something we will learn about today.**

Learning with Curiosity

- Invite children to talk about what dinosaurs ate to survive.

We learned that some animals, such as pets and animals that live in zoos, need people to take care of and feed them. When dinosaurs lived, they found their own food. Let’s think about what we know about dinosaurs to help us figure out what they ate.

Some dinosaurs were very big and heavy. They moved very slowly. It would have been very hard for them to run to catch something to eat. They had flat teeth to help them chew their food. Curiosity brought a clue about what these dinosaurs ate. T-P-S: What do you think these dinosaurs ate?

We can learn some big words that tell what dinosaurs ate.

Show the dinosaur cards for stegosaurus, triceratops, and apatosaurus.

Dinosaurs that only ate plants are called herbivores. They used their flat teeth to eat the leaves of plants. Stegosaurus, triceratops, and apatosaurus were plant eaters. Show me how you would move to find food if you were an herbivore.

Show the dinosaur cards for tyrannosaurus, spinosaurus, and pteradon. **Some of the big dinosaurs had very strong legs and could run fast to catch other dinosaurs for their food. They used their sharp teeth to bite. Dinosaurs that only ate meat are called carnivores. Tyrannosaurus, spinosaurus, and pteradons were carnivores.**

Carnivores had to move very fast so they could catch their food. Let’s move fast like these dinosaurs to catch our food.

Some dinosaurs ate both plants AND meat. They are called omnivores. Most people are omnivores too.



- Play the “Dinosaurs Documentary” video.

Wonderful Word



- Show the Wonderful Word picture card for “carnivore.”

Our Wonderful Word today is “carnivore.” A carnivore is an animal that eats only meat.



- Play the digital dictionary video for “carnivore.”
- Remind children that they can earn paw points when they use or hear the word “carnivore” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

Some dinosaurs ate only meat, and some dinosaurs ate only plants.

- Point out that there are tall and short letters in the Daily Message today.

Letter Links

- Have Curiosity show the letter card for “Ee.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes.



- Reinforce the sound and shape of the letter “e” by showing the “Planting Letters: E” video.



Have children stand and recite “Dinosaur” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review the Stop and Think Signal and completing tasks step by step.

Last time we read a story about Buster the beaver and how he rebuilt his dam step by step. Let’s sing the song that Buster sang as he worked:

**“Log by log and stick by stick,
slow and steady does the trick.”**

Give the Stop and Think Signal. **We do the same thing as we work in the classroom. We stop and think, stay calm, and work step by step to complete our work.**

- Discuss using stop and think skills with friends in the classroom.

It’s important to stop and think and stay calm when working with our friends too. Sometimes we may rush and forget to stop and think, just like Buster did.



T-P-S: When are some times that you need to stop and think with your friends? When I want to interrupt my friend, when I want to take a toy from my friend, when it’s time to give my friend a turn, or when I think of saying something mean or hurtful to a friend.

Partner Practice

- Play Freeze so children can practice stop and think skills.

We play brain games to work on our thinking skills like stop and think. Brain games help us practice and build strong thinking muscles. Today we will play Freeze. It helps us practice stopping and thinking. When we freeze, we have to stop and think to keep our bodies from moving. We have to stay calm and keep our bodies still. Give the Stop and Think Signal. Remember to use stop and think skills as we play.

- Play Freeze with your own music selection. Play the game several times.

Your brain muscles are getting stronger every day! Turn to your partner, and give the Stop and Think Signal. Remember to use your stop and think skills all day as you work with friends in the classroom.



Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.

See day 7 for small-group activity instructions.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”



STaR word(s):
museum

Have You Seen My Dinosaur?

Author: Jon Surgal

Illustrator: Joe Mathieu

A little boy discovers that it can be hard to play hide and seek with his large green dinosaur friend.

Interactive Story Reading

Before Reading

- Introduce the title, author, and illustrator of the story.

The title of our story today is *Have You Seen My Dinosaur?* That's the name of the story. The author is Jon Surgal. He wrote the words for the story. The illustrator is Joe Mathieu. He drew the pictures.

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



The title of the story asks the question “Have you seen my dinosaur?” If we look at the picture on the cover, we can answer that question. T-P-S: What would you tell the boy? We can tell him yes, we have seen his dinosaur.

T-P-S: Why doesn't the boy know where the dinosaur is? The dinosaur is hiding under the bed. Some people like to play a game called hide and seek in which they hide from one another. T-P-S: Have you ever played this game? What happens when you play this game?

Let's read the story to learn about a game of hide and seek that the boy and the dinosaur play.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 9: T-P-S: **Why do the boy's mother and the fisherman tell the boy his dinosaur can't be found?** *The dinosaur is hiding; they don't believe he has a dinosaur; dinosaurs lived a long time ago.*
 - Page 15: T-P-S: **Why don't the boy and the detective see the dinosaur? The dinosaur is wearing a hat and dark glasses so the boy won't recognize him.**
 - Page 17: T-P-S: **Why can't the boy and the zookeeper see the dinosaur? He sort of looks like a tree and seems to blend into the background.**
 - Page 23: T-P-S: **Where will the boy look next?**
 - Page 33: T-P-S: **Is this the dinosaur the boy is looking for? How can you tell this isn't his dinosaur?**
 - Page 33: WGR: **Where is the dinosaur?**

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.

The dinosaur plays hide and seek well for something so large. T-P-S: Why is it easy for the dinosaur to hide from the boy?

People know that dinosaurs lived a very long time ago, so they don't believe that the dinosaur is real, and they don't look for him.

Professor Pew thinks the boy is looking for a dinosaur from a long time ago, so he tells him to go to the museum. Do you know what the word "museum" means?

A museum is a building that has many interesting things for people to see. Some of the things are from a long, long time ago, like dinosaur bones. T-P-S: Have you ever visited a museum? What did you see there?
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



Lead children in reciting "When I'm Doing Math."



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Place the contents of the two bags with seven items apart from each other where everyone can see them. Guide children to determine that both groups have the same number of items.

We’ve looked at groups of animals this week to find out which group has more and which group has fewer animals. Let’s see what we can find out about these two groups of things.

- Have children give a signal, such as placing their hands on their heads, to indicate which group has more items.

Point to one group of items. **Put your hands on your head if you think this group has more.** Point to the other group of items. **Put your hands on your head if you think this group has more.**



T-P-S: How can we find out which group has more? We can count the items in each group.

