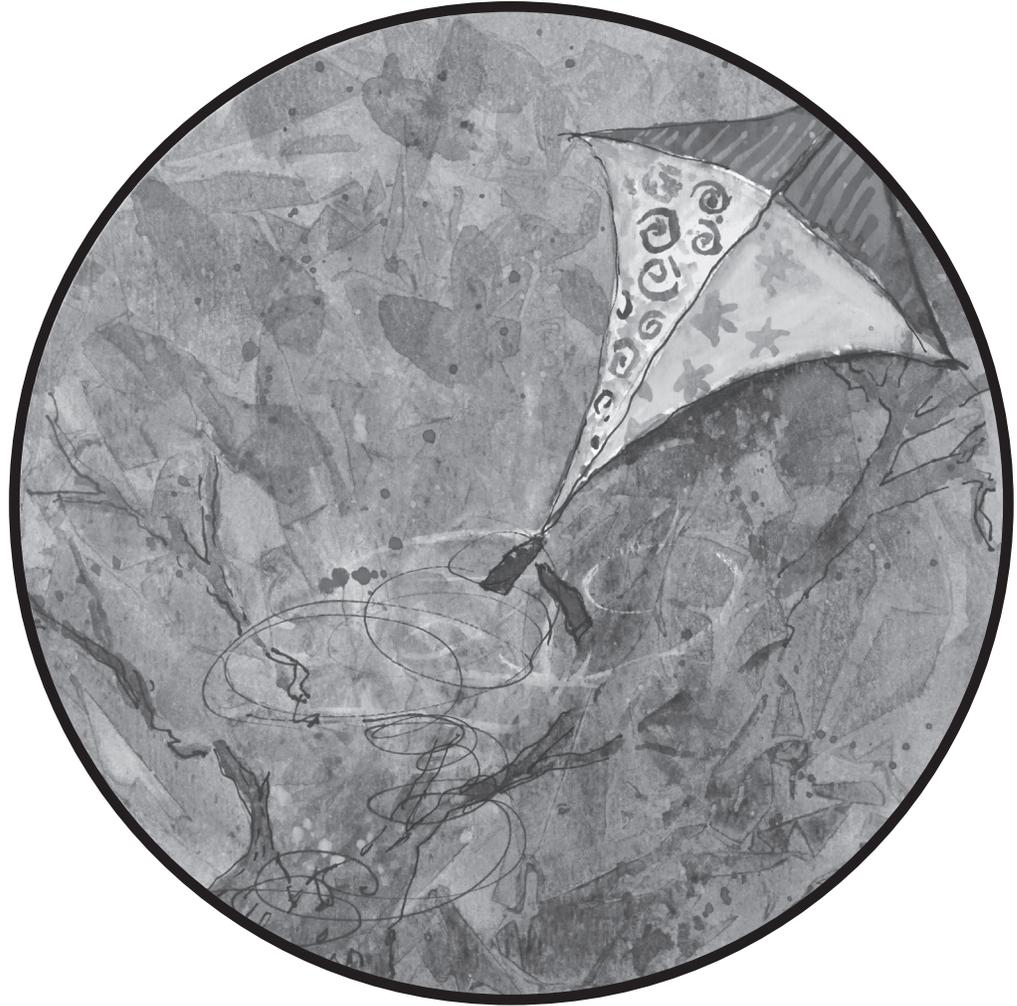


A theme guide for preschool | **Unit 14**

Swing into Spring



Curiosity Corner
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:
Unit 14**

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Table of Contents

Setting the Scene

Standard Graphics Key	iv
<i>Why Swing into Spring?</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	17
Day 3	31
Day 4	45
Day 5	59
Day 6	71
Day 7	85
Day 8	97
Day 9	111
Day 10	123

Appendix	135
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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 *Swing into Spring*?

No matter which season is just beginning, children seem to get an extra burst of vigor as the seasons turn. But spring changes seem to have the greatest effect on their liveliness and curiosity levels. There is so much wonder-filled activity surrounding them!

This is the ideal season to channel children's energy and curiosity into investigations of their world. Spring is full of wonders—baby animals being born, plants growing, insects hatching. The twofold purpose of this unit is to encourage wondrous curiosity about and exploration of the season's changes and to foster an appreciation of and respect for all life through knowledge of its marvels.

This is a great time to begin long-term projects such as planting gardens, watching tadpoles develop, or whatever ventures your situation can accommodate. Keep the projects open and ongoing throughout the next several weeks, and keep the books from this unit out and circulating around the classroom. In the weeks that follow, the learning focus will narrow from this unit's overview of spring's changes to growing plants and then down other paths of natural exploration.

Visual discrimination, observation of similarities and differences, and sequencing are important parts of learning language, math, and science concepts. Such skills are woven throughout *Swing into Spring* in activities such as matching and sorting insects, reading action poems and songs, and sequencing the life cycle of a butterfly. Along the way, we hope children will learn a few simple facts about spring, insects, and other animals that abound in the spring. In addition, the concepts-of-print book *Spring Is Here* supports the theme's concepts while giving children the opportunity to see themselves as readers when they read this simple story along with you.

This will be a unit through which children will grow in their understanding of the natural world. With this knowledge, children can develop a greater respect for all living things.

Swing into Spring

thematic concepts

- Spring is one of the four seasons of the year.
- In many places, the weather is warmer in the spring.
- We wear different clothing in the spring.
- We can do many new activities in the spring.
- Birds lay eggs in nests during the spring.
- We see insects and spiders in the spring.
- Many animals have their babies in the spring.
- Some baby animals are born live, and others hatch from eggs.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use tempera paints to create spring paintings.
- 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 focus.
- 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.
- follow a plan for an activity.

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.
- learn to apologize when they are responsible for an accident.

Mathematical Domain

Children will:

- count to 20 by rote.
- begin to understand the concept of the fractions: $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
- sort by attributes.
- compare quantities.
- represent the month and day on the calendar.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- explain that the title tells the name of a story.
- begin to recognize the sound and shape of the letter “n.”
- review the sounds and shapes of the letters “f,” “w,” “j,” “a,” and “u.”
- count the number of words in a sentence.
- observe various letter shapes.
- observe that the first letter of a sentence is uppercase.
- observe that a question mark tells us that the sentence asks something.
- observe that the same letter arrangement in a different context still spells the same word.
- recite rhymes.
- practice auditory sound blending
- listen attentively to stories.
- compare two stories on the same topic.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- 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.

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.
- use their fine-motor skills for self-help activities.

Science Domain

Children will:

- use their senses and tools to investigate the physical world.
- observe changes in nature and record observations.
- collect, describe, and record information.

Interpersonal/Social Domain

Children will:

- continue to demonstrate anger-management strategies such as controlling breath and how posture affects deep breathing.
- learn to apologize when accidents happen.
- practice responding to the Active-Listening Signal.
- practice the active-listening skill Say-It-Back.

Vocabulary

Theme-Related Words	
ant	jacket
bee	kite
butterfly	pinwheel
calf	puppy
caterpillar	raincoat
chick	robin
cub	season
duckling	sign
fawn	spring
firefly	tadpole
flower	temperature
fly	umbrella
foal	watering can
hatch	weather map

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

Wonderful Words	
Day 1	four
Day 2	warm
Day 3	jacket
Day 4	activity
Day 5	up
Day 6	nest
Day 7	insect
Day 8	spider
Day 9	baby
Day 10	kitten

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
compare
equal
fair share
fourth
half
least
most
third

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

Getting Along Together Words
apologize
listen
sorry

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

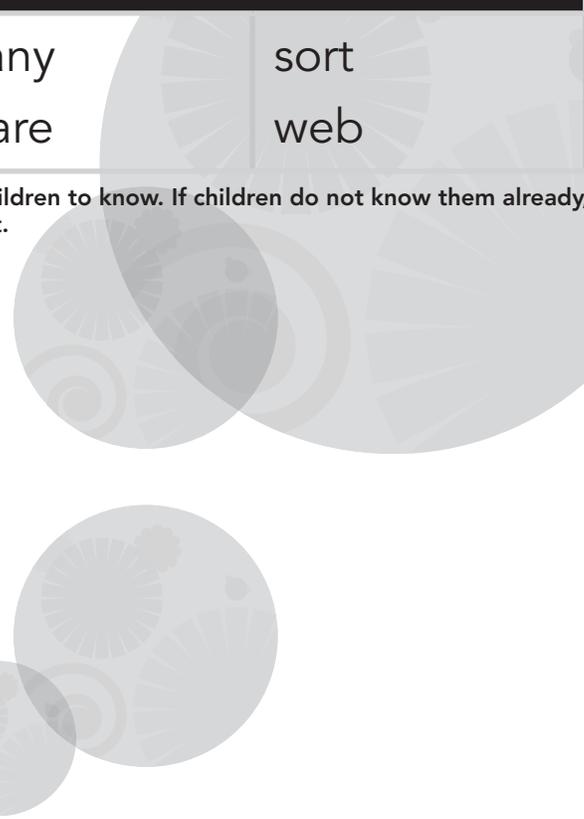
STaR Words
<i>When Spring Comes</i>
blossoms
<i>Owl Babies</i>
brave silent
<i>Leo the Lightning Bug</i>
proudly
<i>Diary of a Spider</i>
breeze dangerous

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



Basic Words			
born	during	many	sort
change	lay	share	web

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		Spring is one of the four seasons of the year.	In many places, the weather is warmer in the spring.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Gel Letters	Gel Letters
	Math Lab	Free Exploration	Pizza, Please!
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Spring Fun	Spring Fun
	Art Lab	Springtime Scenes	Springtime Scenes
	Science Lab	Butterfly Watch	Butterfly Watch
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"Aloha 'Oe"	Ball Pass	
 Clues & Questions	<i>Curiosity Learns About Spring</i> by Jill Crawford Review the letter "f."	Compare winter and spring weather maps. Review the letter "w."	
 Rhyme Time	"It's Spring!" Rhyme Recognition: Stand Up, Sit Down		
 Getting Along Together		Discuss accidents and apologies.	
 Plan & Play	Scenario Options: Weather Report Pretending with Boxes Construction Zone The Library	Scenario Options: Same as day 1 Small-Group Instruction: Spring Walk	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>When Spring Comes</i> by Kevin Henkes	<i>When Spring Comes</i> Story Retell: Opposites	
 Math Moments	Count to 20 by rote. Fractions: <i>Pizza, Please!</i> by Traci E. Cottrell	Count to 20 by rote. Fractions: Who has halves?	
 Question/Reflection	Brain Game: What's the Magic Word? "Signs of Spring" song	Brain Game: What's the Magic Word? <i>A Box Can Be Many Things</i> by Dana Meachen Rau	

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
We wear different clothing in the spring.	We can do many new activities in the spring.	We can do many new activities in the spring.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Gel Letters	Gel Letters	Gel Letters
Pizza, Please!	Pizza, Please!	Pizza, Please!
Exploring with Technology	Exploring with Technology	Exploring with Technology
Spring Fun	Spring Fun	Spring Fun
Springtime Scenes	Springtime Scenes	Springtime Scenes
Butterfly Watch	Butterfly Watch	Butterfly Watch
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Sammy"	"Get on Up and Move Your Body"	Balloon Ball
Concepts-of-print book: <i>Spring Is Here</i> by Sally Francis Anderson Review the letter "j."	Springtime activities Review the letter "a."	Plant bean seeds. Review the letter "u."
	"It's Spring!" Listening: Recite successive lines.	"It's Spring!" Listening: Recite successive lines.
Practice apologizing.		
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>Owl Babies</i> by Martin Waddell	<i>Owl Babies</i> Story Retell: Dramatize the story.	Free-Choice Story Reading: Suggestion – <i>Dream Weaver</i> by Jonathan London
Count to 20 by rote. Thirds: Linking-cube candy bars	Count to 20 by rote. Fourths: Linking-cube candy bars	Count to 20 by rote. Problem Solving: Divide cupcake in half.
Brain Game: What's the Magic Word? Spring clothing	Brain Game: What's the Magic Word? Count signs of spring.	Brain Game: What's the Magic Word? Which Wonderful Word?

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Birds lay eggs in nests during the spring.	We see insects and spiders in the spring.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Gel Letters	Playdough "N"s
	Math Lab	Sorting Insects	Sorting Insects
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Describing Insects	Describing Insects
	Art Lab	Make a Bug	Make a Bug
	Science Lab	Going Buggy!	Going Buggy!
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"The Gooney Bird Song"	"Shake Something"	
 Clues & Questions	Explore, identify, and describe bird behaviors. Introduce the letter "n."	Learn about insects. Review the letter "n."	
 Rhyme Time	"My Garden"; Sound Blending: Say-It-Fast		
 Getting Along Together		Review active listening.	
 Plan & Play	Scenario Options: Weather Report Construction Zone The Library Family Picnic	Scenario Options: Same as day 6 Small-Group Instruction: We Love Spring!	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Leo the Lightning Bug</i> by Eric Drachman	<i>Leo the Lightning Bug</i> Story Retell: Dramatization	
 Math Moments	Count to 20 by rote. Sort by attributes; sort random objects in various ways.	Count to 20 by rote. Compare quantities: Which group has the most?	
 Question/Reflection	Brain Game: Pass It Down! Dramatize bird behaviors.	Brain Game: Pass It Down! Describe insects and their attributes.	

Day 8	Day 9	Day 10
We see insects and spiders in the spring.	Many animals have their babies in the spring.	Some baby animals are born live, and others hatch from eggs.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Playdough "N"s	Playdough "N"s	Playdough "N"s
Sorting Insects	Sorting Insects	Sorting Insects
Exploring with Technology	Exploring with Technology	Exploring with Technology
Describing Insects	Describing Insects	Describing Insects
Make a Bug	Make a Bug	Make a Bug
Going Buggy!	Going Buggy!	Going Buggy!
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Freeze	"The Birds"	"Elmo's Got the Moves"
Describe and compare insect and spider attributes. Review the letter "n."	Identify baby animal names. Review the letter "n."	Identify animals that lay eggs/have live births. Review the letter "n."
	"My Garden"; Sound Blending: Say-It-Fast	"My Garden"; Sound Blending: Say-It-Fast
Review Say-It-Back.		
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>Diary of a Spider</i> by Doreen Cronin	<i>Diary of a Spider</i> Story Retell: Identify spider facts in the text.	Free-Choice Story Reading: Suggestion – <i>Spring Is Here!</i> by Will Hillenbrand
Count to 20 by rote. Compare quantities: Which group has the most/least?	Count to 20 by rote. Compare quantities: Show Me More! game	Count to 20 by rote. Fair shares of insects
Brain Game: Pass It Down! Match insect pictures.	Brain Game: Pass It Down! Match adult and baby animals.	Brain Game: Pass It Down! Reread <i>Spring Is Here</i> by Sally Francis Anderson.

You Will Need

Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> • <i>When Spring Comes</i> by Kevin Henkes • <i>Spring Is Here!</i> by Will Hillenbrand • <i>Dream Weaver</i> by Jonathan London • <i>Diary of a Spider</i> by Doreen Cronin • <i>Leo the Lightning Bug</i> (book and CD) by Eric Drachman • <i>Owl Babies</i> by Martin Waddell 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Spring Is Here</i> by Sally Francis Anderson (class set) 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>Curiosity Learns About Spring</i> by Jill Crawford • <i>Curiosity Meets Crawly Caterpillar</i> by Jill Crawford • <i>A Box Can Be Many Things</i> by Dana Meachen Rau • <i>A Listen Lesson Learned</i> by Betsy Wilmerding • <i>Pizza, Please!</i> by Traci E. Cottrell 	
	Media	
	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 14 • CD: <i>Learning Basic Skills Through Music, Volume 1</i> by Hap Palmer • CD: <i>Getting to Know Myself</i> by Hap Palmer • CD: <i>Traditional Tunes: Sandy and Danny</i> 	
	Cards/Card Sets	
	Curiosity Corner Activity Cards for Unit 14	
	Letter Cards	<ul style="list-style-type: none"> • “Ff,” “Ww,” “Jj,” “Aa,” “Uu,” “Nn”
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “four,” “warm,” “jacket,” “activity,” “up,” “nest,” “insect,” “spider,” “baby,” “kitten” • Day 1: Spring picture card set • Day 3: Clothing picture card set (from unit 5) • Days 7, 8, and 10: Creepy Crawly matching picture card set • Day 9: Animals and Their Babies picture card set • Days 9 and 10: Animals and Their Babies picture card set
Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Weather Report, Pretending with Boxes, Construction Zone, The Library, Family Picnic 	

	<p>Rhyme Cards</p>
	<ul style="list-style-type: none"> • “It’s Spring!” • “My Garden”
<p>General — Used in Every Unit</p>	<p>Other Card Sets</p>
	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1
	<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"> • Small plastic insects • Mini-lizard assortment • Pinwheel • Large foam number cube • Curiosity Corner Unit Record Form for unit 14 (generate with data-tools system)

Teacher Acquired:

General

- 
- Ball (Move It!, day 2)
 - Map of the United States, large (Clues & Questions, day 2)
 - Balloon, inflated (Move It!, day 5)
 - Large dry bean seeds (lima or pinto beans), one per child (Clues & Questions, day 5)
 - Paper towels folded to a size that fits in a sandwich-size plastic baggie, bowl of water to dampen towels, and blue painter's tape (Clues & Questions, day 5)
 - Bird's nest, if available, or picture of a bird's nest (Clues & Questions, day 6)
 - A cupcake or a picture of a cupcake (Math Moments, day 5)
 - Real insect (dead or alive) in a bug box or clear baggie (Clues & Questions, day 7)
 - Live butterfly culture (Optional)
 - 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"> Books related to the season of spring, insects, spiders, animal babies, birds, etc.
	Letter Lab	
	Gel Letters	<ul style="list-style-type: none"> Gallon-sized resealable baggies filled with hair gel Letter-blending cards for “Ff,” “Ww,” “Jj,” “Aa,” and “Uu”
	Playdough “N”s	<ul style="list-style-type: none"> Playdough, letter-blending card for “Nn”
	Math Lab	
	Pizza, Please!	<ul style="list-style-type: none"> Paper pizzas cut into halves, thirds, and fourths (appendix)
	Sorting Insects	<ul style="list-style-type: none"> Plastic insects
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, tablets, listening media, software
	Writing Lab	
	Spring Fun	<ul style="list-style-type: none"> Writing materials, crayons, markers, paper
	Describing Insects	<ul style="list-style-type: none"> A few plastic insects, writing materials, paper
	Art Lab	
	Springtime Scenes	<ul style="list-style-type: none"> Pastel paints, easel paper, paintbrushes
	Make a Bug	<ul style="list-style-type: none"> Paper, tempera paints, easel paper, paintbrushes
	Science Lab	
	Butterfly Watch	<ul style="list-style-type: none"> Live culture butterfly kit (optional), magnifiers, writing materials for recording observations
	Going Buggy!	<ul style="list-style-type: none"> Bug boxes, live insects (such as ants and spiders in your area that can be safely captured in a bug box), writing materials <p>Note: If you cannot acquire bug boxes, clear resealable baggies may be used for observing dead bugs.</p>
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> Classroom puzzles and games related to spring