Count the first group of items. **There are seven items in this group.**

Now let’s count the other group. There are seven items in this group. Which group has more?

Both groups are the same. They both have seven items.

Partner Practice

- Distribute a baggie of items to each partnership. Invite partners to make two groups that each have the same number of items.

Take the items out of your bag. Make two groups that are the same.

- Use the sharing sticks to select partnerships to tell how many items are in each of their two groups. Verify that the two groups are the same. Ask children to explain how they know the two groups are the same.



- Use the sharing sticks to select children to share their responses. Award paw points for correct responses.
- If time and children’s interest permit, have partnerships work with another partnership to make two groups of items that are the same.



- Reinforce the concept of number sense and counting to 18 by showing the “18 Flowers” and “Kids Number Painting #18” videos.



Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned about the foods that dinosaurs ate.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “carnivore.” Remember that a carnivore is an animal that eats only meat. T-P-S: When did we hear the word “carnivore” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension



- Review the sound and shape of the letter “e” by showing the “Underwater E” video.

When we listen to the word “elephant,” we hear the sound /e/ at the beginning.

- Encourage children to find things in the classroom that begin with the /e/ sound. (This may include some of their names.)

Before we go home, let’s look around the classroom to see if we can find anything that begins with the /e/ sound.

- Allow children to walk around the room and look for objects that begin with /e/. If they find one, they should stop in front of the object and raise their hands.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the donkey.
- Use the donkey stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 9 | Ready, Set

Learning Focus

Scientists can learn about dinosaurs by studying their bones.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> CD: <i>Learning Basic Skills Through Music, Volume 1</i>, by Hap Palmer
Clues & Questions	<ul style="list-style-type: none"> Bone (real or made from playdough) CC Activity Card: Wonderful Word picture card for "bones" CC Activity Card: Letter card for "Ee"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Have You Seen My Dinosaur?</i> by Jon Surgal
Math Moments	<ul style="list-style-type: none"> Five plastic jungle animals for modeling Bags of one to ten animals, one bag per partnership
Question/Reflection	<ul style="list-style-type: none"> Five Walk and Talk with Curiosity game boards Five sets of Walk and Talk with Curiosity Pictures: Dinosaurs cards (appendix) Game pieces (e.g., counting bears, linking cubes, small toy dinosaurs), one color per group member Cool Kid certificate and marker Home Link animal stamp: cow

Day 9

Greetings, Readings,
& Writings

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 8

Letter Lab: Elegant "E"s

- Same as day 7

Math Lab: Zoo Match

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Dinosaur Tales

- Same as day 6

Art Lab: Dino Bones

- Same as day 6

Science Lab: Paleontologists

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome



- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief



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

In the first part of last night's show, a girl goes to visit a museum. T-P-S: Can you remember one thing that she sees at the museum? *She sees dinosaur bones and dinosaur eggs.*



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.

Move It!

- Introduce today's Move It! activity.

Today in Move It!, we will dance to a new song called “The Elephant.”

- Encourage children to walk like elephants as they listen to the song on the CD *Learning Basic Skills Through Music, Volume 1* by Hap Palmer.



Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Theme-related word(s):

bones*

fossils

paleontologist

Basic word(s):

scientist



Curiosity's Clues

- Have Curiosity join the group excited about the bone she has with her.

Curiosity: **Look what the dog that lives next door to me dug up!**

Teacher: **What is it, Curiosity?**

Curiosity: **It's a bone.**

Teacher: **Curiosity, the dog gave you a clue about what we'll learn today. We've been learning about dinosaurs that lived millions of years ago.**

T-P-S: **How do you think a bone that the dog dug up gives a clue about dinosaurs?** *Dinosaur bones are still here.*

Learning with Curiosity

- Engage children in conversation about fossils and the work of paleontologists in making discoveries about dinosaurs.

T-P-S: **Do you think the bone that the dog found is a dinosaur bone? Why or why not?**



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

The dog’s bone is probably not a dinosaur bone because we don’t usually find dinosaur bones in our backyards.

There are places in the world where scientists called paleontologists go to find dinosaur bones. They use special equipment to dig up dinosaur bones. When paleontologists get the bones safely out of the ground, they take the bones to a special laboratory to study them. They can use the bones to learn a lot about when dinosaurs lived, what they ate, and how they died.

- Invite children to pretend to be paleontologists and dramatize searching for dinosaur bones.

Let’s pretend that we are paleontologists digging up dinosaur bones. These bones have a special name because they’ve been in the ground for so long. They are called fossils. Say that word with me: “fossils.”

Have children search the area.

First, we need to look carefully at the ground to see if this is a good place to look for dinosaur fossils.

Have children pretend to dig.

When you find a good place to look, start digging. But be careful; you don’t want to damage the fossils.



WGR: What did you find? *Bones or fossils.*

Have children pretend to brush around the bone in the ground.

When paleontologists find a bone, they work carefully around it using a brush that’s like a paintbrush to remove dirt from the fossil. You will have to get down on your hands and knees to get close to the bone to dust it off.

Have children pretend to put the bone in a crate and pack it for transport.

Carefully lift the bone out of the ground, and place it in a crate to send it to the lab. Be sure to fill the crate with paper to keep the bone from moving around on the way to the lab.

- Comment on the job children did, and encourage them to continue this dramatic play during Plan & Play later today.

That was hard work. When the bones get to the lab, the paleontologist will have more work to do to find out about the animal the bone came from. I think we need to rest a bit before we work on the bones in the lab. You can continue to work like paleontologists when you go to Plan & Play.



- Play the video “The Count Sings About Bones.”

Dinosaurs, many animals, and people have bones inside their bodies. Let’s watch the Count sing a song about bones.

Wonderful Word



- Show the Wonderful Word picture card for “bones.”

Our Wonderful Word today is “bones.” A bone is a hard part inside a person’s or an animal’s body. You can feel the bones inside your body when you touch your arms, legs, and fingers.



- Play the digital dictionary video for “bones.”
- Remind children that they can earn paw points when they use or hear the word “bones” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

Scientists learn about dinosaurs by looking at their bones.

- Point to the “s” at the end of the word “dinosaurs”

This is the letter “s.” It makes the /s/ sound. Many times, when I see an “s” at the end of a word, I know that the word is talking about more than one thing. The word is “dinosaurs.” The “s” is telling me that we’re not just talking about one dinosaur.