Plan & Play		
Scenario	Suggested Classroom Space	Ideas for Props
Weather Report	Open/Table area	<ul style="list-style-type: none"> Large map of the United States, pointer, weather symbols (e.g., rain, clouds, sun, wind), cards with spring temperatures typical for your climate
Pretending with Boxes	Open area	<ul style="list-style-type: none"> Cardboard boxes of varying shapes and sizes
Construction Zone	Blocks area	<ul style="list-style-type: none"> Play tool sets, hard hats
The Library	Classroom library	<ul style="list-style-type: none"> Books related to spring, pretend library cards and/or something that could be used to scan books, basket for books to be reshelved by the librarian
Family Picnic	Open area	<ul style="list-style-type: none"> Blankets, paper or plastic plates, plastic utensils, paper or plastic cups, plastic food items, baskets

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>	<ul style="list-style-type: none"> • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide. • Letter Lab: Fill two or three gallon-sized resealable baggies with hair gel. Add food coloring to the gel if it is clear. There should be enough gel in the bag to spread evenly when the bag is laid flat. Children will form letters by pressing their fingers onto the flattened bag. • Art Lab: Add some white tempera paint to each of the other colors to create pastel shades of paint.
<p>STaR</p>	<ul style="list-style-type: none"> • Number the pages of the book <i>When Spring Comes</i> Page 2 begins “Before spring comes...”
<p>Q/R</p>	<ul style="list-style-type: none"> • If you are not familiar with the tune for “Mary Had a Little Lamb,” listen to it on the CD <i>Traditional Tunes: Sandy and Danny</i>.
Day 2	
<p>GR&W</p>	<ul style="list-style-type: none"> • Math Lab: Duplicate the pizza slices sheets for halves, thirds, and fourths (appendix), three or four sets. Cut the patterns as indicated.
<p>C&Q</p>	<ul style="list-style-type: none"> • Create a weather map by placing images of clouds, sun, and rain and numerals that represent spring temperatures in various spots on a map of the U.S. • Duplicate the Winter Weather Map (appendix), one per group. • Duplicate the Spring Weather Map (appendix), one per group.
<p>MM</p>	<ul style="list-style-type: none"> • Create three large paper circles from construction paper (to represent pizzas). Make each circle the same size but a different color. Cut each circle into two pieces. Cut one circle exactly in half, and cut the other two into unequal pieces. <p>EXAMPLE:</p> <div style="text-align: center;">  </div>
Day 3	
<p>STaR</p>	<ul style="list-style-type: none"> • Number the pages of the book <i>Splish, Splash, Spring</i>. Page 1 begins “Spring is sloppy...”
<p>MM</p>	<ul style="list-style-type: none"> • Create pretend candy bars by connecting three linking cubes. Use a variety of colors for each candy bar. (They may have three different colors or two cubes of one color and one cube of another color.) You will need one candy bar per partnership, plus two for modeling.
Day 4	
<p>MM</p>	<ul style="list-style-type: none"> • Add one linking cube to each of yesterday’s pretend candy bars so each one has four sections.
<p>Q/R</p>	<ul style="list-style-type: none"> • Create a Counting Signs of Spring chart by placing the graphics from the Counting Signs of Spring sheets (appendix) on chart paper. Place the sun graphic on the first line, place two dandelions on the next line, and so on.

Day 5	
C&Q	<ul style="list-style-type: none"> • Fill a bowl with water. Write each child’s name on a resealable plastic baggie.
Day 6	
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Diary of a Spider</i>. Page 2 begins “March 1.”
Day 7	
MM	<ul style="list-style-type: none"> • Copy and cut out the eggs and nests from the Egg and Nest Patterns sheet (appendix). • Place twenty eggs and two nests in baggies, one baggie per partnership.
Day 8	
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Leo the Lightning Bug</i>. Page 1 begins “Leo was a lightning bug.”
Day 9	
C&Q	<ul style="list-style-type: none"> • Draw a T-chart on chart paper. Label one side “Adult” and the other side “Babies.” Hang the chart where it is visible and easily accessible.
Day 10	
C&Q	<ul style="list-style-type: none"> • Draw a T-chart on chart paper. Label one side “Eggs” and the other side “Babies.” Hang the chart where it is visible and easily accessible.
MM	<ul style="list-style-type: none"> • Duplicate the Snack Graph sheet, one per partnership.

Day 1 | Ready, Set

Learning Focus

Spring is one of the four seasons of the year.

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 print chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 14
<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"> • No new materials needed
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • SFAF book: <i>Curiosity Learns About Spring</i> by Jill Crawford • CC Activity Cards: Spring picture cards set • CC Activity Card: Wonderful Word picture card for "four" • Daily Message board or IWB access • CC Activity Card: Letter card for "Ff"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme card for "It's Spring!" (optional)
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Weather Report, Pretending with Boxes, Construction Zone, The Library • 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>When Spring Comes</i> by Kevin Henkes • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • SFAF book: <i>Pizza, Please!</i> by Traci E. Cottrell

Materials	
Question/Reflection	<ul style="list-style-type: none">• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 14• Theme introduction letter (appendix)• Read & Respond bookmarks• Home Link animal stamp: chick

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.

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the new books related to spring and insects.

Letter Lab: Gel Letters

- Point out the baggies of gel. Lay the bags flat to disperse the gel evenly. Encourage children to use their fingers to form letters in the gel by pressing on the bag's surface. Remind children not to open the bags. Encourage them to practice forming the letter "f."

Math Lab: Free Exploration

- Have a variety of manipulatives available that children can sort and count. Examples include linking cubes, plastic bears, buttons, beads, and pattern blocks.

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: Spring Fun

- 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.

- Invite children to write about a sign of spring they have noticed or something they like to do in the spring.

Art Lab: Springtime Scenes

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they would like.
- Point out the pastel paints at the easel, and invite children to paint with these lighter spring colors.

Science Lab: Butterfly Watch

- Invite children to observe the chrysalis from the live butterfly culture kit. If you were unable to order a kit, have children investigate the spring items you have placed in the lab with magnifying glasses.

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 join you in singing and dancing to “Aloha ‘Oe” today.

Today in Move It!, we’ll hear “Aloha ‘Oe.” Let’s watch this video as we sing and dance to the song!



- Play the “Aloha ‘Oe” video. Invite children to sing and dance to the song as they feel comfortable.



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):

flower
four*
raincoat
robin
season
sign
spring
umbrella
watering can

Curiosity’s Clues

- Have Curiosity join the group with the book *Curiosity Learns About Spring*.

Teacher: **What do you have with you today, Curiosity?**

Curiosity: **I brought a book that tells what happened when I learned about spring.**

Teacher: **That’s great! Your book is a clue about our new unit.**

Learning with Curiosity

- Introduce the new unit.

We are starting a new unit about spring today. Spring is one of the four seasons of the year. WGR: What are the other three seasons? *Summer, fall (autumn), and winter.*

- Read the story *Curiosity Learns About Spring*.
- Use the spring picture cards to introduce spring-related concepts and vocabulary. Present each card, name the picture, and discuss how it relates to spring.



EXAMPLE:

Show the umbrella card. **This is an umbrella. Say, “umbrella.”** Have children repeat the word. **In many places, people need umbrellas in the spring because it rains a lot.**



- Play the “Spring in the Woods” video.

Let’s watch a video to learn more about springtime.

Wonderful Word

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

Our Wonderful Word today is “four.” “Four” is a number word. We use this word to tell that we have this many (Hold up four fingers.) of something. There are four seasons in the year.



- Play the digital dictionary video for “four.”
- Remind children that they can earn paw points when they use or hear the word “four” 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 the children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

Spring is one of the four seasons of the year.

Letter Links

- Have Curiosity present the review letter. Show the letter card for “Ff.”

Today we will review a letter that we have already learned. Our letter today is “f.”

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



- Use the sharing sticks to select children to share words that begin with /f/. Award paw points for correct responses.
- 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 day 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 day 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 day. 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 “f” by showing the “Alpha Boy’s Letter F” 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 things that happen when spring arrives. It’s called “It’s Spring!” Listen carefully for the rhyming 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.

It’s Spring!

**Snow melts;
Streams flow;
Bears wake;
Plants grow.**

**Sap runs;
Birds sing;
I’m glad
It’s spring!**

Develop Phonological Awareness—Rhyme Recognition

- Introduce the game Stand Up, Sit Down.

Today we are going to play Stand Up, Sit Down. I will ask you whether two words rhyme. If they rhyme, stand up. If they don’t rhyme, sit down. Let’s play!

- Play the game.

snow	flow	<i>(Stand up.)</i>
streams	rivers	<i>(Sit down.)</i>
bears	pears	<i>(Stand up.)</i>
wake	snake	<i>(Stand up.)</i>
sing	fly	<i>(Sit down.)</i>
glad	happy	<i>(Sit down.)</i>



- Award paw points if children successfully identified rhyming word pairs.



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.

Weather Report: Show the area where children can pretend to be reporters. **When people want to know what the weather will be before they go to work or school, they get a weather report. Weather reporters on television tell what the weather will be for the day and the next few days. Pretend that you are a weather reporter. How will you show viewers what the weather will be for today? What will you use to show the weather in your neighborhood?**

Pretending with Boxes: Show an open area. **Sometimes in the spring, we can't go outside to play if it is raining. Something we can do on rainy days is use boxes for pretend play.** Show several pages from the story *A Box Can Be Many Things*. **The children in this story use a box to pretend a lot of things. You may want to get some ideas from this book about something you can pretend with a box.**

Construction Zone: Show the blocks area. **In many places, construction workers start to build new buildings in the spring. When the frozen ground thaws, they can use shovels to dig the foundations. You can pretend to be builders starting a new project. What will you build? Does your community need a new school or library?**

The Library: Show the classroom library and/or Computer/Media Lab. **Some people plant gardens in the spring, so they go to the library to get information about growing plants and vegetables. Pretend to be the librarian who helps visitors find information about growing things in the**

spring. How will you help the library patrons find information on the computers? Will you help them find books to take home to read?

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.
- 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:

Weather Report: I see that you will report on the big storm coming as you mentioned in your plan. What time do you expect the storm to arrive?

Pretending with Boxes: Observe children playing with the boxes to determine what they have imagined them to be. Enter the play area, and engage in the scenario that they have created, asking questions that will support and extend their play. For example, if children are pretending that a box is an animal cage, you might say, "I see that you have a (name of animal) in your cage. Would you like help feeding it?"



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
Interactive Story Reading

STaR word(s):

blossoms

When Spring Comes

Author: Kevin Henkes

Illustrator: Laura Dronzek

When spring comes, a lot of changes happen from winter. The weather gets warmer, things begin to grow, animals are born, and we can play outside more often.

Interactive Story Reading

Before Reading

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

The title of our story today is *When Spring Comes*. That’s the name of the story. The author is Kevin Henkes. He wrote the words for the story. The illustrator is Laura Dronzek. She 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.



There’s so much to see in this illustration. I think it may tell us a lot about the story. T-P-S: What do you see in the picture?

The title of the story is *When Spring Comes*. We know that spring is the season that comes after winter, when the weather gets warmer. T-P-S: What do you think happens when winter changes into spring?

Let's read the story to find out what happens when spring comes.

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.
 - Pages 6 and 7: T-P-S: **What is happening to the snowman on these pages? What do you think is making this happen?**
 - Pages 12–15: T-P-S: **What kind of weather can you expect in spring?**
 - Page 26: T-P-S: **What do you think it means that you will feel, smell, and hear spring? What do you think you will feel? What do you think you will smell? What do you think you will hear?**

After Reading

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

Let's see if we can remember some of the things that happen when spring comes. T-P-S: Tell your partner something that happens when spring comes. You may want to page through the book to help children remember the activities in the story.

A lot of things begin to grow in spring. One thing we begin to see in spring is blossoms. T-P-S: What do you think the word "blossoms" means? Blossom is another word for flower. Some of the first blossoms we see in spring are tulips and daffodils. We also see blossoms on trees.
- 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):

fair share
fourth
half
third

**Count with Curiosity**

- Introduce the number that children will count to this week.

This week and next, we will practice counting to 20.

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Read the story *Pizza, Please!*, focusing on the fractions one half, one third, and one fourth.

I have a story to read to you today about how a group of people share one pizza. The title of the story is *Pizza, Please!* The author is Traci E. Cottrell, and the illustrator is James Bravo. While I read the story, listen to what happens when friends join Mario and Kendra at Pizza Joe’s.

Partner Practice

- Use Think-Pair-Share to have children answer questions about the following pages in the book.



– Page 4: T-P-S: **How many pieces of pizza do we see on this page? *Two*. Are the pieces the same size? *Yes*.**

– Page 6: T-P-S: **Now that Dean has arrived, how many pieces of pizza do the children need? *Three*. Are the pieces the same size? *Yes*.**

– Page 8: T-P-S: **When Mario’s dad joins the others at Pizza Joe’s, they decide to cut the pizza into more pieces so they can each have some. How many pieces are there now? Are the pieces the same size? *Yes*.**

- Introduce the concept of fair shares.

When we cut the pizza into pieces that are the same size, we say that we have fair shares. Everyone gets the same amount of pizza. Mario and Kendra cut their pizza into fair shares as their friends arrived.



- Play the “Bert and Ernie: More or Less Pizza?” video.

We’re going to watch a video about Bert and Ernie. Ernie has cut some slices of pizza for himself and Bert. Did Ernie cut the pizza into fair shares?



Have children play this week’s brain game, What’s the Magic Word? Remind children that What’s the Magic Word? is a game that will help them to focus.

Brain Game: What’s the Magic Word?

Play any popular appropriate song that has a few words that are repeated often. Select a word that is clearly heard in the song, and announce that it is the magic word (e.g., in the song “Old MacDonald,” a word like “farm” would be chosen). Tell children to listen carefully for the word as they listen to the song. Whenever they hear the magic word in the song, they will do a specific action, such as touch their noses or stand up. The challenge is to hear every instance of the chosen word and do the appropriate action.



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned about things we see that tell us it is spring.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “four.” Remember that “four” is a number word that tells how many of something we have. Spring is one of the four seasons in the year. T-P-S: When did we hear the word “four” today?

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



Theme Learning Extension

- Introduce the song “Signs of Spring,” and explain how to play the game.

Today we learned about some of the things we see that tell us it’s spring. Those things are called signs of spring.

We’re going to sing a song about the signs of spring, and when it’s your turn, you will tell something that happens in the spring.



"Mary Had a Little Lamb" is included on the CD *Traditional Tunes: Sandy and Danny*.

- Use My Turn, Your Turn to teach the song "Do You Know the Signs of Spring?"

Do You Know the Signs of Spring?

(Tune: "Mary Had a Little Lamb")

**Do you know a sign of spring,
Sign of spring, sign of spring?
Do you know a sign of spring?
Tell me what you know.**

- Sing the song, and invite a child to answer the question. You may want to provide a sentence stem, such as "A sign of spring is _____." Repeat the song, giving as many children as possible the opportunity to answer as time permits.

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

In many places, the weather is warmer in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter-blending card for “Ww” • Math Lab: Paper pizza slices (appendix) for halves, thirds, and fourths
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"> • Map of the United States with weather symbols attached (see To Be Prepared) • Winter Weather Map (appendix), one per partnership • Spring Weather Map (appendix), one per partnership • CC Activity Card: Wonderful Word picture card for “warm” • CC Activity Card: Letter card for “Ww”
Getting Along Together	<ul style="list-style-type: none"> • Chilly and Squeaky puppets • Blocks for building a tower, about six
Plan & Play	<ul style="list-style-type: none"> • No additional materials needed
STaR	<ul style="list-style-type: none"> • Trade book: <i>When Spring Comes</i> by Kevin Henkes
Math Moments	<ul style="list-style-type: none"> • SFAF book: <i>Pizza, Please!</i> by Traci E. Cottrell • Curiosity, Chilly, and Squeaky puppets • Paper pizza slices for each puppet (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> • Trade book: <i>A Box Can Be Many Things</i> by Dana Meachen Rau • 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: Gel Letters

- Encourage children to practice forming “w,” the review letter for today.

Math Lab: Pizza, Please!

- Model creating a whole pizza from fractional slices. Encourage children to state how many slices there are in each pizza after they assemble it.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Spring Fun

- Same as day 1

Art Lab: Springtime Scenes

- Same as day 1

Science Lab: Butterfly Watch

- 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, Curiosity looked for signs of spring. T-P-S: Can you remember one of the signs of spring that Curiosity found? *Curiosity found flowers starting to grow on trees and from the plants on the ground.*



- 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 join you in a circle. Introduce the game Ball Pass: Signs of Spring.
Today we will play Ball Pass using things we see in the spring. When you pass the ball to the friend sitting next to you, name something that lets you know it is spring.
- To start the game, pass the ball to the child sitting next to you as you say, “Birds” aloud. Have children continue this around the circle.
- If time allows, reverse the direction of the ball, and play the game again.



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

 Clues & Questions

Theme-related word(s):

temperature
 warm*
 weather map

Curiosity’s Clues

- Have Curiosity join the group and ask about the map you have posted.

Teacher: **Did you bring a clue today?**

Curiosity: **Yes, I did. I hung it up this morning. It’s the big map on the wall. It has suns, clouds, and numbers on it.**

Teacher: **Yes, you brought a weather map, Curiosity. It shows what the weather will be in different parts of the country. It’s a clue for what we will learn about today.**

T-P-S: **Yesterday we began talking about spring. What does a weather map tell us about spring?**



Learning with Curiosity

- Distribute a winter weather map and a spring weather map to each partnership. Give children time to compare what they see on the maps.

T-P-S: **Which of these maps shows the winter season? How can you tell?**

In some places, there is snow during the winter, so the map with the snowflakes is a winter map.

T-P-S: **Which map shows the spring season? How can you tell?**

In the spring, the weather gets warmer, too warm for snow.

If you have access to the Internet, show a few authentic weather maps from weather-based websites such as www.weather.com, www.weather.gov, or www.noaa.gov.

- Point out the numerals that indicate the temperature on the maps, and explain that the higher temperatures indicate spring weather.

T-P-S: **Why are these numbers on the maps? They tell the temperature—how warm or cold it is.**

In many places, the weather gets warmer in the spring. The numbers on the map show the temperature. The higher the number, the warmer it is. The numbers on the spring map are higher than those on the winter map. This shows that the temperature is warmer in the spring than it is in the winter. Weather maps often use the color blue to show cold temperatures and red to show hot temperatures. Weather maps use pictures to indicate what the weather will be like. A lightning bolt can show thunderstorms on a weather map, and a snowflake can show that it will snow.



- Play the “Rainy Day Song” video.

We know it gets warmer in the spring. In many places, it also rains a lot. Let’s watch a video about the weather in the spring.

Wonderful Word



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

Our Wonderful Word today is “warm.” If something is not too hot or cold, it is warm. The weather gets warmer in the spring.



- Play the digital dictionary video for “warm.”
- Remind children that they can earn paw points when they use or hear the word “warm” 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.

In many places, the weather is warm in the spring.

- Invite children to count the words in the Daily Message.

There are a lot of words in our Daily Message today! Let's count them.

Letter Links

- Show the letter card for “Ww.”

Today we will review a letter that we have already learned. Our letter today is “w.”

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



- Use the sharing sticks to select children to share words that begin with /w/. Award paw points for correct responses.
- 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 day 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 day 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 day. 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 “w” by showing the “W: Waffle” video.



Have children stand and recite “It's Spring!” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):

apologize

sorry

Active Instruction

- Use the Chilly and Squeaky puppets to introduce the concept of apologizing when accidents happen.

Teacher: **Let's watch what happens when Chilly and Squeaky build a tower together.** Have Chilly and Squeaky next to a tower of blocks with Chilly holding a block.

Chilly: **Here it goes, one last block to finish the tower.** Chilly places the last block on top of the tower.

Squeaky: **Yippee!** Squeaky spins around in excitement, and his tail knocks into the tower. The tower tumbles to the ground.

Chilly: **Oh, no! Squeaky, look what you've done. The tower is ruined!**

If you are using an interactive whiteboard, you can tell the story along with the pictures on the screen.

Squeaky: I'm sorry for knocking down the tower, Chilly. It was an accident. I was excited, and my bushy tail hit the tower.

Chilly: I know you didn't mean it, Squeaky. Let's build another tower that's even bigger than the first one!

Teacher: What happened when Chilly and Squeaky were building their tower? Yes, there was an accident, and Squeaky's tail knocked over the tower.



T-P-S: What did Squeaky say after the accident? Squeaky said, "I'm sorry for knocking down the tower."

Yes, Squeaky said, "I'm sorry." Do you know what it is called when we say we are sorry for something that happened? It's called apologizing. When an accident happens, it's important to apologize right away so the other person knows that you didn't mean for it to happen. Accidents happen all the time, but it's important to say "I'm sorry."

Partner Practice

- Have children practice apologizing in partnerships. Assign each child to be a Peanut Butter or Jelly.

I am going to describe some situations or accidents that could happen in our classroom. You will practice apologizing to your partner. You will say, "I'm sorry for..." and explain why you are apologizing. For example, if I knocked over my friend's chair, I would say, "I'm sorry for knocking over your chair."

- 1. You are running down the hall and bump into your partner.** Have the Peanut Butters apologize to the Jellies.
- 2. You spill a glass of milk all over your partner's paper.** Have the Jellies apologize to the Peanut Butters.
- 3. You interrupt your partner when he or she is talking.** Have the Peanut Butters apologize to the Jellies.
- 4. You skip your partner's turn when playing a game.** Have the Jellies apologize to the Peanut Butters.

Remember, when an accident happens, it's important to apologize right away.



- Award paw points to children who apologize when accidents happen 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 plan.

Small-Group Instruction

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

Spring Walk

- Invite children to play a game in which each of them adds a sentence to a story about what we see in the spring.
- To start the story, say something such as, “We went walking on a spring day and saw a bird in a tree.”
- Go around the group, and have each child add something to the story that he or she might see in the spring, such as “We went walking on a spring day and saw a bird in a tree and _____.”



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.”



When Spring Comes

Author: Kevin Henkes

Illustrator: Laura Dronzek

Review

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

We read this book about things that happen when winter changes to spring. Let’s see if we can read the title of the story together. *When Spring Comes*. The author of the story is Kevin Henkes, and the illustrator is Laura Dronzek.



- Review the story vocabulary that you introduced yesterday.

One of the things that happens when spring comes is that we see blossoms. Blossoms are flowers. T-P-S: Where might you see blossoms in our community when spring comes?

Story Retell

- Display the cover of the book, and tell children that they will help you read it by identifying opposites in the book.

***When Spring Comes* is a story that has a lot of opposites. It tells how different spring is from winter. Today you will help me read the story. I will read some of the story, and then you will help me identify opposites.**

I will read the whole story first to help you remember what happens when winter changes to spring.

- Read the story.

Now let's read the story together. Read the story, pausing for children to identify opposites.

You may want to use the following guide.

Teacher reads:

Pages 2–5

Pages 8 and 9

Page 12

Pages 16 and 17

Pages 20 and 21

Children identify:

bare trees grow leaves and blossoms

brown grass turns green

spring is sunny and rainy

empty gardens fill with green shoots

spring comes quickly or slowly, spring can be sunny and warm or cold and snowy

- Conclude the activity by having children tell their partners something that they like to do in the spring.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Review the story *Pizza, Please!* by Traci E. Cottrell.

We read this story about sharing pizza yesterday. Let's review a part of the story.

- Reread pages 1–4.

When Mario cuts the pizza into two parts that are exactly the same size, he cuts it into halves. Each piece of pizza is one half of the whole pizza.

Have Curiosity, Chilly, and Squeaky join the group.

Our puppet friends have pizzas to share. Each of them has cut his or her pizza into two parts, but only one pizza is cut into pieces that are the same size. Only one pizza is cut into halves.

Partner Practice



- Display each puppet’s pizza slices where all children can see them. You may wish to lay them on the floor.

T-P-S: Look closely at the pieces that each of our friends has cut. Which one has cut the pizza in half? How do you know? *Curiosity’s pizza is cut in half. She made two pieces that are the same size.*



- Reinforce the concept of fractions by showing the “Ernie Shares Bert’s Cookie” video.



Have children play this week’s brain game, What’s the Magic Word? Remind children that What’s the Magic Word? is a game that will help them to focus.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that the weather gets warmer in the spring.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “warm.” Remember that if something is not too hot or cold, it is warm. T-P-S: **When did we hear the word “warm” today?**



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

Theme Learning Extension

- Present the book *A Box Can Be Many Things* by Dana Meachen Rau.

Sometimes it rains in the spring, and we have to find something fun to do indoors. This book gives us ideas for making things from boxes.

- Read the story to children. Ask children who made things during Plan & Play to tell about what they made and what they pretended with a box.

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

We wear different clothing in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>When Spring Comes</i> by Kevin Henkes Letter Lab: Letter-blending card for “Jj”
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> CD: <i>Getting to Know Myself</i> by Hap Palmer
Clues & Questions	<ul style="list-style-type: none"> Concepts-of-print book: <i>Spring Is Here</i> by Sally Francis Anderson (class set) CC Activity Card: Wonderful Word picture card for “jacket” CC Activity Card: Letter card for “Jj”
Getting Along Together	<ul style="list-style-type: none"> Chilly and Squeaky puppets
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>Owl Babies</i> by Martin Waddell Leaf for story tree
Math Moments	<ul style="list-style-type: none"> SFAF book: <i>Pizza, Please!</i> by Traci E. Cottrell Pretend candy bars made of linking cubes, one per partnership and two for modeling (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Clothing picture cards set (from unit 5) 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: Gel Letters

- Encourage children to practice forming “j,” the review letter for today.

Math Lab: Pizza, Please!

- Same as day 2

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Spring Fun

- Same as day 1

Art Lab: Springtime Scenes

- Same as day 1

Science Lab: Butterfly Watch

- 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.

Ernie talks Bert into sharing his cookie in the math part of last night's show. T-P-S: How did Ernie suggest they share the cookie? Ernie suggested splitting the cookie in half.



- 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 move like Sammy in the song of the same name.

Today we’re going to listen to a song about a little boy who pretends to be different animals when he goes to the store for his father. We will pretend that we are Sammy and move like the animals he sings about.

- Play the song “Sammy” from the CD *Getting to Know Myself* 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):
jacket*

Curiosity’s Clues

- Have Curiosity wear, or carry, a lightweight jacket when she joins the group.

Teacher: **What do you have with you today, Curiosity?**

Curiosity: **It’s a clue for what we will learn about today.**



Teacher: **We’ve been learning about spring. We know that spring is one of the four seasons and that the weather gets warmer in the spring.** T-P-S: **How does a jacket give us a clue for what we’ll learn about spring today?**
We wear jackets in the spring.

Curiosity: **I brought this jacket because people wear clothing in the spring that is different from what they wear in the winter. We’re going to learn about the kinds of clothes that people wear in the spring.**

Learning with Curiosity

- Distribute the concepts-of-print book *Spring Is Here*. Invite children to look at the illustrations for the types of clothing that people wear in the spring.

Today we will read the story *Spring Is Here* by Sally Francis Anderson. While we read this story, look carefully at the illustrations. You will see some of the kinds of clothes that people wear in the spring.

- Have children turn to page 1. Read the text, sliding your finger under the words as you read them and stopping when you reach the end of the sentence. Encourage children to do the same.
- Point out that the period at the end of the sentence tells you to stop.

I see a little dot at the end of the words on this page. This little dot tells me that this is the end of the sentence and that I should stop before I read the words on the next page.

- Continue reading the story, sliding your finger under the words as you read them and stopping at the end of each sentence before reading the next one.
- Turn back to the beginning of the book, and talk with children about the clothing that the children in the story are wearing.



- Play the “Tree Fashion Report” video.

This video shows Ernie hosting a fashion show, but the models are trees instead of people! I wonder what the trees will be wearing this spring.

Wonderful Word



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

Our Wonderful Word today is “jacket.” A jacket is something we wear over our clothes when it is cool outside, but not cold.



- Play the digital dictionary video for “jacket.”
- Remind children that they can earn paw points when they use or hear the word “jacket” 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 wear a light jacket in the spring when it is warm.

- Point out the letters that dip below the line in the message.

Some of the letters in our Daily Message dip down low. Let’s see if we can name the letters that dip down low. Encourage children to name the “g,” “j,” and “p” as you circle them. **One of these letters is our review letter for today.**

Letter Links

- Show the letter card for “Jj.”

Today we will review a letter that we have already learned. Our letter today is “j.”

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

- Use the sharing sticks to select children to share words that begin with /j/. Award paw points for correct responses.
- 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 day 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 day 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 day. 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 “j” by showing the “Letter J Robot” video.

Have children stand and recite “It’s Spring!” as a transition to Getting Along Together.



Getting Along Together

Active Instruction

- Use the Chilly and Squeaky puppets to review apologizing.

One day Chilly and Squeaky were dancing. Squeaky was doing some spinning moves and bumped into Chilly. Have Squeaky spin around and bump into Chilly, knocking him over.

Squeaky: **Oh, sorry.** (Say this in an insincere voice, and have Squeaky continue dancing without paying attention to Chilly.)

Chilly: **Doesn’t really sound like you are sorry!**

T-P-S: **Why does Chilly think Squeaky isn’t really sorry?** *Squeaky said sorry quickly and didn’t even look at Chilly or help him up. Squeaky kept dancing.*

When you apologize, it’s very important to look at the person to whom you are speaking. If you say, “I’m sorry for...,” and explain what you are apologizing for, then the person feels like you really mean it. Who wants to come up and show Squeaky how to give an apology to Chilly?



- Call on two or three volunteers to come up and demonstrate giving an apology to Chilly. Make sure that children make eye contact with Chilly and say why they are apologizing. For example, “I’m sorry for bumping into you, Chilly. I was spinning around, and I didn’t see you. Let me help you up.”

Partner Practice

- Have children practice giving apologies with partners. Assign one partner to be Chilly and the other partner to be Squeaky.

Chilly and Squeaky are playing catch. Chilly isn’t watching when he throws the ball, and the ball hits Squeaky in the face. Chilly needs to apologize.

- Have the Chilly partners apologize to the Squeaky partners. Circulate and remind children to look their partners in the eye and give the reason for the apology.

Now Chilly and Squeaky are doing a jigsaw puzzle. They are taking turns. Squeaky puts a piece in the puzzle, immediately grabs another piece, and puts it into the puzzle. Chilly is sad because his turn was skipped. Squeaky needs to apologize.

- Have the Squeaky partners apologize to the Chilly partners. Circulate and remind children to look their partners in the eye and give the reason for the apology.

Accidents will happen sometimes, but if we remember to apologize, we will have a happy and safe 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 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):

brave
silent

Owl Babies

Author: Martin Waddell

Illustrator: Patrick Benson

Many baby animals are born in the spring. And like other birds, owls need their mothers to provide food for them. When the baby owls awake to find their mother gone in search of food, they are concerned about her whereabouts. The babies comfort each other as they wait for their mother to return, as they know she will.

Interactive Story Reading

Before Reading

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

The title of our story today is *Owl Babies*. That’s the name of the story. The author is Martin Waddell. He wrote the words for the story. The illustrator is Patrick Benson. 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 cover of this book to see if we can find out something about the story. Point to the title. **The title says *Owl Babies*. When we look at this illustration and hear the title, it makes me think the story will be about these owl babies.** T-P-S: **Look at the black sky behind the baby owls. Do you think it is daytime or nighttime? Why do you think that? What do you think we will find out about these owls?**

Let’s read the story to find out if your ideas are in there.

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 8: T-P-S: **How do you think the owl babies felt while they waited for their Owl Mother? Why do you think they feel** (name of feeling)?
 - Page 16: **The baby owls wished that their mommy would come back.** T-P-S: **What do you think will happen next?**
 - Page 22: T-P-S: **How do you think the babies feel now that their mommy came back? How can you tell?**

After Reading

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

In the beginning of the story the baby owls are worried when they find out their mommy isn’t in their nest. Why did the Owl Mother leave the nest?

The baby owls have to be brave while they wait for their mommy to come back. T-P-S: **What do you think it means to be brave? Brave is a feelings word. When you feel brave, you aren’t afraid of something. The baby owls want to show that they are not afraid to be alone in the tree while they wait for their mommy to come back.** T-P-S: **Can you think of a time when you were brave?**

T-P-S: **What happened when the owl babies wished their mommy would come back?**

Owl Mother was silent when she came back to the nest. T-P-S: **What does silent mean? When Owl Mother came back, she didn’t make any noise flying through the trees. She was silent. Let’s see if we can be silent and not make any noise.**

- 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: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Review the story *Pizza, Please!* by Traci E. Cottrell.

We’ve been using this book to think about fair shares of pizza. Yesterday we talked about things that are cut into two pieces that are exactly the same size.



T-P-S: What do we call the pieces when something is divided into two equal parts? *Halves*.

Today we’re going to talk about things that are divided into three pieces that are exactly the same size.

- Reread pages 5 and 6.

When Deon arrives, Mario decides to cut the pizza into three pieces that are exactly the same size so everyone can have a fair share.

T-P-S: What is each of the three pieces of pizza called? *A third*. When something is cut into three pieces that are exactly the same size, we say it is cut into thirds. Each piece is a third of the pizza.

Partner Practice

- Give each partnership a stick made of three connected linking cubes.

I have some pretend candy bars to give you today. They have lots of delicious parts. Each different color is a different flavor. Remember that they are for pretending, so please do not put them in your mouth.

WGR: How many parts does your candy bar have? *Three*. Are all the parts exactly the same size? *Yes*. Since our candy bars have three equal parts, we can call each part a third.

- Use the term “third” to model describing the colors of your own candy bar.

EXAMPLE:

One third of my candy bar is green, one third is blue, and one third is yellow. What about Curiosity’s candy bar? Two thirds of Curiosity’s candy bar are yellow, and one third is green.

T-P-S: How can you describe the colors of your pretend candy bar? What colors is your candy bar made of? Is it one third, two thirds, or three thirds of those colors?

- Use the sharing sticks to select children to share their responses. Help them say the descriptive sentences as needed. Award paw points for successful attempts at describing the candy bars.
- Reinforce the concept of fractions by showing the video “The Half-Eaten Sandwich.”

Have children play this week’s brain game, What’s the Magic Word? Remind children that What’s the Magic Word? is a game that will help them to focus.



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that the clothes people wear in the spring may be different from the clothes they wear in other seasons.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “jacket.” Remember that a jacket is a light coat we can wear in the spring. T-P-S: When did we hear the word “jacket” today?

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

Theme Learning Extension

- Distribute a clothing card to each child (or partnership if there are not enough cards for each child to have one).

Today we’re going to look at some clothing that you might wear in the spring. You have a picture of clothing. You will decide whether this is something you might wear in the spring.

T-P-S: What is the name of the clothing item on your picture card? Is it something you might wear in the spring?



- Use the sharing sticks to select children to share their responses. Choose as many children to share as time allows. Help them name the item in the picture and explain why they would or would not wear that item in the spring. Award paw points if most children share answers that are acceptable for the climate in which you live.

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 do many new activities in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Letter Lab: Letter-blending card for “Aa”
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"> Pinwheel Concepts-of-print book: <i>Spring Is Here</i> by Sally Francis Anderson (class set) CC Activity Card: Wonderful Word picture card for “activity” CC Activity Card: Letter card for “Aa”
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>Owl Babies</i> by Martin Waddell
Math Moments	<ul style="list-style-type: none"> SFAF book: <i>Pizza, Please!</i> by Traci E. Cottrell Pretend candy bars made of four linking cubes, one per partnership and two for modeling (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> Counting Signs of Spring chart (See To Be Prepared.) 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: Gel Letters

- Encourage children to practice forming “a,” the review letter for today.

Math Lab: Pizza, Please!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Spring Fun

- Same as day 1

Art Lab: Springtime Scenes

- Same as day 1

Science Lab: Butterfly Watch

- 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 you danced to the “Veggie Dance.” T-P-S: Can you remember any of the vegetables from the song? *The vegetables were broccoli, mushrooms, cucumbers, and corn.*



- 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 “Get on Up and Move Your Body” 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):

activity*
kite
pinwheel

Curiosity’s Clues

- Have Curiosity bring a pinwheel with her as she joins the group.

Teacher: **What did you bring, Curiosity?**

Curiosity: **It’s a pinwheel! You can blow on it to make it work, but if it’s windy outside, you can just hold it up in the air, and it will spin around!**

Teacher: **Yes, that’s right! Playing with pinwheels in the wind is something fun to do in the spring. Today we will talk about activities that people like to do in the spring.**

Learning with Curiosity

- Introduce the concepts-of-print book, *Spring Is Here*.

Our story for this unit is called *Spring Is Here*. It was written and illustrated by Sally Francis Anderson.

- Give a book to each child. Point out the period on each page.

Each page in our book has a sentence. At the end of the sentence, there is a dot called a period. The period tells us that the sentence is over.

- Guide children to read the story together in unison. Then have children go back to the beginning of the story and discuss the activities they see in the illustration on each page.

We've been talking about many fun activities that we can do when the weather gets warmer in the spring. It can also get very windy in the spring.



- Play the “Kite Festival” video.

Curiosity brought her pinwheel to hold up in the wind. What else can you play with on a windy day? Let's watch a video about some toys you can use in the wind.

Wonderful Word



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

Our Wonderful Word today is “activity.” An activity is something you do. Going on a walk outside is an example of an activity.