Letter Links

- Have Curiosity show the letter card for “Ee.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We’ll have to look for it in our classroom or the school today.



- Reinforce the sound and shape of the letter “e” by showing the “Underwater E” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “Dinosaurs” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Syllable Identification

- Review the Clap-It-Out game in which children clap the syllables in words in a rhyme or song.

We’re going to play a game that we played before when we clapped out the parts of words. Let’s play now.

- Invite children to sing “Dinosaurs” with you. Clap out the three syllables in the word “di-no-saurs” as you sing.
- Recite the rhyme again. Invite children to join you in clapping out the three syllables in “di-no-saurs.”
- Play the game, substituting other words for which you clap out the syllables. Sing the line of the song in which the word is found, and clap out the syllables in the target word. Invite children to do this with you after they’ve heard you do it.

You may want to use the words “larger” and “very” in addition to those from day 6.

- If children are successful with clapping out syllables in one word in a line, you may want to try clapping out the syllables in two words in the same line.

- Award paw points if children successfully clapped out syllables in the words.



Invite children to join you in front of the play-planning board.



Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to "Two Little Hands."



STaR word(s):

museum

Have You Seen My Dinosaur?

Author: Jon Surgal

Illustrator: Joe Mathieu

Review

- Display the front cover of the book. Review the title and the names of the author and illustrator.

We read this book about a boy and his dinosaur who like to play hide and seek. The title of the story asks a question. Let's read the title question together: "Have you seen my dinosaur?" The author of the story is Jon Surgal. The illustrator is Joe Mathieu.

- Review the story vocabulary that you introduced yesterday.



The boy in this story looks everywhere for his dinosaur. One of the places he goes is the museum, a place people go to see interesting things. T-P-S: Tell your partner something you might be able to see in a museum.

Story Retell

- Display the front cover of the book, and tell children that they will use Jump Right In to help you read the story today.

This story has a lot of rhyming words. Today when I read it, I will stop so you can jump right in with some of the rhyming words. Let's practice.

- Read pages 1 and 2, pausing before the word "sink" for children to provide the word that rhymes with "drink."

You finished this sentence with the word "sink" because it rhymes with "drink." We'll read the rest of the story the same way.

- Continue to read, pausing for children to supply the rhyming words on various pages. Be sure to choose words that have a strong rhyme and connection to the illustrations.
- Conclude this activity by having children tell their partners if they would like to play hide and seek with a dinosaur and why.



Lead children in reciting "When I'm Doing Math."



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

Active Instruction

- Place a group of five jungle animals where everyone can see them. Invite children to count the animals.

Today I have one group of animals. Help me count the animals in my group.

There are five animals in my group. You and your partner will have a group of items. You will count them and decide whether your group has more items than, fewer items than, or the same number of items as my group.

Partner Practice



- Distribute the bags of items, and have partners count the items in their bag.

Count the items in your group. T-P-S: Do you have more than five, less than five, or the same number of items in your group?



- Use the sharing sticks to select children to share their responses. Award paw points for correct responses.



- Reinforce the concept of number sense and counting to 19 by showing the “Finger Painting to 19” and “Kids Number Painting #19” videos.



Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that paleontologists dig up fossils to learn about dinosaurs.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “bones.” Remember that bones are the hard parts inside an animal’s and a person’s body. T-P-S: When did we hear the word “bones” today?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Play Walk and Talk with Curiosity using Curiosity’s game board and the dinosaur cards from the appendix.
- Place children in groups by combining partnerships. Distribute a game board, a set of cards, and game pieces to each group.
- Guide children through game play.

We’re going to play Walk and Talk with Curiosity today. In this game, you take turns picking a card and telling about the picture on the card. When you tell what’s on the card, you talk with Curiosity. Then you spin the spinner to find out where you will walk with Curiosity. Let’s practice this together.

- Have children quickly select a game piece.

Pick a (name of game piece) that you will use for the game. Put your game piece on the spot that has Curiosity’s house on it. When you play the game, you will move your game piece around the board until you get to Curiosity’s food dish.

- Invite one child in each group to choose a picture card. Have him or her tell the members of the group the name of the item pictured and something about it.

Choose a card, and tell the children in your group what is in the picture. Now tell them something about the picture. Maybe it’s a kind of dinosaur, and you will tell its name, or maybe it’s something that paleontologists use to discover fossils.

- When children have done this, invite them to spin the spinner and move to the first space of the color on which the spinner landed. Model how to spin the spinner and move to the appropriate space as needed.

You told your group about your card, so you may spin the spinner and move to the same color on the board.

- Continue in this manner until all children in each group have had a turn. Let children continue the game until they have all moved their game pieces around the game board and arrived at the food dish.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what the children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the cow.
- Use the cow stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 10 | Ready, Set

Learning Focus

We can see dinosaur bones in some museums.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Have You Seen My Dinosaur?</i> by Jon Surgal
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Trade books: <i>Dinosaurs!</i> by Gail Gibbons and <i>Digging Up Dinosaurs</i> by Alik CC Activity Card: Wonderful Word picture card for "museum" CC Activity Card: Letter card for "Ee"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> No additional materials needed
STaR	<ul style="list-style-type: none"> <i>Dinosaurs!</i> by Gail Gibbons or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Squeaky and Chilly puppets Twelve blocks
Question/Reflection	<ul style="list-style-type: none"> Chart paper and markers Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

Child Routines	Teacher Routines
<ol style="list-style-type: none"> 1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities. 	<ol style="list-style-type: none"> 1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Have You Seen My Dinosaur?* to the lab. Encourage children to retell the story using the illustrations.

Letter Lab: Elegant "E"s

- Same as day 7

Math Lab: Zoo Match

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Dinosaur Tales

- Same as day 6

Art Lab: Dino Bones

- Same as day 6

Science Lab: Paleontologists

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6



Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities



Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

- Use the sign-in sheet to quickly check attendance.

Partners

- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief



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

Last night's story was *The Night Hike*. T-P-S: What animals did they see on their hike? They saw an owl, a bat, and a fox.



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

Classroom Jobs

- Use the job chart to remind children about their jobs for the week.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.



Invite children to stand in preparation for the Move It! activity.

Move It!

- Introduce today's Move It! activity, the Elmo Slide.

Today in Move It!, we will dance with Elmo as he does the Elmo Slide. Stand up, and get ready to slide!