- Play the digital dictionary video for “activity.”
- Remind children that they can earn paw points when they use or hear the word “activity” 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 play outside more in the spring.

- Point out the uppercase letter at the beginning of the Daily Message.

The “w” in the word “We” is an uppercase letter because it is the first letter in the first word of our Daily Message.

Letter Links

- Show the letter card for “Aa.”

Today we will review a letter that we have already learned. Our letter today is “a.”



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



- Use the sharing sticks to select children to share words that begin with /a/. Award paw points for correct responses.
- 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 day 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 day 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 day. 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 “a” by showing the “A Words” video.



TRANSITION

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 “It’s Spring!” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Listening

- Introduce the game, It’s Your Turn, in which groups of children recite successive lines in a rhyme.

Today we will play It’s Your Turn. You will work in groups and take turns saying parts of the rhyme “It’s Spring!”

- Quickly place children in eight groups. Assign each group a line from the rhyme as described below.

Group 1: Snow melts;

Group 2: Streams flow;

Group 3: Bears wake;

Group 4: Plants grow.

Group 5: Sap runs;

Group 6: Birds sing;

Group 7: I'm glad

Group 8: It's spring!

- Invite groups to practice their lines.

Now you will say your part of the rhyme with your group.

- Visit each group, and have them say their line with you, lowering your voice as they become familiar with their assigned words. When children are ready, invite each group to say their line in succession, reciting the entire rhyme.

When I stand by your group, you will say your part of the rhyme. The other groups will listen until it is time for them to say their parts. When all the groups say their parts, we will have said the whole rhyme.



- Award paw points if the groups successfully recited the rhyme one line at a time.



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):

brave

silent

Owl Babies

Author: Martin Waddell

Illustrator: Patrick Benson

Review

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

We read this story about the baby owls yesterday. Let's read the title together, *Owl Babies*. The author of this story is Martin Waddell and the illustrator is Patrick Benson.



- Review the story vocabulary introduced yesterday.

The baby owls tried to be brave while they waited for Owl Mother to return to their nest. T-P-S: What did they do to help them not be afraid? They all sat together on the same tree branch and thought about the food she would bring them.

Owl Mother was silent when she came back to the nest. She was very quiet so the babies didn't hear her flying through the woods.

Story Retell

- Display the cover of the book and tell children they will act out the story as you read it.

Today when I read this story, you will pretend you are the baby owls and act out the story and say the things they say.

- Quickly divide children into three groups and assign one group to be Sara, one Percy, and one Bill. As you read the story, pause for children to act out what the baby owls do at various points. Invite children to repeat the dialog for their characters.
- Conclude this activity by having children tell their partners what they would do if they were one of the baby owls waiting for Owl Mother to come back.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Review the story *Pizza, Please!* by Traci E. Cottrell.

We’ve been using this book to think about fair shares of pizza. We talked about things that are cut into two or three pieces that are exactly the same size.



T-P-S: What do we call the pieces when something is divided into two equal pieces? Halves.

T-P-S: What do we call the pieces when something is divided into three equal pieces? *Thirds*.

Today we're going to talk about things that are divided into four pieces that are exactly the same size.

- Reread pages 7 and 8 of *Pizza, Please!*

When Mario's father arrives, he decides to cut the pizza into four pieces that are exactly the same size.

T-P-S: What word is used in the story to name each piece of pizza? A *fourth*. When something is cut into four pieces that are exactly the same size, we say it is cut into fourths. Each piece is one fourth of the pizza.

Partner Practice

- Give each partnership a stick made of four connected linking cubes.

I have some more pretend candy bars to give you, but these are even bigger than the ones you had yesterday.

WGR: How many parts does your candy bar have? *Four*. Are all the parts exactly the same size? *Yes*. Since our candy bars have four equal parts, we can call each part a *fourth*.

- Use the term "fourth" to model describing the colors of your own candy bar.

EXAMPLE:

One fourth of my candy bar is green, one fourth is blue, and two fourths are yellow. What about Curiosity's candy bar? Two fourths of Curiosity's candy bar are yellow, and two fourths are green.

T-P-S: How can you describe the color of your pretend candy bar? What colors is your candy bar made of? Is it one fourth, two fourths, or three fourths of those colors?



- Reinforce the concept of fractions by showing the "Ernie Shares Bert's Cookie" video.



Have children play this week's brain game, What's the Magic Word? Remind children that What's the Magic Word? is a game that will help them to focus.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about some activities that people like to do in the spring.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “activity.” Remember that an activity is something you do. Walking your dog is an activity. T-P-S: When did we hear the word “activity” today?



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

Theme Learning Extension

- Display the Counting Signs of Spring chart.

We are going to do some counting today. We will count the signs of spring that we see on this chart.

- Point to each picture on the chart, and have children count it along with you. As you count the pictures, write the numeral that tells how many pictures there are next to each row.
- Have children say complete sentences that describe the number of each picture with you, such as, “There is one sun,” and “There are two flowers.”
- Point out that each row has one more picture than the row before it.

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

We can do many new activities in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Classroom Library Lab: STaR story <i>Splish, Splash, Spring</i> by Jan Carr • Letter Lab: Letter-blending card for “Uu”
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • Balloon, inflated
Clues & Questions	<ul style="list-style-type: none"> • Ball • Large bean seeds, one per partnership • Plastic baggies, one per partnership • Paper towels, folded to fit inside the baggies, one per partnership • Bowl of water • Blue painter’s tape • CC Activity Card: Wonderful Word picture card for “up” • CC Activity Card: Letter card for “Uu”
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"> • <i>Dream Weaver</i> by Jonathan London or other storybook for free choice • Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> • Cupcake or picture of a cupcake
Question/Reflection	<ul style="list-style-type: none"> • CC Activity Cards: Wonderful Word picture cards for words that your children need to practice • 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

- Same as day 1

Letter Lab: Gel Letters

- Encourage children to practice forming “u,” the review letter for today.

Math Lab: Pizza, Please!

- Same as day 2

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Spring Fun

- Same as day 1

Art Lab: Springtime Scenes

- Same as day 1

Science Lab: Butterfly Watch

- 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 show, Grover tells about his trip to a country called Malaysia. T-P-S: What fun toy did Grover fly back from his trip? Grover flew a kite back.



- 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 spread out through the classroom. Present the inflated balloon.

Today we will play Balloon Ball. To play Balloon Ball, we have to keep the balloon from touching the ground.

- Encourage children to use different body parts to keep the balloon in the air.



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

Clues & Questions

Theme-related
word(s):
up*

Curiosity's Clues

- Bring out Curiosity with a ball.

Teacher: **Good morning, Curiosity. Are you going to play ball?**

Curiosity: **Maybe I'll play with it at recess or after school. I brought a ball because we've been talking about activities that people like to do in the spring.**

Learning with Curiosity

- Review spring activities.



T-P-S: **What spring activities can you remember? Tell your partner.**

- Select several partnerships to share. Then introduce gardening as a spring activity.

Many people like to start gardens in the spring. They plant seeds to grow flowers, vegetables, and other plants.

- Introduce the seed-planting activity.

We are going to plant our own seeds today, but instead of planting them in soil, we will put them in plastic baggies. Then we will get to see the seeds grow from the time they first begin!

- Use the following steps to help children prepare their seeds. You may lead all children through the steps one at a time or demonstrate the process and then assist as they complete the steps with partners or in small groups.
 1. Give each child the plastic baggie with his or her name on it.
 2. Submerge the paper towels in water, and then squeeze them out.
 3. Give one wet folded paper towel to each child. Have children place the towels flat in their baggies. You will probably need to assist with this process.
 4. Give each child a seed. Have him or her place the seed inside the bag, next to the paper towel.
 5. Use the painter's tape to hang the baggie in a sunny spot. For best results, hang the baggies directly on a window if possible. Attempt to hang the baggies at the children's eye level so they can observe the seeds as they grow.

We will leave the seeds here and watch them each day to see what happens.



- Play the “Practicing Basketball” video.

We have talked about many activities that people like to do in the spring, including planting seeds. Another activity that people like to do outside is play basketball. When the weather gets warm in the spring, you may see more people outside playing this game.

Wonderful Word



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

Our Wonderful Word today is “up.” Something that is up is in a high place. I throw the basketball up in the air.



- Play the digital dictionary video for “up.”
- Remind children that they can earn paw points when they use or hear the word “up” 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.

I throw a basketball up in the air.

- Compare the Wonderful Word card with the word in the Daily Message.

Our Wonderful Word is in our Daily Message today. Point to the word “up” on the card. **This word says “up,”** (Point to the word “up” in the message.) **and the word in our message says “up.” They look the same.**

Letter Links

- Show the letter card for “Uu.”

Today we will review a letter that we have already learned. Our letter today is “u.”

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

- Use the sharing sticks to select children to share words that begin with /u/. Award paw points for correct responses.
- 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 day 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 day 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 day. 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 “u” by showing the “U Song” 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 “It’s Spring!” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Listening

- Review the game It’s Your Turn from day 4, in which groups of children recite successive lines in a rhyme.

Yesterday you worked in groups to say the rhyme “It’s Spring!” one part at a time.

If this activity was difficult for children yesterday, place them in the same groups, and assign them the same line they recited yesterday. If children were successful with this activity, place them in the same groups, and assign them a different line today.

- Quickly place children in eight groups. Assign each group a line from the rhyme as described below.

- Group 1: Snow melts;
- Group 2: Streams flow;
- Group 3: Bears wake;
- Group 4: Plants grow.
- Group 5: Sap runs;
- Group 6: Birds sing;
- Group 7: I'm glad
- Group 8: It's spring!

- Invite groups to practice their lines.

Now you will say your part of the rhyme with your group.

- Visit each group, and have them say their line with you, lowering your voice as they become familiar with their assigned words. When children are ready, invite each group to say their line in succession, reciting the entire rhyme.

When I stand by your group, you will say your part of the rhyme. The other groups will listen until it is time for them to say their parts. When all the groups say their parts, we will have said the whole rhyme. Let's try it now.

- If your children were successful with this yesterday and are ready for a challenge, you might want to have them say the individual words in this rhyme.
- Award paw points if the groups successfully recited the rhyme one line at a time.



TRANSITION

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 *Dream Weaver* by Jonathan London.
- 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."

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Problem Solving

- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity has a cupcake that she wants to share with a friend.



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

There are two friends, but only one cupcake. T-P-S: How can Curiosity solve her problem?



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



- Reinforce the concept of fractions by showing the “Half-Eaten Sandwich” video.



Have children play this week’s brain game, What’s the Magic Word? Remind children that What’s the Magic Word? is a game that will help them to focus.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Planting seeds is an activity that people do in the spring.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “up.” Remember that when something is up, it is in a high place. I throw the basketball up in the air.



T-P-S: When did we hear the word “up” today?



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

Theme Learning Extension

- Lead a game of Which Wonderful Word? Bring out Curiosity, and explain that she is thinking about one of the Wonderful Words from the unit.
- Display the Wonderful Word picture cards that you've selected. Explain and model how to ask a question about the pictures to find out which word Curiosity is thinking of.

We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is it a number word?
Have Curiosity give an appropriate response.

- Use Think-Pair-Share to invite children to think of a question they could ask about the cards to guess which word Curiosity might be thinking of.

T-P-S: Think of a question you can ask Curiosity about the pictures. Talk to the person next to you, and see if you can think of a question.



- Use the sharing sticks to select a child to question Curiosity.
- If children are able to eliminate any pictures once questions are asked and answered, turn them over to isolate the remaining cards. Award paw points once children figure out the correct word.

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

Birds lay eggs in nests during the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Classroom Library Lab: Books related to insects, spiders, birds, and baby animals • Math Lab: Plastic insects and spiders • Writing Lab: A few plastic insects, paper, crayons, writing instruments • Art Lab: Egg-carton cups, pipe cleaners, wiggle eyes and glue, or markers • Science Lab: Real insects (dead or alive) in bug boxes, magnifiers, paper, writing instruments, crayons
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"> • Real bird's nest, if available, or picture of a bird's nest • CC Activity Card: Wonderful Word picture card for "nest" • CC Activity Card: Letter card for "Nn"
Rhyme Time	<ul style="list-style-type: none"> • Rhyme card for "My Garden" (optional)
Plan & Play	<ul style="list-style-type: none"> • CC Activity Card: Scenario card for new scenario, Family Picnic
STaR	<ul style="list-style-type: none"> • Trade book: <i>Leo the Lightning Bug</i> by Eric Drachman • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • Baggies with assorted plastic insects (See To Be Prepared.)
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

- Same as day 1

Letter Lab: Gel Letters

- Same as day 1

Math Lab: Sorting Insects

- Point out the collection of plastic insects. Invite children to find different ways to sort the insects based on their various characteristics.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Describing Insects

- Invite children to use writing instruments and materials to draw and describe insects.

Art Lab: Make a Bug

- Encourage children to use the art supplies to create a bug. Cut apart the egg cups from the egg carton. Use one cup, turned upside down, to make a single bug. Insert the pipe cleaners to make legs, and create a face with wiggly eyes and/or markers. Use three or four egg cups together to make caterpillars.

Science Lab: Going Buggy!

- Demonstrate using a magnifier to observe insects in bug boxes. Encourage children to write about and draw their observations.

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 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!

- 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 Song” 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):

hatch
nest*

Basic word(s):

during
lay

Curiosity's Clues

- Bring Curiosity to the group.

Curiosity: **I am really excited today! I saw something that you sometimes find in the spring.**

Teacher: **That does sound exciting, Curiosity! Can you please give us some clues to help us guess what you saw?**

Curiosity: **Sure. Here are the clues:**

- **It is usually in a tree.**
- **Sometimes it has eggs in it.**
- **A bird makes it with twigs and grass.**

WGR: **What do you think Curiosity saw? A bird's nest.**

Teacher: **Yes, we've been talking about things that we see and things that happen in the spring. Today we will talk about birds and their nests.**



Learning with Curiosity

- Show children a real bird's nest or the nest picture card.

This is a bird's nest. T-P-S: **Tell your partner what you know about nests.**

- Use the sharing sticks to select children to share their responses.
- Clarify any misinformation, if necessary, and share the following facts about nests with children.

In the spring, birds build their nests out of twigs, grass, and other things they find. They lay their eggs in the nest and sit on them to keep them warm. After some time, the eggs hatch. The mother bird cares for her babies by getting them food and protecting them while they are in the nest.

- Play the video "Grover Finds a Bird's Nest."

Wonderful Word

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

Our Wonderful Word today is "nest." Mother birds build nests to lay their eggs. Nests are made from small sticks, grass, and other things that birds find.

- Play the digital dictionary video for "nest."
- Remind children that they can earn paw points when they use or hear the word "nest" 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.

Birds lay eggs in a nest in the spring.

- Compare the Wonderful Word card to the word in the Daily Message.

Our Wonderful Word is in our Daily Message today. Point to the word “nest” on the card. **This word says “nest,”** (Point to the word “nest” in the message.) **and the word in our message says “nest.” They look the same.**

Letter Links

- Have Curiosity provide clues about the letter “n.” 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 “Rr,” “Aa,” and “Nn.”

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 uppercase shape has all straight lines.**
- **My lowercase shape has a straight line and a curved line.**
- **My lowercase letter shape has a hump like a camel.**

WGR: What letter am I? “N.” “N” 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 “n” by showing the “Cookie Monster Letter of the Day: N” video.



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

Rhyme Time

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about growing plants. It's called "My Garden."

- 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.



My Garden

This is my garden. (Extend your hands forward, palms up.)

I rake it with care; (Rake three fingers over your palm.)

And then some seeds

I plant in there. (Sprinkle pretend seeds over your open palm.)

The sun will shine; (Form a circle with your hands.)

The rain will fall; (Let your fingers flutter down.)

The seeds will sprout; (Have your palms face each other; slowly raise your arms over your head.)

And grow straight and tall. (Stiffen your body upright with your hands still extended upward.)

Develop Phonological Awareness—Sound Blending

- Introduce Say-It-Fast.

Today we are going to play Say-It-Fast. I will say the parts of a word very slowly so you can hear the sounds. If you listen carefully, you will understand the word I say.

- 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., care, /c/ /are/. 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., /c...are/, /c..are/, /c.are/). WGR: **What word did I say? Care. The word I said was "care."** Invite children to say the parts of the word "care" 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 "care" slowly, and you will say it fast to finish this part of the rhyme.

- Recite the line "I rake it with care," segmenting the word "care" 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 "care."

- Invite children to try this with the words “seeds,” “fall,” and “tall.” 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.
 /s...eeds/, /s..eeds/, /s.eeds/, seeds
 /f...all/, /f..all/, /f.all/, fall
 /t...all/, /t..all/, /t.all/, tall

- 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. 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.

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:

Family Picnic: Enter the picnic area, and talk with the picnickers about their activity as it relates to their plans. **Hello! My family and I are looking for a nice place to have a picnic. I saw that you are planning to have your picnic by this (pick something from the plan). Could you please tell us where we could have a picnic here?**



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):
proudly

Leo the Lightning Bug

Author: Eric Drachman

Illustrator: James Muscarello

Leo is the littlest lightning bug around, and he feels small on the inside, too, because he can't light up like his friends. Leo's mother tries to help him by saying that he is as big and brave as a lion, but Leo doesn't believe it. Even so, he keeps trying. Each night Leo practices lighting up, but with little success. One evening during a lightning storm, Leo is convinced that he is the one who made the lightning and thunder. From that moment on, Leo is quite confident. He feels like a brave lion inside and learns to shine his very own light.

Interactive Story Reading

Before Reading

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

The title of our story today is *Leo the Lightning Bug*. That’s the name of the story. The author is Eric Drachman. He wrote the words for the story. The illustrator is James Muscarello. 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.



Point to the lightning bug looking out the window. T-P-S: **Who might this bug be? The title says Leo is a lightning bug. T-P-S: What is a lightning bug? Lightning bugs are insects that can make their bodies light up.**

The title just tells us the lightning bug’s name. When I look at the illustration, I wonder if we will find out what Leo is looking at when we read the story. T-P-S: What does the illustration make you wonder about the story?

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 4: **Leo goes to the field at night to practice lighting his light. T-P-S: What do you think will happen next?**
 - Page 11: T-P-S: **Why does Leo go to a dark cave to hide?**
 - Page 17: **Leo thinks he made the bright light. T-P-S: What really made the sky light up? Leo thinks he made the lightning in the sky because he was trying so hard to make his body light up.**
 - Page 22: T-P-S: **How does Leo feel when he hears his friends laughing at him?**
 - Page 27: **Louise notices that Leo can light up, and Leo is proud of what he can do.**

After Reading

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

T-P-S: **How does Leo finally get his light to shine? He practices and practices until he can make a light.**

Leo smiles proudly when Louise notices that he can make his body light up. What do you think the word “proudly” means? “Proudly” is a feelings word. It means to feel good about something you can do. T-P-S: What is something that you are proud you can do?

- 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

Basic word(s):
sort



Count with Curiosity

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Review sorting objects by attributes, and introduce the learning activity.

We have talked about ways to sort objects before. I have some animals here that we see a lot in the springtime—lots and lots of insects! Hold up one of the baggies of plastic insects. I need to find a way to sort these insects.



T-P-S: What are some different ways we can sort the insects? Put the same kind together; sort by color, wings or no wings, number of legs, etc.



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

You have wonderful ideas about sorting! We can sort things by color, shape, or size. There are many different ways to sort objects. Now you and your partner will find ways to sort.

Partner Practice

- Provide a baggie of insects to each partnership. Encourage children to sort them into groups by any attribute they choose.
- Use the sharing sticks to select children to share their method of sorting. Award paw points for thoughtful responses.
- Reinforce the concept of sorting by showing the “Cookie Monster Sorting Game” video.



Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to stop and think.

Brain Game: Pass It Down!

Have children stand in a circle. Name an imaginary object, and pretend to pass it to the next player. For example, say, “Here is a bag of bricks; pass it down!” Act out appropriate motions according to the weight and size of the object. The child receiving the object does so too. That object gets passed down until you call out another object of a very different weight and size. For example, say, “Here is a feather (or a cup of boiling tea); pass it down!” The passer and the receiver need to stop and think and adjust their actions accordingly.



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that birds lay eggs in nests during the spring.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “nest.” Remember that a nest is the home that a mother bird builds for her babies. T-P-S: When did we hear the word “nest” today?



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

Theme Learning Extension

- Introduce the bird dramatization activity.

Today we learned about nests and how mother birds care for their babies. Now let's pretend that we are birds. First, we will gather twigs and grass to make our nests. Let's fly together and pick up grass and twigs for our nests. Pretend to fly around, picking imaginary grass and twigs off the ground. Now we will use these things to make our nest. Let's make our nests strong so our eggs will stay safe. Pretend to create a nest with your hands.

- Continue the dramatization activity, narrating the actions of a bird. Actions may include laying eggs in the nest, sitting on the nest to keep the eggs warm, feeding the baby birds, etc.
- Conclude the activity by having children pretend to migrate, flying south for the coming winter.

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 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

We see insects and spiders in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter-blending card for “Nn,” playdough • Computer/Media Lab: <i>Leo the Lightning Bug</i> CD (that accompanies the book)
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • CD: <i>Getting to Know Myself</i> by Hap Palmer
Clues & Questions	<ul style="list-style-type: none"> • Insect for Curiosity (real in a bug box or plastic) • CC Activity Cards: Creepy Crawly matching picture card set, one card per child • Chart paper, markers • CC Activity Card: Wonderful Word picture card for “insect” • CC Activity Card: Letter card for “Nn”
Getting Along Together	<ul style="list-style-type: none"> • Active Listening poster (from unit 1) • SFAF book: <i>A Listen Lesson Learned</i> by Betsy Wilmerding
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable) • Bulletin board paper, markers
STaR	<ul style="list-style-type: none"> • Trade book: <i>Leo the Lightning Bug</i> by Eric Drachman
Math Moments	<ul style="list-style-type: none"> • Baggies of assorted plastic insects, one per partnership
Question/Reflection	<ul style="list-style-type: none"> • SFAF book: <i>Curiosity Meets Crawly Caterpillar</i> by Jill Crawford • 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 1

Letter Lab: Playdough "N"s

- Encourage children to use playdough to form the letter "n."

Math Lab: Sorting Insects

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Point out the addition of the CD for the STaR story *Leo the Lightning Bug*. Help children start the CD and read along with the book as needed.

Writing Lab: Describing Insects

- Same as day 6

Art Lab: Make a Bug

- Same as day 6

Science Lab: Going Buggy!

- Same as day 6

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 show, Elmo sang a song with a band called the Goo Goo Dolls. They sing about feeling good when you do and learn new things.

T-P-S: What feeling did they sing about in this song? *They sang about pride, feeling proud.*



- 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 find a way to move their bodies in the ways described in the song “Shake Something.”

When we listen to this song, we’ll have to think about how we can move in the ways the singer tells us. Let’s try it now. Show me how you can make something bend and unbend.

- Play the song “Shake Something” from the CD *Getting to Know Myself* 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):

insect*

Basic word(s):

many

Curiosity’s Clues

- Bring Curiosity to the group with a real or plastic insect.

Teacher: **Hi, Curiosity! What did you bring today?**

Curiosity: **I brought this insect. I have seen so many insects this spring!**

Teacher: **You can see a lot of insects in the spring. Insects usually stay under the ground in the winter to stay warm. When the weather gets warm, insects come out. We will learn more about insects today.**

Learning with Curiosity



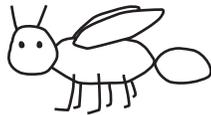
- Distribute the insect picture cards from the Creepy Crawly matching picture card set.

T-P-S: **What do you know about insects?**



- Use the sharing sticks to have children share their responses. Record children's responses on a piece of chart paper.
- Share the following facts about insects if they were not mentioned. Draw a simple picture on your chart to help explain these ideas.
 - Insects have three body parts.
 - Insects have six legs. (If you draw a picture, the legs should all be attached to the thorax, the middle body part.)
 - Insects have antennae.
 - Insects have wings.
 - Insects lay eggs.

EXAMPLE:



- Play the “Honeybee Hullabaloo” video.

This video is about honeybees. Honeybees are insects. Watch carefully, and see if you can see their legs, antennae, and wings.

Wonderful Word



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

Our Wonderful Word today is “insect.” An insect is a small animal with three body parts and six legs.



- Play the digital dictionary video for “insect.”
- Remind children that they can earn paw points when they use or hear the word “insect” 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 see many insects in the spring.

- Hold the Wonderful Word card for “insect” under the word “insects” in the Daily Message.

I see that these two words look the same. Point to the Wonderful Word card for “insect.” **I see that our Wonderful Word for today is “insect.” That means one insect.** Point to the word “insects” in the Daily Message. **This word is “insects.” It has an “s” on the end. That means more than one insect.**

Letter Links

- Have Curiosity show the letter card for “Nn.”
- 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 “n” by showing the “Alpha Boy Letter N” video.



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



Getting Along Together

GAT word(s):

listen

Active Instruction

- Introduce the story *A Listen Lesson Learned* by Betsy Wilmerding. Mention that children may remember the story from a Home Link show in unit 10. Read the story if needed.
- Review the story by asking the following questions.



T-P-S: Why were Chilly and Buster late for Dilly’s birthday? *They were late because they weren’t listening when Betty told them the details about the party.*

T-P-S: What could Chilly and Buster have done to be better listeners? *They could have stopped what they were doing and looked at Betty when she was talking. They could have said it back to make sure they heard correctly.*

- Give the Active-Listening Signal (hold up two fingers in a V shape), and review how to be a good listener. Point to the Active Listening poster in the classroom.

Let’s see if you can show me all three parts of the active-listening posture. The first part is to look at the speaker. Let me see all eyes on me. Now I need everyone to be quiet. And the last part is to sit still with your hands in your lap. Thank you for being such great listeners.

Partner Practice

- Play a game called Catch the Signal! to see how quickly children can show you the active-listening posture.

We are going to play a game called Catch the Signal! I want to see how quickly you can respond when you see me give the Active-Listening Signal. Remember, active listening means it is time to be quiet, put your hands in your lap, and look at me.

- Give the Active-Listening Signal, and see how quickly the class responds. With each round, try to be more discreet about giving the signal.

Whenever you see me give the Active-Listening Signal during the day, get into your active-listening posture.

- Award paw points for children demonstrating active listening 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.

We Love Spring!

- Invite four or five children to join you at a table.
- Remind children that they have been learning about spring and things that happen in the spring.
- Encourage children to share what they like about spring, such as participation in a particular sport, warmer weather, etc.



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):
proudly

Leo the Lightning Bug

Author: Eric Drachman

Illustrator: James Muscarello

Review

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

We read this story about Leo yesterday. Let's read the title together: *Leo the Lightning Bug*. The author of this story is Eric Drachman, and the illustrator is James Muscarello.

- Review the story vocabulary that you introduced yesterday.

Leo smiles proudly when Louise notices his light because he feels very good that he can make his light shine. Show me what you look like when you smile proudly.

Story Retell

- Display the cover of the book, and tell children that they will act out the story as you read it today.

Today when I read this story, you will pretend that you are Leo and act out the things he does in the story.

You may want to use the following suggestions to guide children as they dramatize the story.

- Page 3: Leo going to sleep
 - Page 4: Leo taking a deep breath before trying to make his light shine
 - Page 7: Leo pushing to make his body light up
 - Page 11: Leo flying to the cave
 - Page 12: Leo crying
 - Page 17: Leo working on getting his light to shine
 - Page 21: Leo dancing the King-of-the-Lightning-Bugs dance
 - Page 25: Leo laughing with his friends
 - Page 27: Leo smiling proudly
 - Page 30: Leo sleeping
- Conclude this activity by having children tell their partners what they liked best about this story.



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

Math Moments

Math word(s):

compare
least
most



Count with Curiosity

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Review sorting objects by attributes.

Yesterday we sorted insects in many different ways. Name some of the ways the insects were sorted in your class.

Today we will sort the insects again. Then we will see how many insects you have in each group.

Partner Practice

- Provide a baggie of insects to each partnership. Have children sort the insects.

Now we want to compare your groups of insects. Count how many insects you have in each group. Remember that the group with the most insects will have the biggest number of insects. With your partner, figure out which group has the most insects.

Remember that the group with the least amount of insects will have the smallest number of insects. Now work with your partner to think about which group contains the least amount of insects.



- Use the sharing sticks to select children to tell about their groups of insects. Ask children the following questions to assist in their responses.

How did you sort your insects? Which group has the most insects? Which group has the least?



- Reinforce the concept of sorting by showing the “Dicey Matches Sorting” video.



Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to 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 see many insects in the spring.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “insect.” Remember that an insect is a small animal with three body parts and six legs. T-P-S: When did we hear the word “insect” today?



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

Theme Learning Extension

- Introduce the text *Curiosity Meets Crawly Caterpillar* by Jill Crawford.

When some insects come out of their eggs, they are just smaller versions of adult insects. Others, like the butterfly, look very different. When a butterfly egg hatches, a caterpillar comes out. Curiosity found a caterpillar once. Let's read about what happened.

- Read the story to children.

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

We see insects and spiders in the spring.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Leo the Lightning Bug</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"> CC Activity Card: A spider picture from the Creepy Crawly matching picture card set Insect chart (created in Clues & Questions on day 7) Chart paper and marker CC Activity Card: Wonderful Word picture card for "spider" CC Activity Card: Letter card for "Nn"
Getting Along Together	<ul style="list-style-type: none"> Chilly and Squeaky puppets
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>Diary of a Spider</i> by Doreen Cronin Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Baggies of assorted plastic insects, one per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Creepy Crawly matching picture card set, one card per child 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

- Same as day 1

Letter Lab: Playdough "N"s

- Same as day 7

Math Lab: Sorting Insects

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Describing Insects

- Same as day 6

Art Lab: Make a Bug

- Same as day 6

Science Lab: Going Buggy!

- Same as day 6

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 the first part of last night's show, you heard about the word "insects."

T-P-S: Do you remember one of the insects from last night's show? *Ants, bees, flies, ladybugs, and butterflies* were all in last night's show.



- 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):

spider*

Basic word(s):

web

Curiosity's Clues

- Bring Curiosity to the group with the spider picture card.

Teacher: **Curiosity, you look a little upset. What's wrong?**

Curiosity: **Well, I'm a little confused. Yesterday you said all insects have six legs, three body parts, antennae, and wings, but the insect in this picture has none of those things.**

Teacher: (Look at the picture card.) **Ah ha! I see the problem. The animal in your picture isn't an insect. It's a spider. Don't worry; we are going to learn a lot about spiders today!**

Learning with Curiosity

- Show the spider picture card.

Spring is a time when we see many insects and spiders outside, but spiders are not insects. In fact, spiders like to EAT insects!

- Use the chart made on day 7 to review the characteristics of insects.
- Play the “Spiders Show Subtraction” video.



We are going to watch a funny video about spiders. Think about what we learned about insects as you look at the spiders in the video. We know that insects have six legs. Check the number of legs you see in the video. Watch to see if the spiders have three body parts, antennae, or wings.

- Invite children to share their observations based on the video.



T-P-S: What did you notice about spiders? How are they different from insects?



- Use the sharing sticks to select children to share their responses. Record children’s observations on the chart. Award paw points for good observations.
- Share the following facts if children did not already mention them:
 - Spiders have two body parts.
 - Spiders have eight legs.
 - Spiders do NOT have antennae.
 - Spiders do NOT have wings.
 - Spiders DO lay eggs, just like insects do.
 - Spiders spin webs to capture insects for food.

Wonderful Word



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

Our Wonderful Word today is “spider.” A spider is a very small animal with two body parts and eight legs.



- Play the digital dictionary video for “spider.”
- Remind children that they can earn paw points when they use or hear the word “spider” 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.

Spiders spin webs to catch insects.

- Point out the spaces between the words in the Daily Message. Count the spaces aloud with children.

There are spaces between words in a sentence. Let’s count the spaces between the words. Go!

Letter Links

- Have Curiosity show the letter card for “Nn.”
- 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 “n” by showing the “N Folding Paper” video.



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

Getting Along Together

Active Instruction

- Review Say-It-Back and why it’s an important part of active listening. Take out the Chilly and Squeaky puppets.

Last time we talked about active listening. Give the Active-Listening Signal, and see how quickly children get into the active-listening posture. **Chilly and Squeaky are going to show us another important part of active listening.**

Squeaky: **We are going on a picnic today. I am going to bring pears.**

Chilly: **Bears! Did you say you are going to bring bears on the picnic?**

Squeaky: **No, I said pears!**

Chilly: **Oh, you are bringing pears. That’s good! I am bringing cake.**

Squeaky: **A snake! Did you say you are bringing a snake?**

Chilly: **No, I said I am bringing cake!**

Squeaky: **Oh, you are bringing a cake. That’s nice; I love cake. But I don’t like snakes!**



T-P-S: How did using Say-It-Back help Chilly and Squeaky make sure they heard each other correctly? *When they said the information back, they were able to check whether they heard each other correctly and clear up any mistakes.*

- Practice Say-It-Back as a class.

Let's practice Say-It-Back together. I am going to tell you some things that I am bringing on a picnic, and each time, I want you to say it back so I can make sure you heard what I said.

I am bringing grapes. *You are bringing grapes.*

I am bringing some cups. *You are bringing some cups.*

I am bringing homemade cookies. *You are bringing homemade cookies.*

Partner Practice

- Play Going on a Picnic to practice Say-It-Back. Gather children in a circle.

We are going to play Going on a Picnic to practice Say-It-Back. I will start by saying, "We are going on a picnic, and I'm bringing a blanket." The person to the right of me in the circle will go next. This person has to repeat what I'm bringing and then say what he or she will bring on the picnic. So the person would say, "You are bringing a blanket. And I'm going to bring some juice." Then the next person in the circle repeats what the person before is bringing and then adds what he or she will bring, for example, "You are bringing some juice. And I will bring apples."

- Repeat this process until each child in the circle has a turn. Play the game more than once if time allows. You could also change the game to Going to the Park or Going to the Beach.

When someone is telling you something important, remember to say it back to make sure you heard it correctly.



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):

breeze

dangerous

Diary of a Spider

Author: Doreen Cronin

Illustrator: Harry Bliss

Readers learn a lot about spiders in this humorous story written as a series of diary entries. The events relayed in these entries are ones to which children will be able to relate.

Interactive Story Reading

Before Reading

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

The title of our story today is *Diary of a Spider*. That's the name of the story. The author is Doreen Cronin. She wrote the words for the story. The illustrator is Harry Bliss. 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 this story is *Diary of a Spider*. T-P-S: What do you think a diary is? A diary is a special kind of book that people use to write about their thoughts and things they do.



WGR: Can a spider write in a diary in real life? No. Is this story something that could really happen or just pretend? *It's just pretend.*

Let's look at the front cover of the book to see if we can figure out what the spider might write about in his diary. T-P-S: From this picture, what ideas do you have about what the spider might write in his diary?

When we read the story, we will find out if the spider writes about your ideas.

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 2: Point out the date at the top of the page. Explain that when you write in a diary, you include the date on which you write the entry. **The first thing Spider writes about in his diary is Grandparents Day. Grandparents Day was on March 1st.**
 - Page 9: T-P-S: **What does Spider mean when he says the sticky web on the water fountain worked? Spiders make their webs sticky so they can catch insects. His web worked because the girl got stuck in it.**
 - Page 11: **Spider learns to stop, drop, and run when he hears a vacuum cleaner. T-P-S: What did we learn to do when there is a fire that is like this?**
 - Page 15: **When spiders grow, they grow new skin, and the old skin peels off.** Point to the molted skin in the picture next to Spider. T-P-S: **What does Spider do with his old skin to trick the teacher?**
 - Page 21: T-P-S: **What do you think will happen to Grampa?**
 - Page 24: **Fly's mom looks upset when she sees Fly stuck in the web because spiders use their webs to trap their food. T-P-S: What do spiders eat?**
 - Page 24: T-P-S: **Why do you think people with big feet scare Spider?**

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.
- If you have a calendar, locate the dates on which Spider wrote his diary entries to demonstrate the passage of time.

Let's see if we can remember some of the things Spider writes about in his diary.

- Take a Picture Walk through the story, stopping occasionally to talk about the events in Spider's diary. At each stopping point, allow time for children to look at the illustrations to recall some of the things about which Spider writes.

On Safety Day at school, Spider learns that vacuum cleaners are dangerous for spiders. T-P-S: What does the word "dangerous" mean? "Dangerous" is the opposite of "safe." T-P-S: Can you think of something that is dangerous for children?

Grampa caught a breeze that took him to the airport on his return trip. T-P-S: What do you think a breeze is? A breeze is a light wind. When you see leaves moving in trees, it's because there is a breeze blowing.

- 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: 1–20" video. Invite children to count to 20 with Curiosity.

Active Instruction

- Review sorting objects by attributes.

We have been sorting insects in many different ways. Name some of the ways the insects were sorted in your class. **Yesterday after we made our groups, we counted to see which group had the most insects.**

- Demonstrate sorting some insects, then lining up the groups to compare them.

We will do that again today, but in a special way. Today I think I'll sort these insects by the kind of insect they are. Instead of putting them in groups, I am going to put them in lines. I will put the lines next to one another.

- Create lines of bugs where all children can see them.

EXAMPLE:



T-P-S: Which of my groups has the most bugs? How can we tell without counting them? *The longest line has the most bugs in it.*

Which group has the least amount of bugs? How can we tell without counting them? *The shortest line has the least bugs in it.*

Partner Practice

- Provide a baggie of insects to each partnership. Have children sort the insects into groups and arrange their groups in lines.
- Use the sharing sticks to select children to tell about their groups of insects. Ask children the following questions to assist them in their responses.