- Invite children to stand in a circle. Play the "Elmo Slide" video. Encourage children to dance along with Elmo.



Lead children as they recite "Cat in a Box" to entice Curiosity to come out of her house.

Clues & Questions

Theme-related
word(s):
exhibit
museum*

Curiosity's Clues

- Have Curiosity join the group and ask what a museum is.

Curiosity: Good morning! I am very excited today. I said I wanted to learn more about dinosaurs, so my parents are taking me to a museum to see a real dinosaur.

Teacher: That is exciting, Curiosity. But aren't you forgetting something we learned about dinosaurs? Remember, we learned that dinosaurs are extinct. They lived millions of years ago.

Curiosity: Oh. Then how can I see a dinosaur in a museum?

Teacher: Boys and girls, let's see if we can help Curiosity. T-P-S: What do you think Curiosity will see at the museum? *Dinosaur bones.*



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Learning with Curiosity

- Use the books *Digging Up Dinosaurs* and *Dinosaurs!* to introduce the concept of a dinosaur exhibit in a museum.

We read parts of these books before. Let's see if we can find out about dinosaurs and museums in these books.

- Read pages 30 and 31 in *Dinosaurs!*
- Show pages 4–9 and 15 in *Digging Up Dinosaurs*. Read the text on pages 4–9, and identify the various dinosaur skeletons on these pages. Encourage children to share what they know about skeletons and museums.

After the paleontologists dig up dinosaur bones and study them, they put the bones together and place them in an exhibit in a museum so everyone can see what these extinct animals were like.



- Play the “Elmo’s World: Dinosaurs Kids Documentary” video.

Wonderful Word



- Show the Wonderful Word picture card for “museum.”

Our Wonderful Word today is “museum.” A museum is a big building where interesting things are kept so people can learn about them.



- Play the digital dictionary video for “museum.”
- Remind children that they can earn paw points when they use or hear the word “museum” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

We can see dinosaur bones in some museums.

- Point out that there are some small words and some big words in the Daily Message.

When we look at the words in the Daily Message, we can see some small words (Point to “we” and “in.”) and some big words. (Point to “dinosaur” and “museums.”)

Letter Links

- Have Curiosity show the letter card for “Ee.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We're going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes.



- Reinforce the sound and shape of the letter “e” by showing the “Cookie Monster Letter of the Day E” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “Dinosaurs” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Syllable Identification

- Review the Clap-It-Out game in which children clap the syllables in the words in a rhyme or song.

We're going to play a game we played before when we clapped out the parts of words. Let's play now.

- Invite children to sing “Dinosaurs” with you, clapping out the syllables in several words of the song as you sing.
- If children were able to clap out the syllables in individual words when you played this game on days 6 and 9, have them sing the song and clap out an entire line. Otherwise, repeat the activities from days 6 and 9 to reinforce children’s ability to identify syllables in individual words.
- If children are successful with clapping out syllables in an entire line, you may want to try clapping out the syllables in more than one line.
- Award paw points if children successfully clapped out the syllables in words.



Invite children to join you in front of the play-planning board.



Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday's play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week's small-group activity.



Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Dinosaurs!* by Gail Gibbons.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.



Lead children in reciting “When I’m Doing Math.”



Problem Solving

- Place Squeaky on the floor with seven blocks in front of him and Chilly on the floor with five blocks. Then introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity has given her friends some blocks to play with, but Chilly is mad because he says that Squeaky has more blocks than him.

- Invite children to discuss with their partners how the problem might be solved.

T-P-S: **How can we tell if Chilly is right?** *Count the blocks.*

T-P-S: **What can we do to fix the problem? How can we make sure they have the same amount?**



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Although there are various ways to solve the problem, show how you can take all the blocks away from Squeaky and Chilly and then redistribute them, one at a time, to each puppet. After doing this, have children help you count the blocks that each puppet has. They will see that each puppet now has a fair share of the blocks.
- Reinforce the concept of the number 20 by showing the “Animal Countdown #20” video.





Have children play this week's brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We know that we can learn about dinosaurs and see their bones in museums.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “museum.” Remember that a museum is a big building where we can go to see interesting things. T-P-S: When did we hear the word “museum” today?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.



Theme Learning Extension

- Invite the class to help you write a story about dinosaurs based on the things that they have learned during the week. Ask questions to help them generate information, and then model writing the sentences on the chart paper in front of the class. Read each word as you write it. You may have some children come up and write some of the letters or punctuation on the chart, but try to minimize wait time for other children.

Sample questions:

- What do dinosaurs look like?
- What do dinosaurs eat?
- Are there still dinosaurs living on Earth today?

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it's time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points



- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let's count the paw points that we earned today!

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.
- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."



Home Link/Departure






- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark today with a family member.
- Give a copy of the concepts-of-print book *Some Dinosaurs* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to someone in their family.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Appendix


Curiosity Corner Unit Record Form	145
Learning Labs Facilitation Guide	146
Snack Time!	149
Outside/Gross-Motor Play	150
Blackline Masters	
Number Cards 1–10.....	151
Zoo Homes	152
Large Just Before and After Cards	153
Small Just Before and After Cards	154
Curiosityville Zoo	155
Letter “E” Pattern	156
Dinosaur	157
Walk and Talk with Curiosity Pictures: Dinosaurs	158
Theme Introduction Letter (English version).....	159
Theme Introduction Letter (Spanish version)	160