How did you sort your insects? Which group has the most insects? Which group has the least insects?

- Reinforce the concept of sorting by showing the “Case of the Four Fliers” video.



Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to 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 spiders have eight legs and spin webs.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “spider.” Remember that a spider is a tiny animal that has eight legs. T-P-S: When did we hear the word “spider” today?



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

Theme Learning Extension

- Distribute a Creepy Crawly picture card to each child.

Look at the insect or spider in your picture. Turn to your partner, and describe your picture.



- Provide a few minutes for partners to talk about their pictures. Then use the sharing sticks to select children to tell about the insect or spider on their cards.

- Invite children to find someone whose card matches theirs.

Now find someone in the room who has the same insect as you. Put your insects together to make a match!

- Observe children as they find matching insects.

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

Many animals have their babies in the spring.

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"> CC Activity Cards: Animals and Their Babies picture card set CC Activity Card: Wonderful Word picture card for "baby" CC Activity Card: Letter card for "Nn"
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>Diary of a Spider</i> by Doreen Cronin Spider facts chart (created during Clues & Questions on day 8)
Math Moments	<ul style="list-style-type: none"> Baggies with paper eggs (appendix), one per partnership Paper nests (appendix), one per partnership and one for yourself Large foam number cube
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Animals and Their Babies picture card set 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 1

Letter Lab: Playdough "N"s

- Same as day 7

Math Lab: Sorting Insects

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Describing Insects

- Same as day 6

Art Lab: Make a Bug

- Same as day 6

Science Lab: Going Buggy!

- Same as day 6

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 show, you heard lots of words that start with the letter "n." T-P-S: **Can you remember one of the words that starts with the letter "n" from last night's show?** *"Nose," "nail," "nest," "noodles," "nibble," "nifty," and "neat" all start with "n."*



- 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 fly like birds as they listen to the song “Birds.”

Today we’re going to fly like birds. Listen to the song, and follow the birds as they fly up in the air and down to the ground and then rest and fly away.

- Play the song “Birds” from 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):

baby*
chick
cub
duckling
fawn
foal
puppy
tadpole

Curiosity’s Clues

- Have Curiosity join the group with the picture cards for puppy and kitten.

Teacher: Curiosity, I see that you have pictures of a puppy and a kitten with you. Is that a clue about what we will learn today?

Curiosity: Yes, these pictures are clues about something that happens in the spring.

Teacher: Oh, I know! You brought the pictures because many baby animals, such as puppies and kittens, are born in the spring. Today we will learn about animals that have their babies in the spring.

Learning with Curiosity

- Have children sit in a circle on the floor. Spread the baby animal picture cards out in the middle of the circle where everyone can see them.
- Show one adult animal picture card at a time. Have children name the baby version of the animal. Provide the name if children don't know it.
- Invite children to find the picture of the baby animal that corresponds to the adult version. Place the baby picture together with the adult picture. Have the class say a complete sentence in unison for each animal such as, "A baby cat is called a kitten."
- Play the video "The Animal Books."



We can learn a lot about animals of all ages by reading about them in books. This video is about animal books.

Wonderful Word



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

Our Wonderful Word today is "baby." A baby is a very young person or animal.



- Play the digital dictionary video for "baby."
- Remind children that they can earn paw points when they use or hear the word "baby" 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.

Many animals have their babies in the spring.

- Circle the tall and short letters in the Daily Message. Name the letters as you circle them.

There are many tall letters in our message today.

Letter Links

- Have Curiosity show the letter card for "Nn."
- 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 “n” by showing the “Fireflies: N” 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 “My Garden” 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’ll 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., rake, /r/ /ake/. 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., /r...ake/, /r..ake/, /r.ake/). WGR: **What word did I say? “Rake.” The word I said was “rake.”** Invite children to say the parts of the word “rake” with you.

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

I will say the word “rake” in the rhyme slowly, and you will say it fast so it makes sense in this part of the rhyme.

- Recite the line “I rake it with care,” segmenting the word “rake” 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 “rake.”

- Invite children to try this with the words “sun,” “rain,” and “plant.”

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.

/s...un/, /s..un/, /s.un/, sun

/r...ain/, /r..ain/, /r.ain/, rain

/p...lant/, /p..lant/, /p.lant/, plant

- 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.”



STaR word(s):

breeze

dangerous

Diary of a Spider

Author: Doreen Cronin

Illustrator: Harry Bliss

Review

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

Yesterday we read about the things Spider writes in his diary. Let's all read the name of the story together.

- Review the story vocabulary that you introduced yesterday.



Spider writes in his diary that vacuums are dangerous. For a spider to be safe, he must run away if he hears a vacuum. T-P-S: Why is a vacuum dangerous for a spider?

Grampa goes far away on a trip. When he is ready to come back, a light wind helps him. T-P-S: How does the breeze help Grampa? Grampa is lucky that a breeze blows him to the airport, and he gets on an airplane to get back home.

Story Retell

- Repost the list of spider facts and observations from Clues & Questions on day 8. Be sure that the list is visible to all children. Review the list.

Yesterday we learned some important facts about spiders. Let’s look at our list of spider facts.

- Invite children to use a complete sentence to repeat each fact from the list after you read it (e.g., “Spiders have eight legs,” or “Spiders make webs to trap insects.”).
- Hold up the book *Diary of a Spider*, and tell children that today while you read, they will listen for things they know about spiders.

When I read this story today, look at the illustrations, and listen carefully to the words. You may see pictures that show information about spiders or hear some of the spider facts that we learned. When you hear a spider fact or see a picture that shows something we learned about spiders, put your hands on your head.

- Read the story, allowing children enough time to take a careful look at the illustrations. You may want to point out clues to the spider facts as you read.
- Conclude this activity by having children tell their partners a spider fact.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Introduce the Show Me More! game.

We have been sorting insects this week and thinking about which group had more or fewer insects than the other groups.

Today we will think about groups that have more than other groups. We will play a game called Show Me More! For this game, though, we will not use insects. We will use something else that can be found in the spring. We will use birds’ eggs and nests.

- Give each partnership a bird’s nest picture and a set of paper eggs. Place your own bird’s nest on the floor where all children can see.



- Use the sharing sticks to select a helper to join you at the front of the group. Explain the game.

First, I will roll the number cube, and my helper will put the number of eggs shown on the cube into my bird's nest. Complete the step.

Then I will say, "Show me more!" You will then work with your partner to put MORE eggs in your nest than I have in mine. Have children complete the step.

- Use the sharing sticks to select a child. Have the child count the number of eggs in his or her nest. If the number is more than the number of eggs in the teacher's nest, have that child come up and take the helper's place. The helper can return to sit with his or her own partner.
- Repeat this activity several times.

Partner Practice



- Invite partners to think about the strategy they just used.

T-P-S: How did you figure out how many eggs to put into your nest? How did you know that number of eggs would be more than mine?



- Reinforce the concept of sorting and comparing by showing the "One of These Things: Fay Dogs" video.



Have children play this week's brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to 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 many animals have their babies in the spring.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "baby." Remember that a baby is a young animal or person. T-P-S: **When did we hear the word "baby" 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 baby or adult animal picture card.

We have been talking about baby animals today. Let's match the baby animal with its parent. Find the partnership with the baby animal or adult card that matches yours, and sit with that partnership.



- Allow children time to find the corresponding picture cards.
- Use the sharing sticks to select children to share the animal match they made and to tell the adult and baby names of the animal.



- Award paw points if children can recall most of the baby animal names.

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 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

Some baby animals are born live, and others hatch from eggs.

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"> CC Activity Cards: Baby animal pictures from the Animals and Their Babies picture card set CC Activity Cards: One insect and one spider from the Creepy Crawly matching picture card set CC Activity Card: Wonderful Word picture card for "kitten" CC Activity Card: Letter card for "Nn"
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"> <i>Spring Is Here!</i> by Will Hillenbrand or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> An even number of the plastic insects (at least twelve), all inside one bag Curiosity and Squeaky puppets
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Spring Is Here</i> 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

- Same as day 1

Letter Lab: Playdough "N"s

- Same as day 7

Math Lab: Sorting Insects

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Describing Insects

- Same as day 6

Art Lab: Make a Bug

- Same as day 6

Science Lab: Going Buggy!

- Same as day 6

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 show started with a song about learning about different animals in a book. T-P-S: Can you remember one of the animals from the book? Tigers, lions, monkey, zebras, dinosaurs, and fish are animals in the book.



- 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, “Elmo’s Got the Moves.”

Today we will sing and dance with Elmo! Get ready to move and groove to “Elmo’s Got the Moves.”



- Play the “Elmo’s Got the Moves” 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):

kitten*

Basic word(s):

born

Curiosity’s Clues

- Bring Curiosity to the group.

Curiosity: I’m confused about something. My friend has a pet turtle, and she says turtles lay eggs. But I thought only birds lay eggs. Do other animals lay eggs?

Teacher: Yes, Curiosity. Some animals have babies in the spring, like cats have kittens and dogs have puppies. But some other animals lay eggs, and when those eggs hatch, the baby comes out of the egg.

Curiosity: So turtles lay eggs, and birds lay eggs. Are there other animals that lay eggs?

Teacher: Yes, and we will learn about some of them today.

Learning with Curiosity

Today we will talk about animals that have babies or lay eggs in the spring. We know that cats have babies called kittens, and that dogs have babies called puppies.

Now let's think of animals that lay eggs.

T-P-S: What animals do you know that lay eggs?

- Use the sharing sticks to select children to share their responses.

Let's watch a video to learn more about animals that have babies and those that lay eggs in the spring.

- Play the "Park Ranger: Nature Detectives" video.



Wonderful Word

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

Our Wonderful Word today is "kitten." A kitten is a baby cat.

- Play the digital dictionary video for "kitten."
- Remind children that they can earn paw points when they use or hear the word "kitten" 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.

Have you ever seen a baby animal?

- Point out the question mark at the end of the Daily Message.

This little mark at the end of the Daily Message lets us know that the message asks us a question. How would you answer the question "Have you ever seen a baby animal?"

Letter Links

- Have Curiosity show the letter card for "Nn."
- 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 “n” by showing the “Thinker Letter N” 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 “My Garden” 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 the word.

- 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 you want children to say fast.

When we say the rhyme and come to a word that 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’ve 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 the 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 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 *Spring Is Here!* by Will Hillenbrand.
- 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.”



Count with Curiosity



- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Problem Solving

- Review the concept of fair shares.

Last week we talked about cutting pizzas into many pieces that were all the same size. We cut them into two pieces to make halves, three pieces to make thirds, and four pieces to make fourths. Did you know that you can make halves, thirds, and fourths with groups of things too? We might need to do that to help Curiosity with a problem she and Squeaky have today.

- Bring out Curiosity, Squeaky, and a bag of plastic insects. Introduce today’s problem.

Curiosity and Squeaky were very excited about the insects you were sorting this week. They asked me if they could play with them. I said they could, but now they are trying to figure out how to divide the insects into two groups that are the same size. They each want to have a fair share of the insects. They each want to play with half of them.



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

T-P-S: How can Curiosity and Squeaky make two groups that are the same size?



- Use the sharing sticks to select children to share their responses. There are various ways this can be done. If children do not have ideas, show them how you can distribute the insects by giving one to Curiosity, then one to Squeaky, another one to Curiosity, another one to Squeaky, etc.



- When you are done, have children count the bugs in each group to verify that the groups are the same size.

- Reinforce the concept of sorting and comparing by showing the “Tools Sort” video.



Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to 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 many different kinds of animals have babies in the spring. Some animal babies hatch from eggs, and some are born.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “kitten.” Remember that a kitten is a baby cat. T-P-S: When did we hear the word “kitten” today?



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

Theme Learning Extension

- Have children reread the concepts-of-print book, *Spring Is Here*, in unison.
- Point out the period at the end of each sentence as children read each page.

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.
- Give a copy of the concepts-of-print book *Spring Is Here* 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	137
Learning Labs Facilitation Guide	138
Snack Time!	141
Outside/Gross-Motor Play	142
Blackline Masters	
Winter Weather Map	143
Spring Weather Map	144
Pizza Halves	145
Pizza Thirds	146
Pizza Fourths	147
Counting Signs of Spring	148
Egg and Nest Patterns	151
Theme Introduction Letter (English version)	153
Theme Introduction Letter (Spanish version)	154

Learning Labs Facilitation Guide

Week 1

 Classroom Library Lab	Enjoy a Story Children explore books related to spring and other books in the classroom library.
Engage all children:	Do you think that it is springtime in this book? What are some of the signs of spring?
Offer support:	What do you like best about this story (the pictures, the characters, or what happens in the story)?
Challenge:	If you could be one of the characters in this story, which one would you choose? Why?

 Letter Lab	Gel Letters Children experiment with writing letters by pressing their fingers on flat large baggies of gel.
Engage all children:	Show how the letter is written by tracing your finger on a letter card as children watch. Then invite them to form the letter next to you as you each write one on your own gel bag.
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 gel, 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	Pizza, Please! Children use fractional slices to create a whole pizza.
Engage all children:	Encourage children to state how many slices there are in each pizza after they assemble it.
Offer support:	Demonstrate how to use the fractional slices to complete the whole pizza. Place one or two slices for children, and encourage them to complete the rest of the pizza independently.
Challenge:	Ask children to show you $\frac{1}{2}$ of a pizza. How many slices are in the half? How many slices are in the whole pizza?

 Writing Lab	Spring Fun Children write about observable signs of spring and/or favorite spring activities.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

 Art Lab	Springtime Scenes Children use pastel paints to create springtime scenes.
Engage all children:	Encourage children to use construction paper, glue, scissors, and paint to create spring scenes.
Offer support:	Point out the pastel paints at the easel, and invite children to paint with these lighter spring-like colors.
Challenge:	Ask children to describe their scenes. How would the scenes differ if it were summer? Fall? Winter?

Week 1, cont.

 Science Lab	Butterfly Watch Children use magnifying glasses to observe a chrysalis.
Engage all children:	Invite children to observe the chrysalis from the live butterfly culture kit or investigate the spring items in the lab with magnifiers.
Offer support:	Demonstrate holding the magnifier over the object rather than up to the eye to ensure visual clarity during observation.
Challenge:	Have children draw and describe what they predict is occurring inside the chrysalis. What is happening to the caterpillar inside? What does it look like now?

Week 2

 Classroom Library Lab	Enjoy a Story Children explore books related to spring and other books in the classroom library.
Engage all children:	Invite the child to compare the book he or she is exploring with another book. How are the pictures in these books the same or different?
Offer support:	Where on the page will I find the words that I should read? Point to the word that I should read first.
Challenge:	Is the weather in this book similar to or different from the weather where we live? How is it the same or different?

 Letter Lab	Playdough "N"s Children use playdough to create the letter "N" using letter cards as models.
Engage all children:	Ask children to look at the letter shape on the letter card and explain how many snakes they will need to create the shape. As they talk about how to form the shapes, encourage them to use phrases like "straight lines" and "curved lines."
Offer support:	Help children make snakes if needed. Then work with them to help them form the letters with the snakes.
Challenge:	Ask the child to describe the difference between the lowercase and uppercase forms of the letter. Challenge the child to make a model of each.
Tip: You may need to teach children to first create a ball by rolling a piece of playdough on a table with their palms. Then show them how to roll the ball back and forth to form a snake.	

 Math Lab	Sorting Insects Children sort plastic insects according to various attributes and count the number in each group.
Engage all children:	Invite children to find different ways to sort the insects based on their various characteristics.
Offer support:	Encourage children to place the insects into groups according to height and then count the insects in each group. Monitor and clarify children's understanding of the task as needed.
Challenge:	Have children compare the number of insects in each group. Which group has the most insects? Which group has the smallest number of insects?

Week 2, cont.

 <p>Writing Lab</p>	<p>Describing Insects Children draw and describe insects.</p>
<p>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>Make a Bug Children use art supplies to create bugs.</p>
<p>Engage all children:</p>	<p>Encourage children to use the art supplies to create bugs. Have children cut apart the egg cups from the egg carton to create single bugs, insert pipe cleaners as legs, and glue wiggly eyes onto the cup.</p>
<p>Offer support:</p>	<p>Help children with utilizing and manipulating the various art supplies. Assist with cutting, inserting pipe cleaners, and gluing as needed.</p>
<p>Challenge:</p>	<p>Ask children to describe their individual bugs. Where does the bug live? What does it eat? How does it move?</p>

 <p>Science Lab</p>	<p>Going Buggy! Children observe insects in bug boxes.</p>
<p>Engage all children:</p>	<p>Encourage children to use magnifiers to observe insects in bug boxes, and have them write/draw their observations.</p>
<p>Offer support:</p>	<p>Demonstrate using a magnifier to look at the bugs in the bug boxes. Ask children to tell you what they see in the different bug boxes.</p>
<p>Challenge:</p>	<p>Have children compare and contrast the insects in the different bug boxes. How are the insects alike? How are the insects different?</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

- High-flying kites: Cut one slice of bread into a diamond shape, add a swirly smear of peanut butter or cream cheese, and add a cooked spaghetti noodle for kite string.
- Spring animals: Animal crackers
- Spring eggs: Precolored hard-boiled eggs
- Butterflies: Top a celery stick with cream cheese, and add quartered grapes for antennae and two mini pretzels for wings.
- Spring flowers: Layer cucumber slices in a circle. Add a cherry tomato in the middle of the circle. Use a celery stick for the stem and two spinach leaves as leaves on the stem.

***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 Bugs and Spiders

- Encourage children to move like bugs and spiders. Call out names of various insects or spiders, and invite children to imitate the specified creature.
- Children can move into and out of the game as they wish.

Follow the Leader – Body Movements

This is a modification of the game Follow the Leader. Take the first turn as you do a particular body movement (e.g., marching, hopping) to model playing the game.

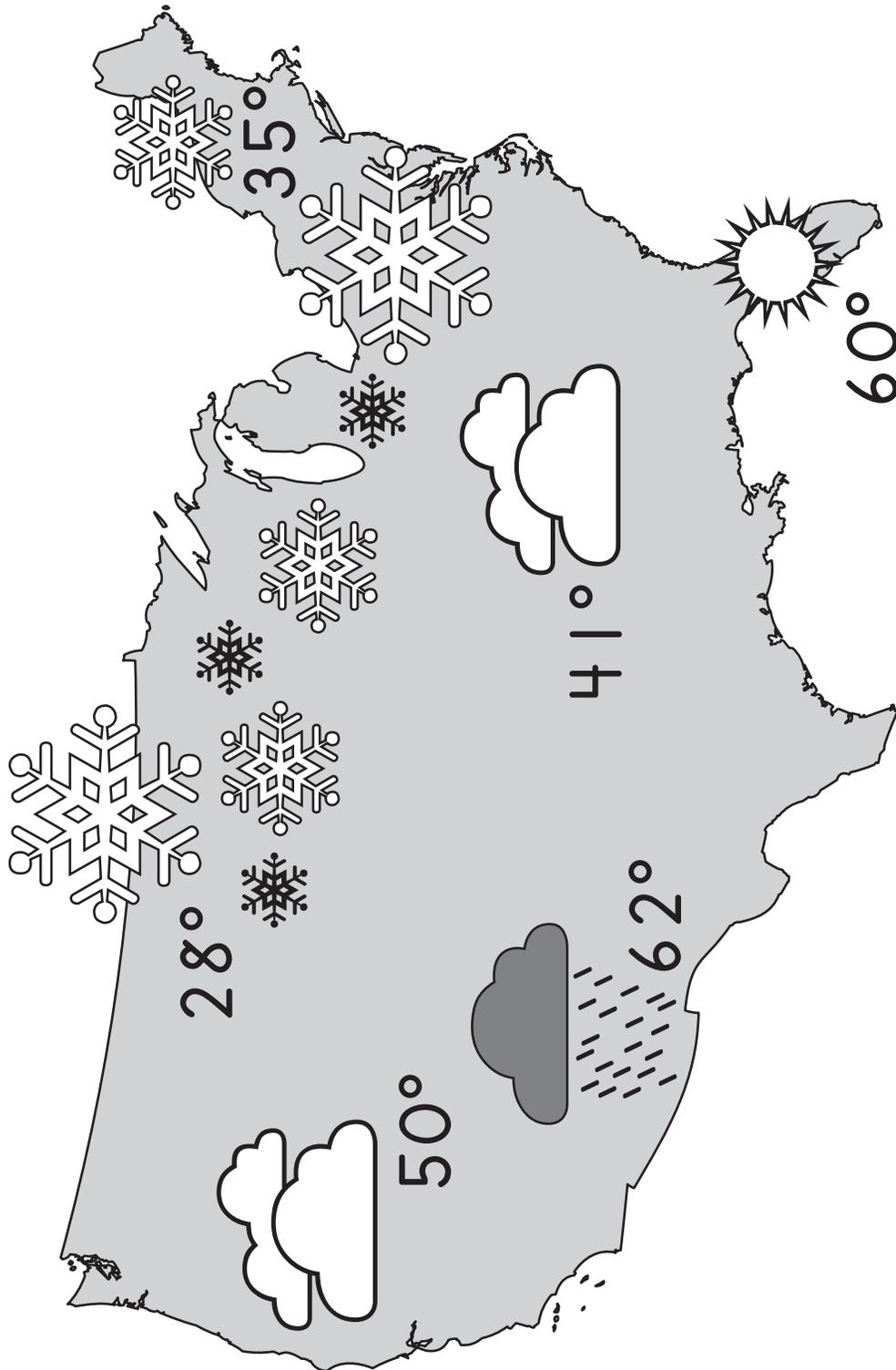
- Have players line up one behind the other. Call out what body movement you are doing, and lead children in a line, imitating your movements.
- Continue to call out different body movements.
- Children can move into and out of the game as they wish.

Baby Animal Tag

- Invite children to play tag as baby animals.
- Call out names of various animals, and encourage children to move as the specified baby animal.
- Closely monitor the game to ensure children’s safety and fair play.
- Children can move into and out of the game as they wish.

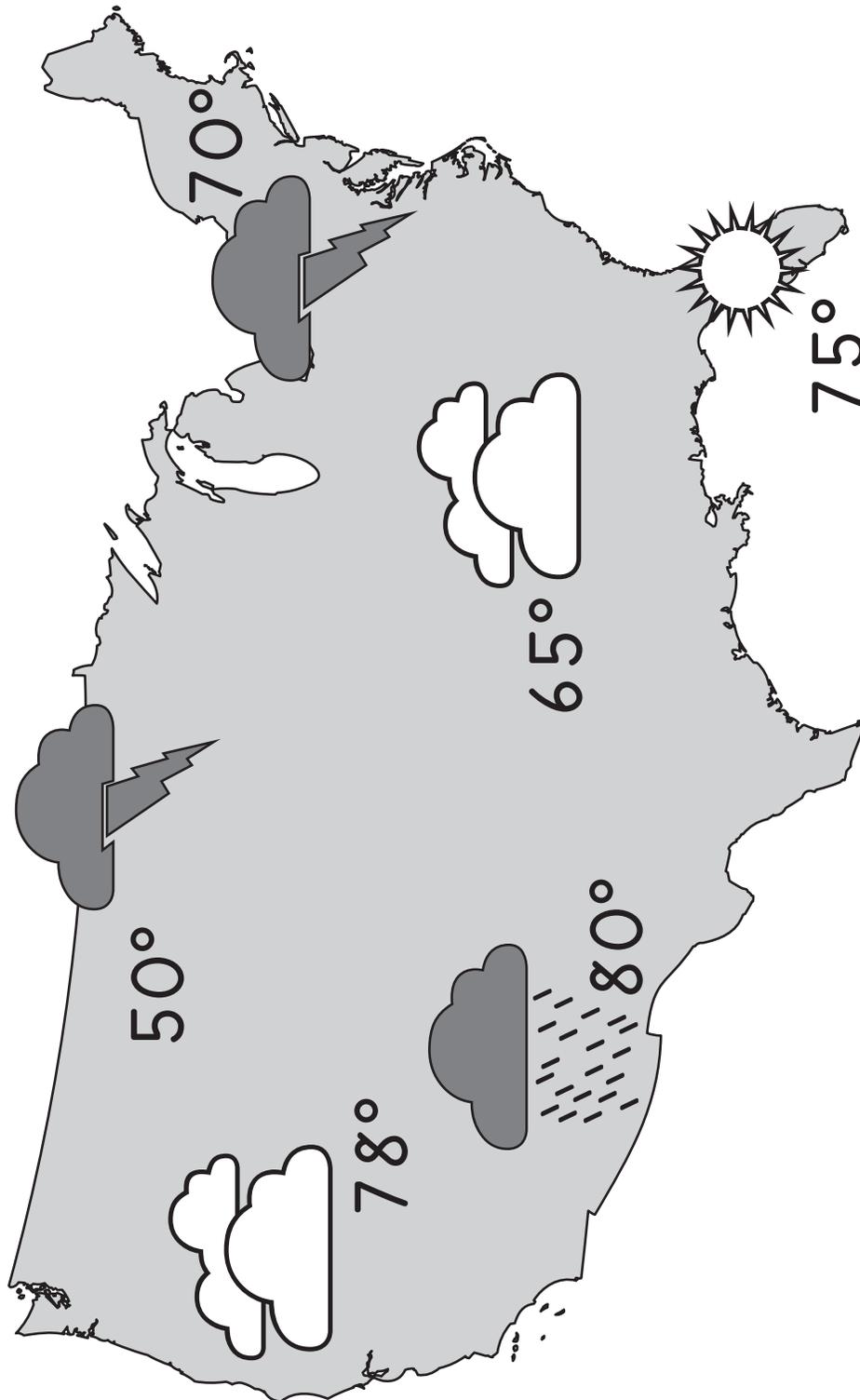
Winter Weather Map

Make one copy per partnership.



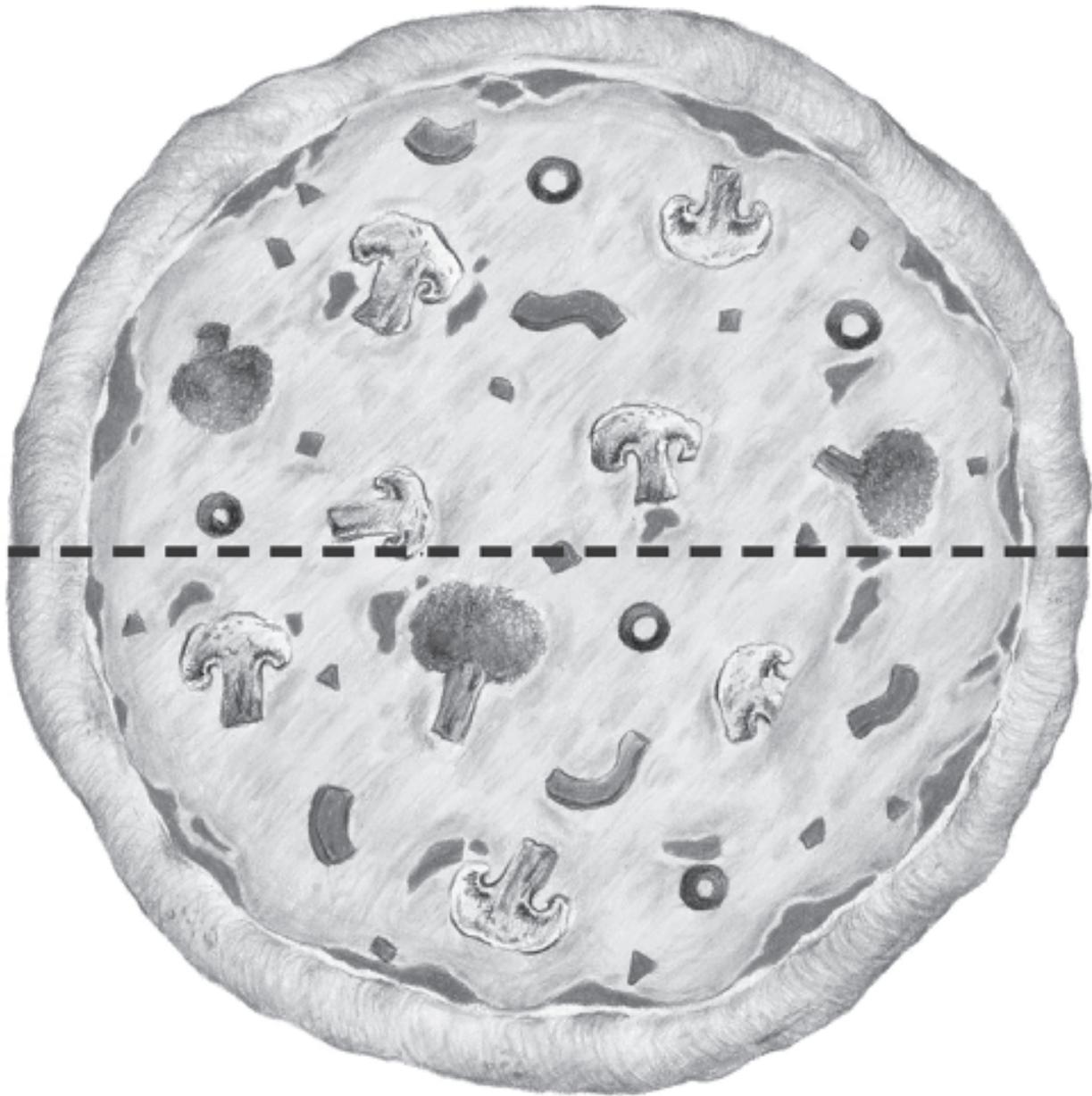
Spring Weather Map

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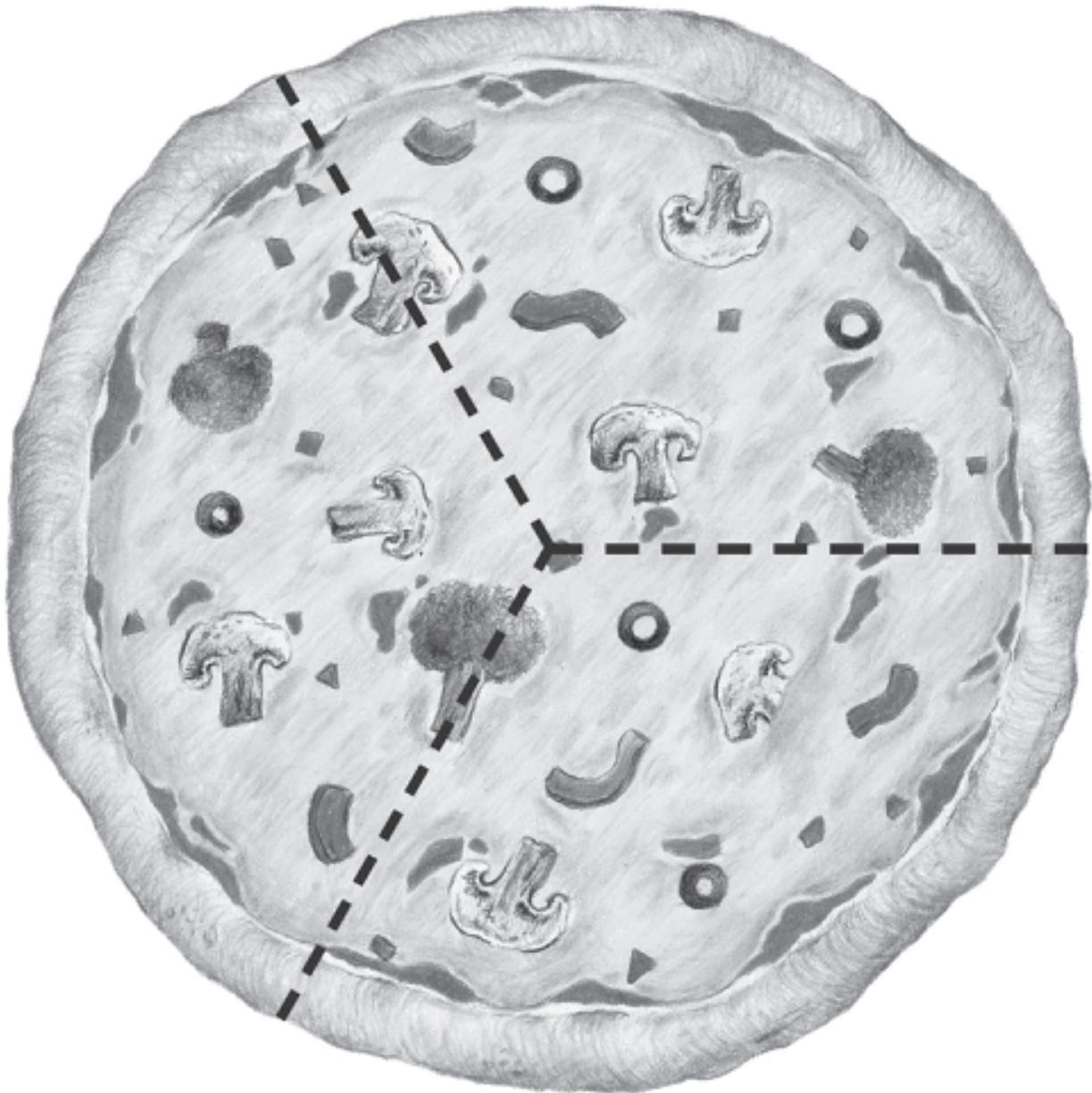
Pizza Halves

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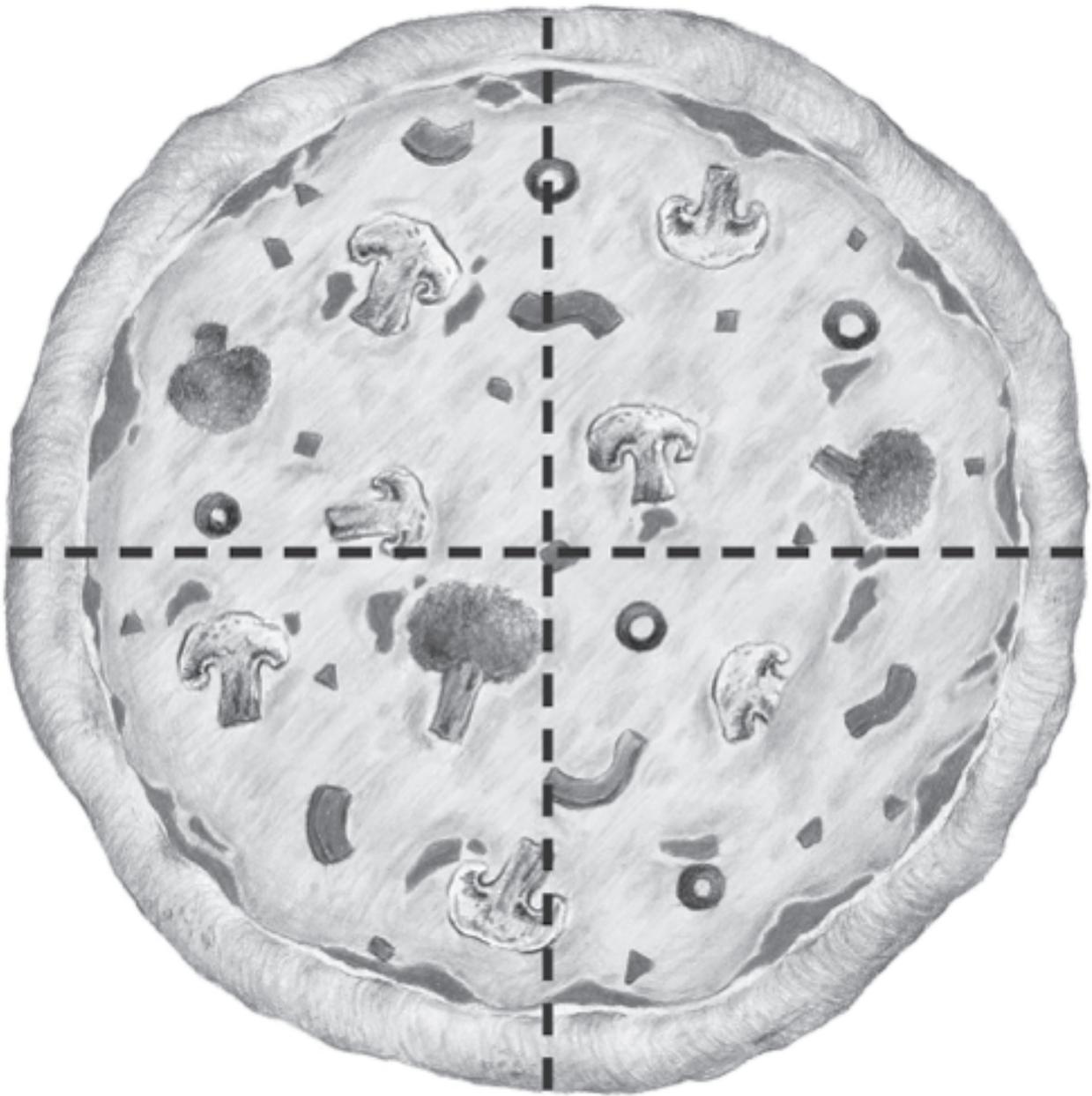
Pizza Thirds