Learning Labs Facilitation Guide


Week 1


 Classroom Library Lab	Enjoy a Story Children explore books related to zoo animals and dinosaurs and other books in the classroom library.
Engage all children:	Are there any animals in this book? What are the names of the animals? Could you find these animals in the zoo?
Offer support:	Where can I find the title, or the name, of this story? What is the story about?
Challenge:	Are there animals in this book? Are the animals still on the earth today, or are they extinct?
 Letter Lab	Clean-Shaven Letters Children experiment with writing letters with their fingers in trays of shaving cream.
Engage all children:	Show how the letter is written by tracing your finger on a letter card as the child watches. Then invite them to form the letter next to you as you write one side-by-side in the shaving cream.
Offer support:	Gently hold the child's hand as you form the letter together.
Challenge:	If the child is adept at forming letters in the shaving cream, challenge him or her by inviting him or her to try writing the letter on paper.
Tip: Letter writing in preschool is for exposure and experimentation.	
 Math Lab	Before or After Children use a paper-flap number line to identify the number before and after a specific number.
Engage all children:	Encourage children to cover all the numbers on the number line except one. Have children identify the numbers just before and just after the visible number. Then have them peek under the flaps to check their answers.
Offer support:	Model using number cards to fill in the missing numbers on a number line. Use a Think Aloud to model your thinking as you decide which number to place in the empty space. You might say something such as, There is an empty space after the number 3. Let's see if I can figure out which number goes here. When I count, I say 1, 2, 3, 4. Four comes after 3. Now let's see if I can find the number card for 3.
Challenge:	Challenge children by showing all the numbers except one. Ask the child to use the numbers that come before and after the hidden number to figure out which one is missing.
 Writing Lab	At the Zoo Class Book Children create a page about their favorite zoo animal for a class book.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	
 Art Lab	Zoo Mural Children use drawing materials to create a class mural of zoo animals on a large sheet of paper.
Engage all children:	Encourage children to identify and describe the animals as they draw them.
Offer support:	Have picture books of zoo animals available for children to reference.
Challenge:	Ask children to explain each animal's natural habitat and how that specific habitat meets the animal's survival needs.


Week 1, cont.

 Science Lab	Sorting Wild Animals Children sort plastic wild animals according to various attributes.
Engage all children:	Encourage children to choose a particular way to sort the animals, such as how they move (crawl, walk, swim), number of limbs, type of skin covering, or color.
Offer support:	Tell children to put the animals into groups by the number of legs. Monitor and clarify children's understanding as needed.
Challenge:	Have children use an alternative attribute by which to sort the animals. How did you sort the animals this time? What other wild animals, which are not included in our collection, could join these groups? Why?


Week 2


 Classroom Library Lab	Enjoy a Story Children explore books related to zoo animals and dinosaurs and other books in the classroom library.
Engage all children:	What do you like best about this story (the pictures, the characters, what happens in the story)?
Offer support:	This looks like an interesting book. Why did you select this book?
Challenge:	How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, draw and color the illustrations, or paint them?


 Letter Lab	Letter Hunt Children find letters in old magazines, junk mail, or grocery store circulars.
Engage all children:	Which of the letters are uppercase? Which are lowercase?
Offer support:	Discuss the characteristics of a letter shape as it appears on a letter card. Help the child look for the letter within the materials.
Challenge:	Point out letters in different fonts (e.g., boldface, italic). Invite the child to describe how the letters are similar and/or different.
Tip: Some children may need help with using scissors. You can simplify the process by having them circle the letters that they find with a marker instead of cutting them out.	


 Letter Lab	Elegant "E"s Children use a variety of materials to decorate a letter "E" pattern.
Engage all children:	Ask children to tell you why they chose certain materials to decorate their "E" patterns. Tell them that the decorations make their "E"s look elegant. The word "elegant" begins with the /e/ sound.
Offer support:	Ask the child to name the letter and give the letter sound.
Challenge:	Ask the child to think of other things that begin with /e/ that could have been used to decorate the letter.
Tip: Assist children with glue as needed.	

Week 2, cont.

 <p>Math Lab</p>	<p>Zoo Match Children select a number card and create a group of plastic animals that has that many animals in the group.</p>
<p>Engage all children:</p>	<p>Encourage children to compare the groups that they make. Ask questions such as, Which group of animals has more? Which group has fewer animals? and Are any groups the same? How do you know?</p>
<p>Offer support:</p>	<p>Help children count out the correct number of animals. Make sure that they move the animals from one place to another as they count to avoid counting any animal twice.</p>
<p>Challenge:</p>	<p>Invite children to draw two cards and create two groups of animals. Then have children figure out how many animals there would be if they put both groups together.</p>

 <p>Writing Lab</p>	<p>Dinosaur Tales Children write stories about dinosaurs.</p>
<p>To get children started, use dinosaur books to engage them in conversation about their stories. You might ask questions, such as, What kind of dinosaur will you write about? or Where does your dinosaur live? What does your dinosaur like to eat? and Do you think this dinosaur would make a good pet? Why (or why not)? Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.</p>	

 <p>Art Lab</p>	<p>Dino Bones Children use playdough to create dinosaur bones.</p>
<p>Engage all children:</p>	<p>Model using playdough to make dinosaur bones. Engage children in conversation about the animal whose bones they are making. Do they know which dinosaur the bones came from? How big was the dinosaur?</p>
<p>Offer support:</p>	<p>Invite children to feel their own bones inside their hands or arms. Show them pictures of dinosaur skeletons, and explain that dinosaur bones are a lot like ours, only larger.</p>
<p>Challenge:</p>	<p>Ask children to tell you where the scientist might have found this dinosaur's bones.</p>
<p>Tip: You may use a few of the plastic dinosaur skeletons provided in the lab as models for children to use.</p>	

 <p>Science Lab</p>	<p>Paleontologists Children glue dry pasta onto dinosaur pictures. They can also dig for plastic dinosaur skeletons buried in the sand table.</p>
<p>Engage all children:</p>	<p>Invite children to be paleontologists as they put together the dinosaur skeleton parts for a museum exhibit. Talk with them as they work to encourage the use of theme-related vocabulary. Ask them about the parts of the dinosaur's body. Did they find the bones in the ground? Where were the bones before they came to the lab? Where will the bones be on exhibit for people to see them?</p>
<p>Offer support:</p>	<p>Ask the child to tell you what a paleontologist does.</p>
<p>Challenge:</p>	<p>Ask children to tell you why they think someone might be interested in becoming a paleontologist.</p>

Snack Time!

General Nutritious Snack Ideas*

- Fresh fruit (oranges, pears, apples, grapes, mangos, bananas, strawberries, blueberries, blackberries, kiwi)
- Fresh vegetables (carrots, broccoli, sugar snap peas, celery)
- Dried fruit (raisins, apricots, cranberries)
- Applesauce
- Low-fat dip or hummus for fresh fruits or veggies
- Canned fruit (packed in water if possible)
- Crackers, bagels, or rice cakes with peanut butter, cream cheese, or hummus
- Trail mix (cereal, pretzels, nuts)
- Whole-grain crackers and cheese
- String cheese
- Pudding (made with low-fat milk)
- Yogurt (alone or spread on graham crackers)
- Vegetable juice
- Cottage cheese with fruit
- Hard-boiled eggs

Theme-Related Snack Ideas

- Animal crackers

***Always check for children's allergies before serving any food.**

Activity Suggestions for Outside/Gross-Motor Play

Providing organized activities that help children develop gross-motor skills should be balanced with unstructured free play. The following games and activities can also help children internalize the content presented in this unit.

Duck, Duck, Goose

Invite children to sit in a large circle. Choose one child to be the Goose. The Goose walks around the outside of the circle, touching each child lightly on the head. Each time the Goose touches a child, he or she says, “Duck.” This continues until the Goose touches a child and says, “Goose,” at which point the child who was tapped gets up and chases the Goose around the circle. The Goose has to get back to the tapped child’s spot in the circle before the child touches him or her. If the Goose makes it back to the tapped child’s spot before getting tagged, the child who was tapped becomes the new Goose and repeats the activity.

Closely monitor the game to ensure children’s safety and fair play.

Move Like Wild Animals

Encourage children to move like wild animals. Call out various wild animal names, and invite children to imitate the specified animal.

Children can move into and out of the game as they wish.

Follow the Leader – Zoo Animals

This is a modification of the game Follow the Leader. Take the first turn as the specified zoo animal to model playing the game.

Indicate a spot in the play area to represent a zoo enclosure. Have players line up one behind the other. Call out what animal you are dramatizing, and select a child to tell how that animal moves. For example, if you choose a snake, a child would say, “Slithers.”

Continue to call out various animals.

Children can move into and out of the game as they wish.

Dinosaur Tag

Invite children to play tag as dinosaurs. Call out various dinosaur names, and encourage children to move as the specified dinosaur.

Closely monitor the game to ensure children’s safety and fair play.

Children can move into and out of the game as they wish.

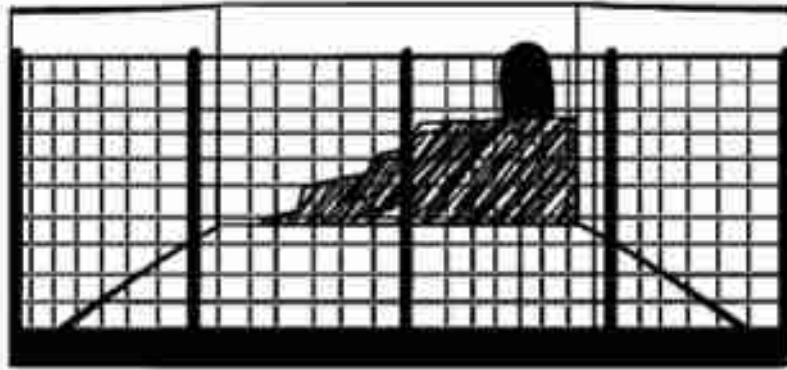
Number Cards 1–10

Copy and cut apart one set of cards per partnership.



Zoo Homes

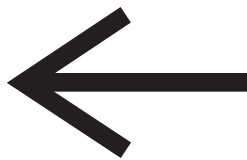
Make one copy of this page, and cut apart the pictures.



Large Just Before and After Cards

Copy this page, and cut apart the two cards.

**Just
Before**



**Just
After**



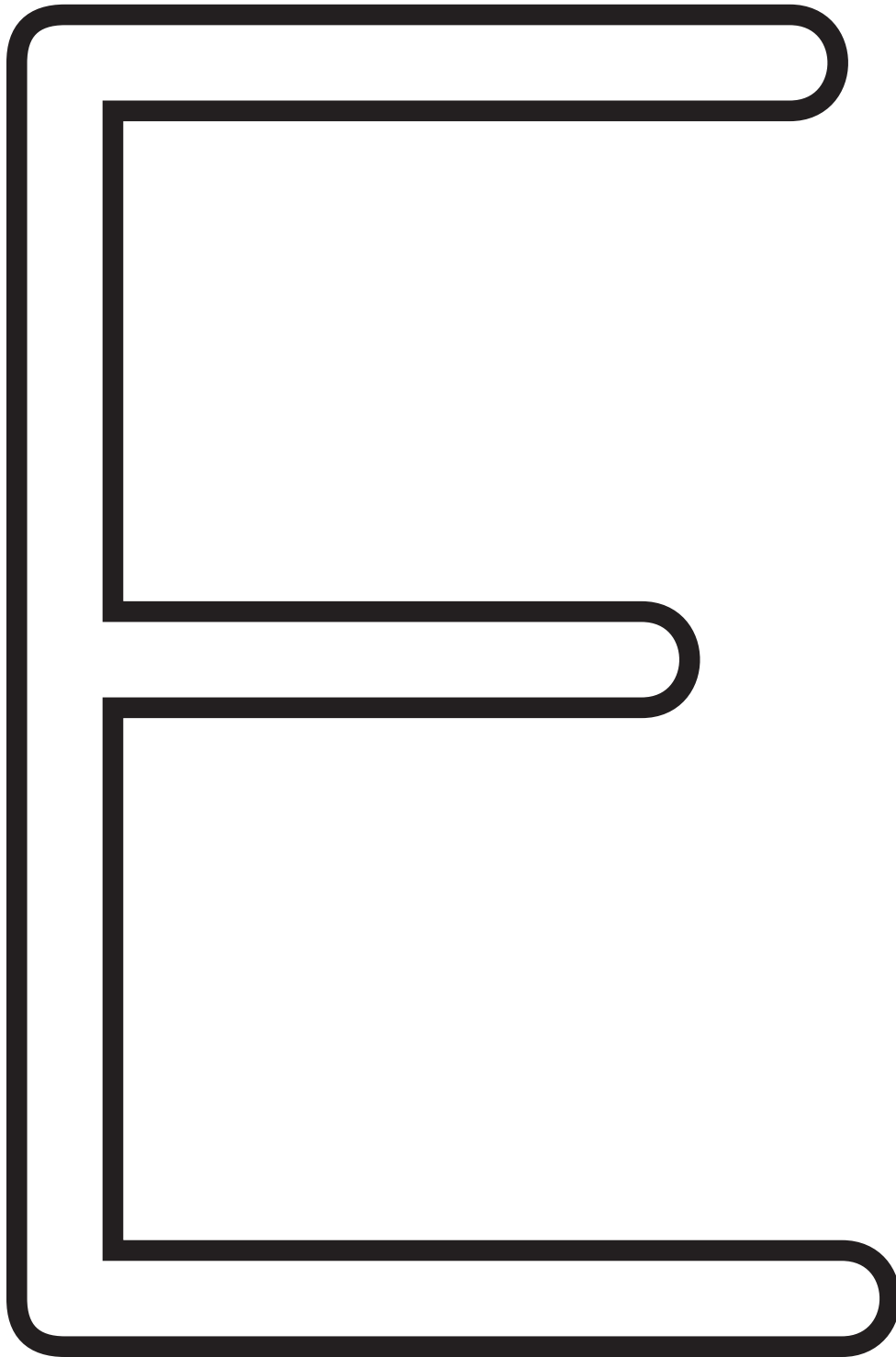
Small Just Before and After Cards

Copy this page, and cut apart the cards. Make one set per partnership.