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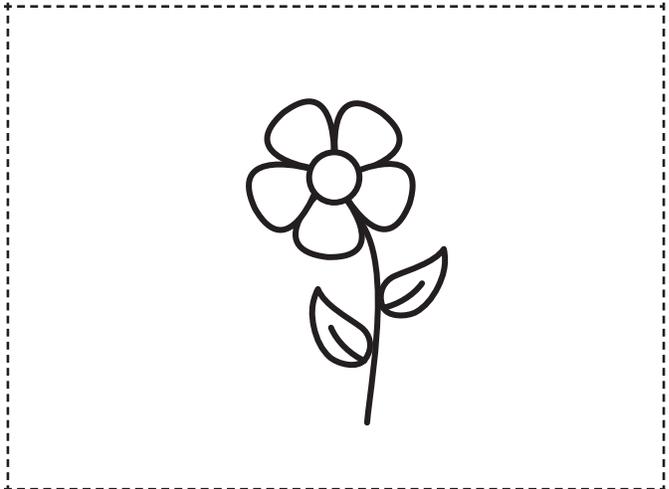
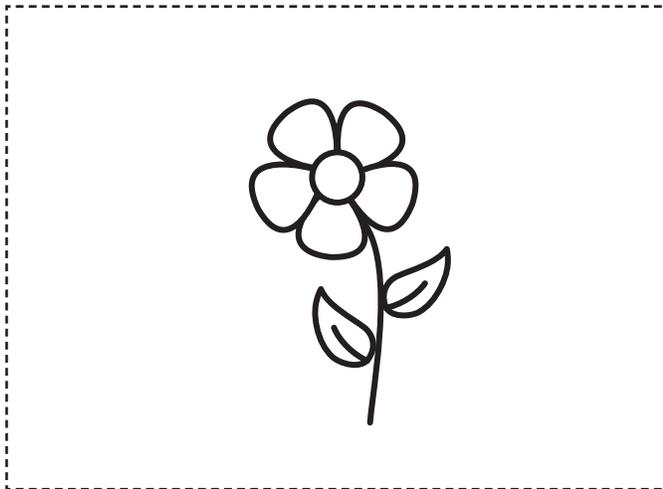
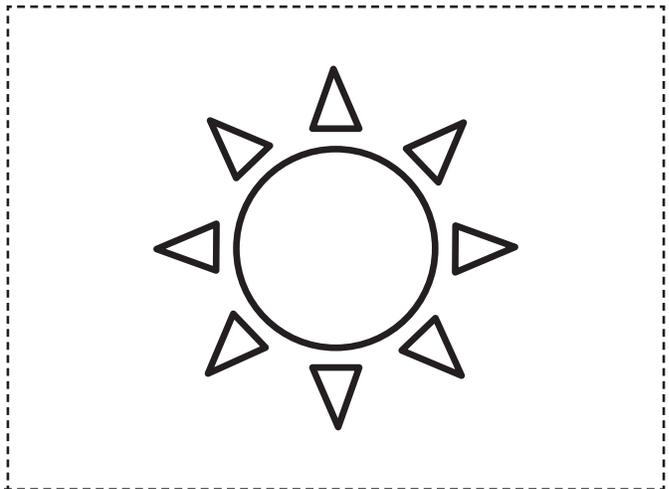
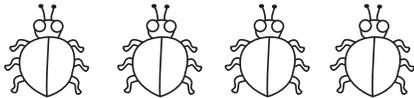
Pizza Fourths

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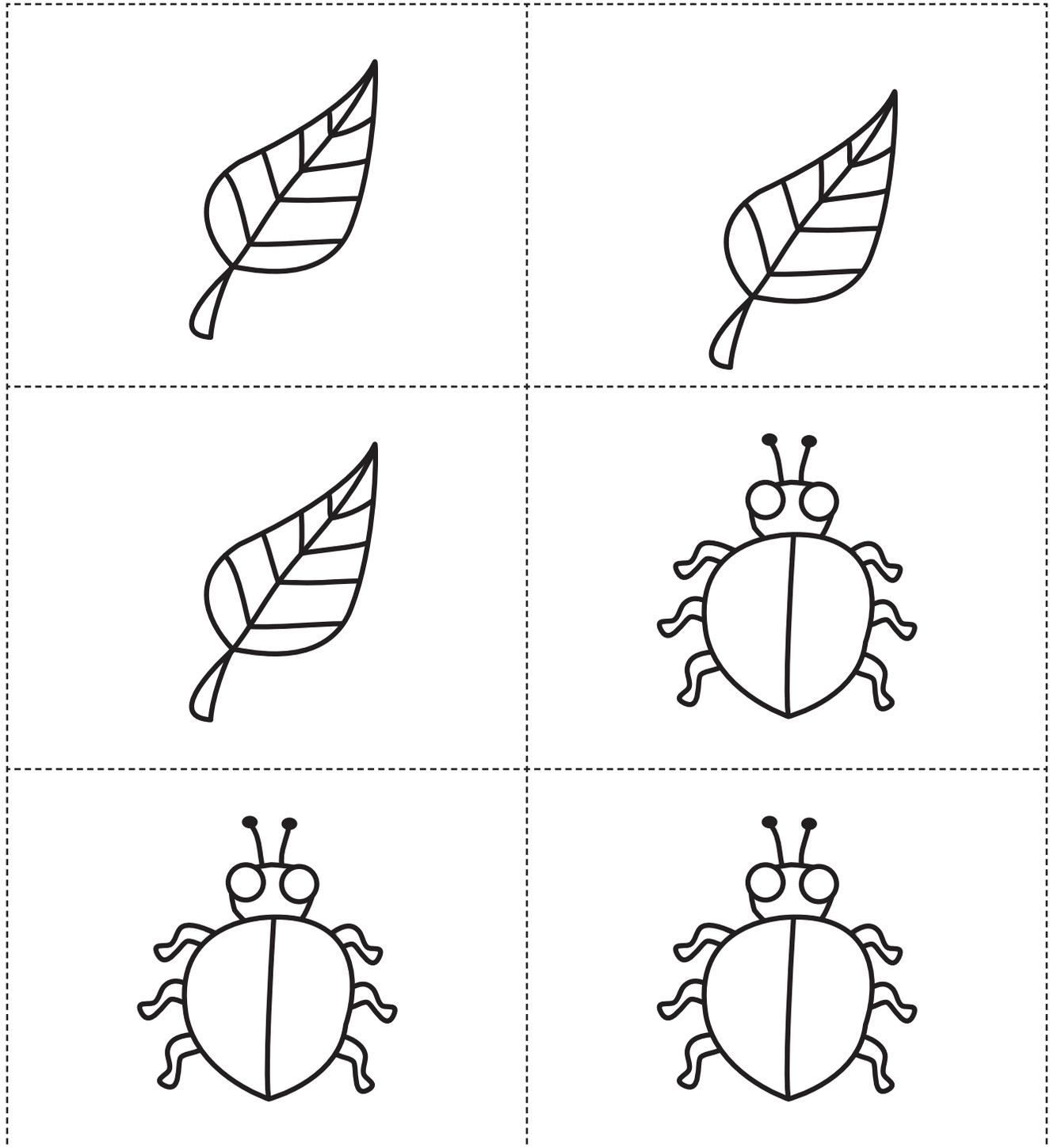
Counting Signs of Spring

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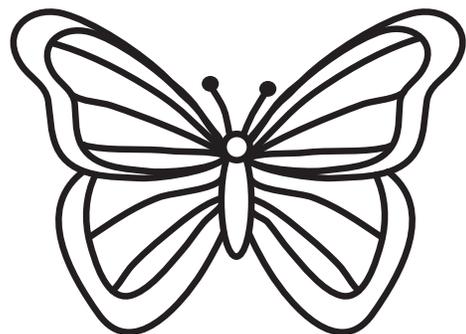
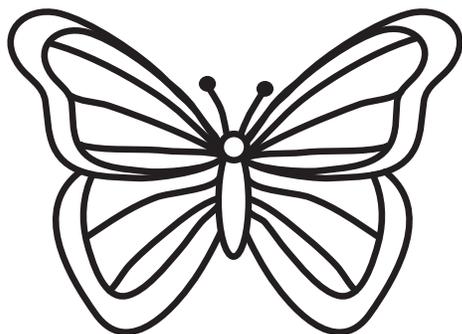
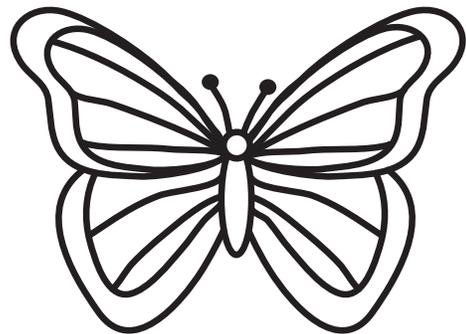
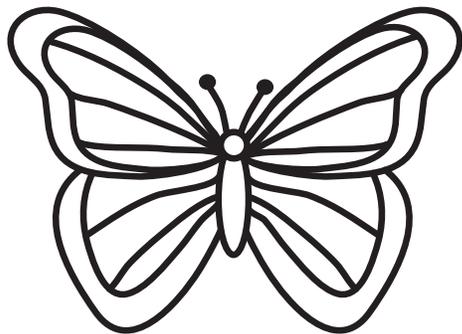
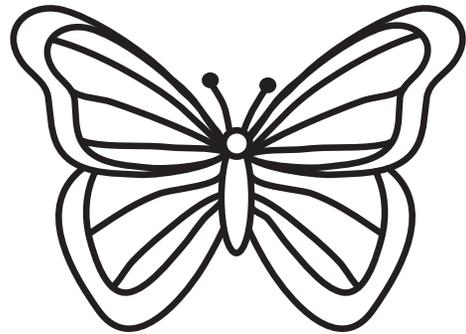
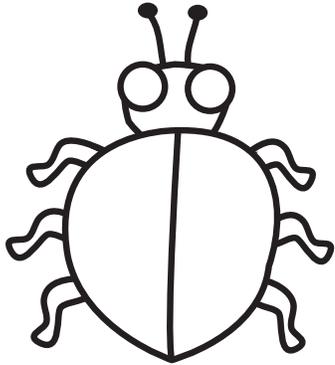
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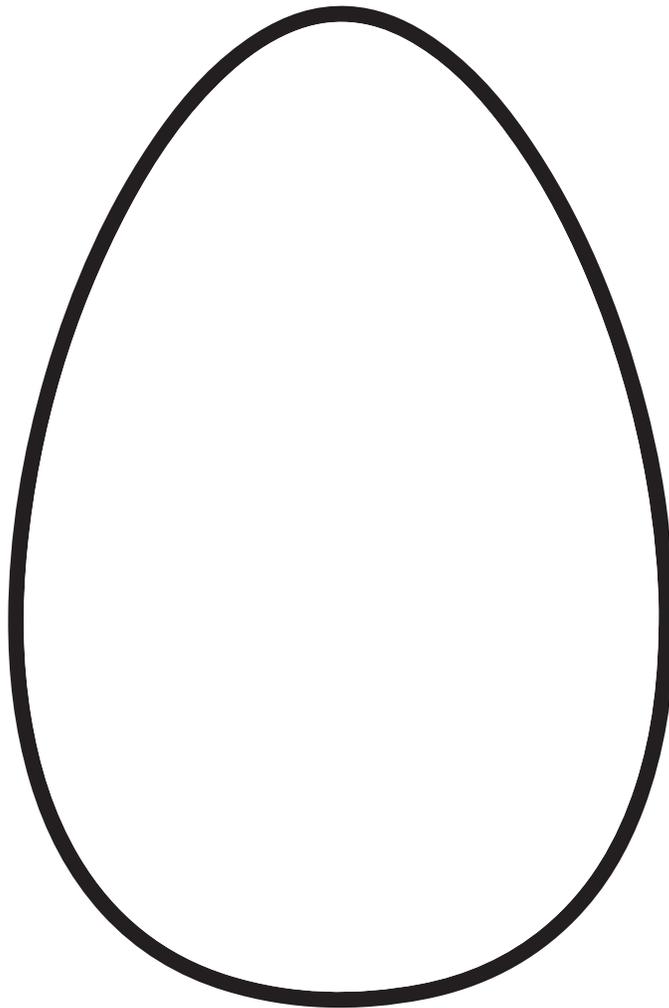
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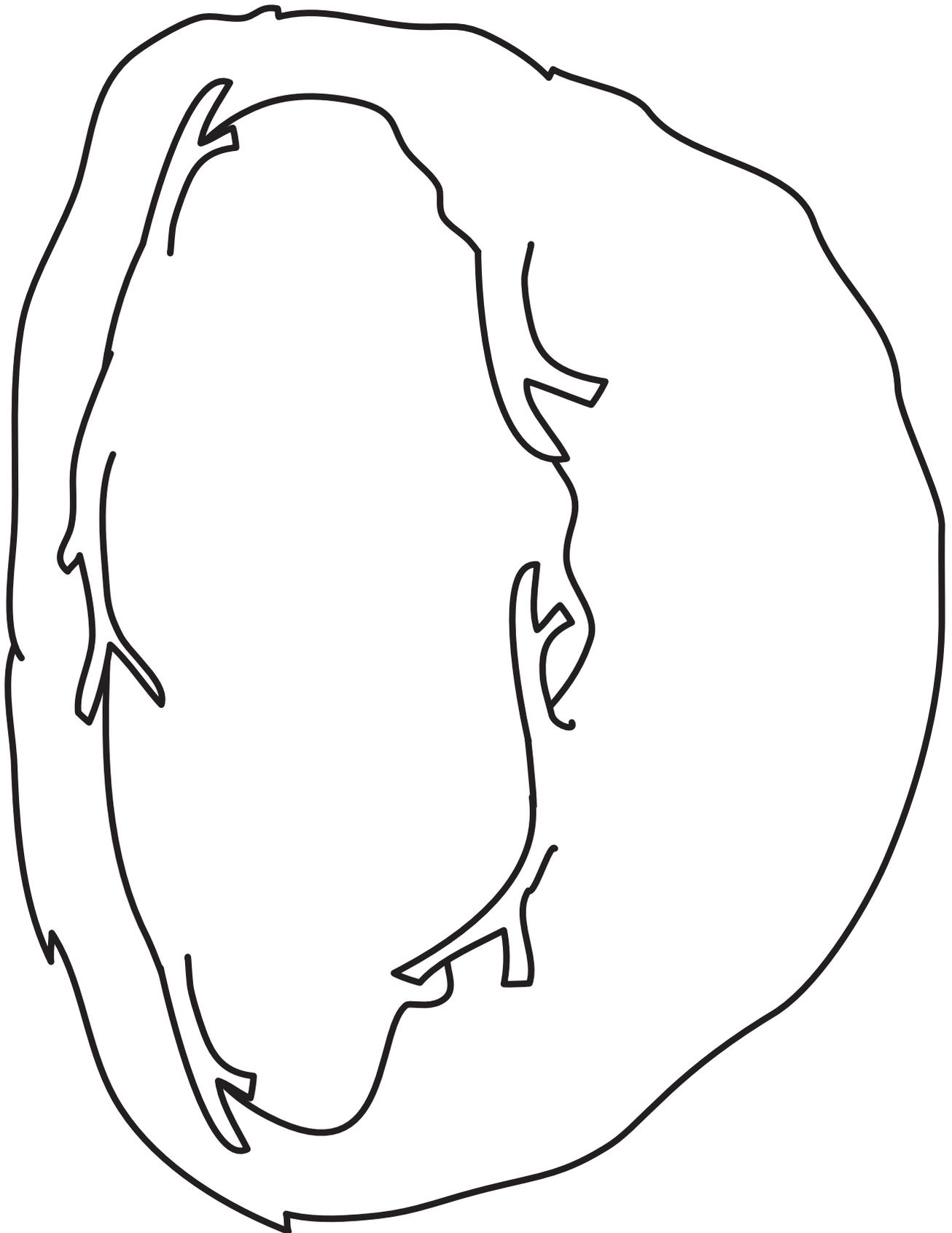


Egg and Nest Patterns

Use the patterns to cut egg and nest shapes from colored paper. You will need seven eggs and one nest per partnership.



Egg and Nest Patterns



Dear Family,

No matter which season is just beginning, children seem to get an extra burst of vigor as the seasons turn. But spring changes seem to have the greatest effect on their liveliness and curiosity levels. There is so much wonder-filled activity surrounding them!

During the unit *Swing into Spring*, we hope to encourage your child's curiosity about the natural world by providing information and inviting exploration. We also hope to foster an appreciation of and a respect for all life through knowledge of its many wonders.

Through books, poems, and songs and exploration in Learning Labs and Plan & Play scenarios, your child will learn a few simple facts about the changes that occur in plants and animals during the spring season. We will watch as caterpillars make chrysalises and turn into butterflies before our very eyes! You may want to join your child in this learning journey by dropping in to see our butterfly nursery or by observing and discussing your own nature discoveries.

At this time, we will use hands-on exploration and informational books and stories to investigate the signs of spring—weather changes, trees budding, birds nesting, spiders and insects appearing, baby animals being born, and plants growing. This unit will be an overview of some of the changes that spring brings. In the weeks that follow, we will explore these topics in more detail.

You can encourage the blossoming of your child's mind by answering questions about the changes that he or she notices in nature. If possible, visit the library for informational books about the nature subjects that interest your child. As you read the concepts-of-print book *Spring Is Here*, talk with your child about the illustrations. Ask him or her about the kinds of clothing the children in the photographs are wearing, the spring activities the children are participating in, and the changes that he or she notices about the weather.

We hope this will be a unit through which you and your child will grow in your understanding of the natural world. With this knowledge, children can develop a respect for all living things.



Estimada familia,

No importa lo que la temporada que sea, los niños se entusiasman con los cambios de estación. Pero la primavera tiene el mayor efecto en su vivacidad y curiosidad. ¡Hay tanta maravilla en el mundo alrededor de ellos!

En la unidad *Swing into Spring*, esperamos motivar la curiosidad de su hijo sobre el mundo natural con la información y la exploración. También esperamos fomentar el aprecio y el respeto de toda la vida por el conocimiento de sus muchas maravillas.

Libros, poemas, canciones, y la exploración en laboratorios y los escenarios de Plan & Play van a enseñar a su hijo los hechos simples acerca de los cambios que se producen en la primavera. Vamos a ver como las orugas hacen crisálidas y se convierten en mariposas en frente de nuestros ojos. Usted puede unirse a su hijo en este visitando la clase para ver nuestro vivero de mariposas.

En esta unidad, vamos a utilizar la exploración práctica y libros y cuentos informativos para explorar los signos de la primavera—cambios en el clima, los brotes en los árboles, nidos de aves, arañas e insectos, animales del bebé y nuevas plantas. En las próximas semanas, vamos a explorar los cambios de la primavera.

Usted puede estimular el florecimiento de la mente de su hijo respondiendo preguntas sobre los cambios de la naturaleza. Si es posible, visite la biblioteca de libros de información sobre la naturaleza. Al leer el libro de *Spring Is Here*, hable con su hijo acerca de las ilustraciones. Pregúntele sobre la ropa de los niños están usando en el libro, las actividades de los niños están haciendo, y los cambios que se da cuenta sobre el tiempo.

Esperamos que esta unidad le ayudará a usted ya su niño a crecer en su comprensión del mundo natural. Con este conocimiento, los niños pueden desarrollar un respeto por todos los seres vivos.