Just Before ←	Just Before ←	Just Before ←	Just Before ←
Just After →	Just After →	Just After →	Just After →
Just Before ←	Just Before ←	Just Before ←	Just Before ←
Just After →	Just After →	Just After →	Just After →

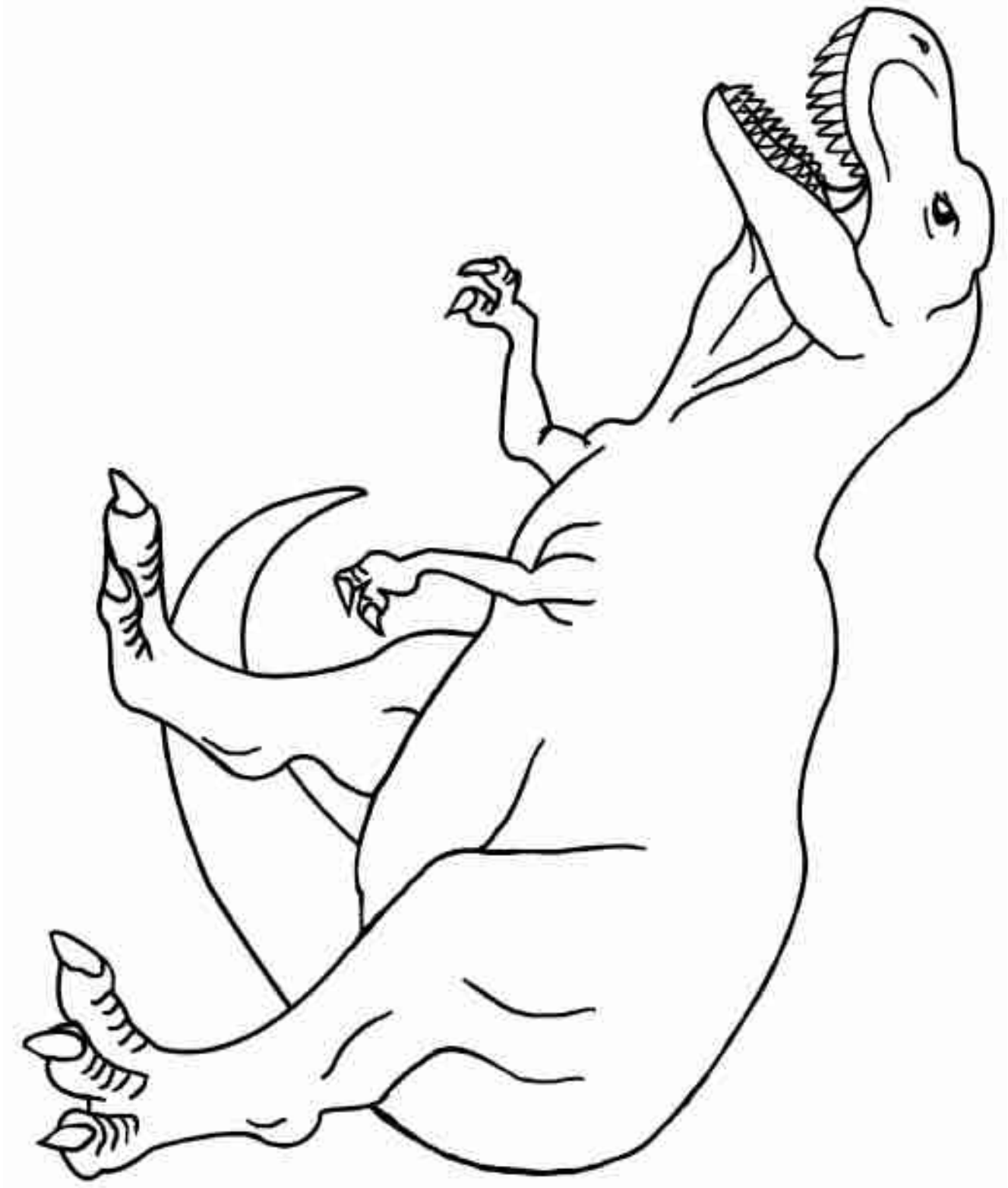
Letter "E" Pattern

Copy one per child.



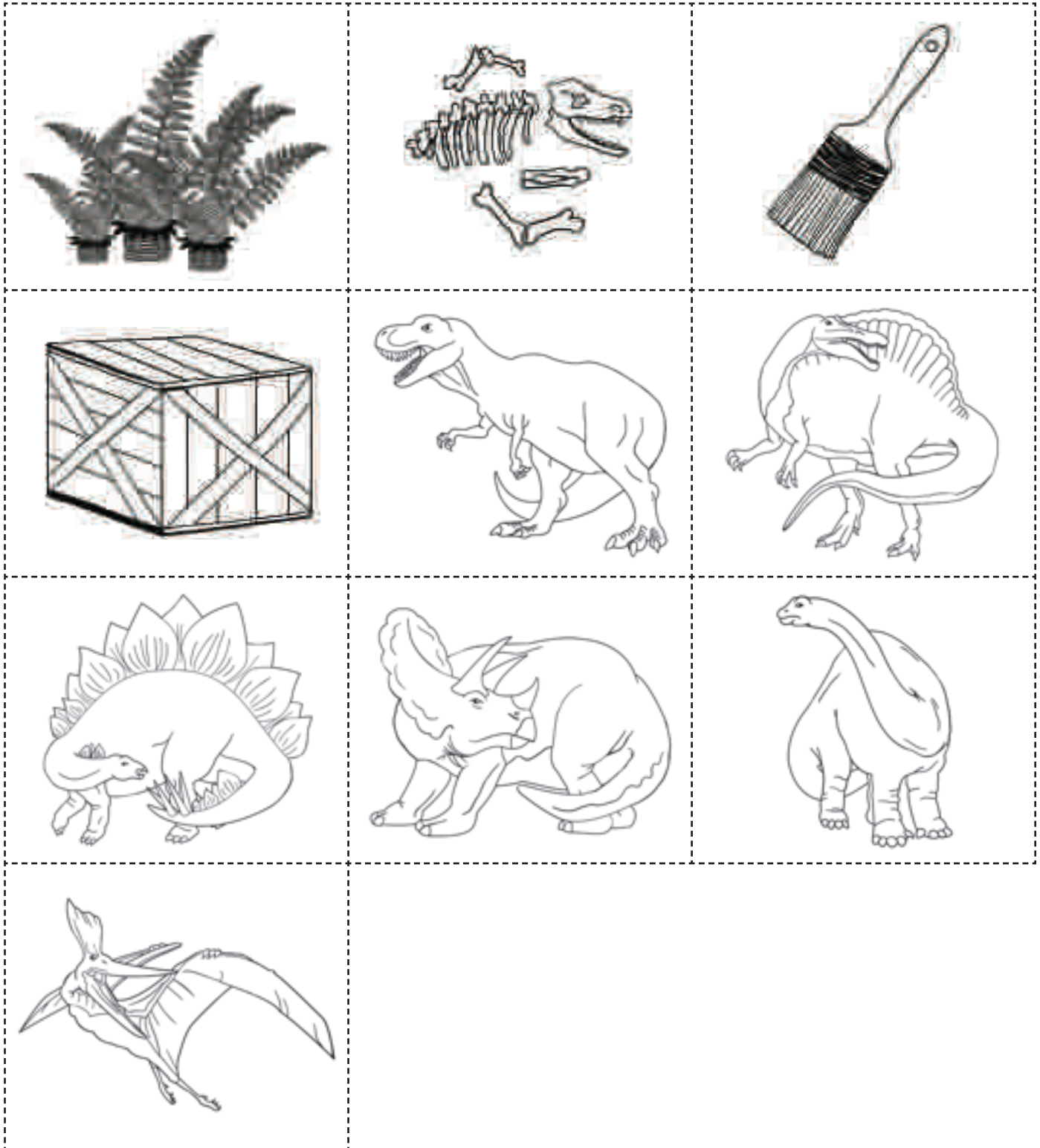
Dinosaur

Make one copy per child. Invite children to create a dinosaur skeleton by gluing pasta onto the picture to represent bones.



Walk and Talk with Curiosity Pictures: Dinosaurs

Copy and cut apart. Make five sets.



Dear Family,

In the unit *Wild and Woolly*, your child will continue to learn about animals. This unit extends your child's knowledge of animals to include zoo animals and dinosaurs as he or she learns about wild animals and those that are extinct. Young children are enchanted by exotic animals that live in the wild or that can be observed in zoos. In addition, most children love dinosaurs. To a young mind, dinosaurs are fantastical creatures with extraordinary features. Children enjoy learning about dinosaurs and imagining what the world was like in prehistoric times.

Young children have not yet developed an accurate sense of time. The concept of millions of years ago may be perceived in the same way as something that occurred last week. The important information for children to learn is that dinosaurs once lived on the earth, but now are extinct. Just as dinosaurs became extinct, there are species of wild animals that are endangered and becoming extinct today. This unit introduces the need to protect these amazing creatures.

Your child will learn some interesting and difficult-to-pronounce animal and dinosaur names as he or she builds his or her vocabulary with theme-related words. The various genres of books in this unit will expose your child to stories about animals and provide factual information. Your child will manipulate plastic versions of wild animals while learning to sort by characteristics, match numbers of animals to numerals, and determine which group has more, fewer, or an equal number of animals. Your child will also develop writing skills as he or she creates a page to add to a class book and writes stories about wild animals and dinosaurs.

As you talk with your child about what happened in school each day, ask questions that will help him or her expand on what he or she learned, such as "Can you tell me more about dinosaurs?" or "What did dinosaurs eat?" A trip to the local library can provide your child with a wealth of books about dinosaurs and exotic animals. He or she will love looking at the photographs and illustrations of these amazing animals. As you practice reading the concepts-of-print book *Some Dinosaurs*, talk with your child about what he or she sees in the illustrations.

You will most likely be amazed with the information your child can relate to you about the animals in this unit.



Estimada familia,

En la unidad *Wild and Woolly*, su niño aprenderá sobre los animales. Esta unidad es de zoológico y dinosaurios. Los niños pequeños están encantados con los animales exóticos que viven en estado silvestre o que se pueden observar en los parques zoológicos. La mayoría de los niños les encantan los dinosaurios. Para las mentes más jóvenes, los dinosaurios son criaturas fantásticas con características extraordinarias. Los niños disfrutan aprender sobre los dinosaurios y de imaginar cómo se veía el mundo en los tiempos prehistóricos.

Los niños pequeños todavía no han desarrollado un sentido exacto de tiempo, por lo que el concepto de hace millones de años pueden parecer la misma como algo que ocurrió la semana pasada. La idea importante para los niños es que los dinosaurios vivieron en la tierra, pero ahora se han extinguido. Hoy en día, existen especies de animales salvajes que están en peligro y en vías de extinción, al igual que los dinosaurios. Esta unidad introduce la necesidad de proteger a estas criaturas asombrosas.

Su niño va a construir su vocabulario con palabras relacionadas con el tema y aprenderá algunos nombres de animales y dinosaurios difíciles de pronunciar. Su niño manipular versiones de plástico de los animales salvajes aprender sobre la clasificación, el emparejamiento, y el contando. Su niño también va a desarrollar habilidades de escritura cuando se crea una página para un libro de la clase y escribe cuentos sobre animales salvajes y dinosaurios.

Al hablar con su niño sobre lo que pasó en la escuela todos los días, hacer preguntas que le ayudarán a reforzar lo que ha aprendido, como "¿Puedes decirme algo más sobre los dinosaurios?" o "¿Qué hicieron los dinosaurios comen?" Un viaje a la biblioteca puede proporcionar a su niño con muchos libros interesantes sobre los dinosaurios y los animales exóticos. Cuando lee el libro *Some Dinosaurs*, hable con su niño sobre las ilustraciones.

Usted se sorprenderá por lo que su niño le informará sobre los animales en esta unidad.

