

A theme guide for preschool | **Unit 15**

# Roots and Shoots



**Curiosity Corner**  
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:  
Unit 15**

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# Standard Graphics Key

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

# Why *Roots and Shoots*?

The great variety and availability of plants in every environment contributes to the innate curiosity that children have about the growing things that surround them. Children see trees, grass, and dandelions flourishing even in urban settings. Many families grow plants in city plots and small yards to enjoy fresh vegetables and flowers. Even those who do not have room for a traditional garden may have window boxes or some houseplants sitting in a sunny spot. Planting a seed and sustaining its growth by providing air, light, and water yield joy and satisfaction—in addition to food and beauty.

During the *Roots and Shoots* unit, children will participate in a variety of activities with growing things. They will use all their senses to observe, predict, experiment, draw conclusions, and record observations. Although you may certainly continue many of the activities throughout the spring and into the summer, children will have the satisfaction of seeing seeds sprout within the timeframe of this theme.

Your experience with *Roots and Shoots*, seeds, leaves, flowers, and fruits will depend on your particular group of children, your neighborhood and community, the interests of your families, and the resources available. Whatever your children's experience with plants, reading the concepts-of-print book *Growing Flowers* will reinforce the growing cycle of plants while allowing children to read along with the predictable text.

Just as you might choose the seeds to plant in your garden at home, you can choose the resources from which to fashion rich learning experiences for your children. You and the other Curiosity Corner teachers in your area can enjoy cross-fertilizing your ideas, in addition to sharing your houseplants, beans, and seeds! Perhaps you can even locate an area on school grounds to establish a garden. Enjoy the wonder of planting and harvesting as you continue to focus on the new life that is spring's gift.

# Roots and Shoots

## *thematic concepts*

- Plants begin to grow in the spring.
- Plants begin as seeds.
- Plants need sunlight, water, and soil to grow.
- Plants that lose their leaves in the fall grow new ones in the spring.
- Many plants flower during the spring.
- Plants absorb light through their leaves.
- Plants get water from the soil through their roots.
- Water travels from the roots of a plant up the stem to the leaves and flowers.
- Plants provide food and shelter for many animals.
- Plants provide food, clothing, and shelter for people.

### Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use crayons to create impressions of leaves and flowers.
- use paints to create prints of various fruits and vegetables.
- use their imaginations to initiate and extend dramatic play.

### Personal/Emotional Domain

Children will:

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

### Cognitive Domain

Children will:

- participate in brain games that help to develop the abilities to stop and think and focus.
- solve simple problems.
- use real and imaginary props in dramatic play.
- use objects, actions, and words as symbols.
- create patterns using manipulatives.
- make a plan when doing an activity.
- follow a plan for an activity.

### Mathematical Domain

Children will:

- count by tens to 100.
- build and compare sets.
- create and extend patterns.
- represent the month and day on the calendar.

### Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- track memorized print with one-to-one correspondence.
- begin to recognize the sound and shape of the letter “p.”
- review the sounds and shapes of the letters “l,” “r,” “t,” “n,” and “c.”
- observe that sentences end with a period.
- observe that the same letter arrangement in a different context still spells the same word.
- count the number of words in a sentence.
- observe various letter shapes.
- compare uppercase and lowercase letters in a sentence.
- observe that some words are longer than others.
- observe that the first letter of a sentence is uppercase.
- recite rhymes.
- recognize and produce rhyming words.
- practice auditory sound blending
- listen attentively to stories.
- 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 animals in the environment.
- begin to develop an understanding of plants in the environment.
- begin to develop an understanding of the life cycle of plants.

### Physical Domain

Children will:

- manipulate writing tools and puzzles for fine-motor control.
- explore rhythm and movement in response to music.
- use small muscles for self-help skills.
- use large muscles to dramatize plant growth.

### Science Domain

Children will:

- use their senses and tools to investigate the physical world.
- observe changes in nature and record observations.
- begin to learn the process of the scientific method.
- make predictions.

### Interpersonal/Social Domain

Children will:

- continue to demonstrate anger-management strategies such as controlling breath and how posture affects deep breathing.
- begin to use a mediator for taking turns (Taking Turns Bag).
- begin to learn how to wait for a turn.

# Vocabulary

Theme-Related Words	
bean	life cycle
branch	paper
bulb	rain
clothing	seed
deciduous	seedling
dirt	sprout
evergreen	sun
food	tuber
garden	water
grow	wood

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

Wonderful Words	
Day 1	plants
Day 2	soil
Day 3	sunlight
Day 4	bud
Day 5	flower
Day 6	leaves
Day 7	roots
Day 8	stem
Day 9	shelter
Day 10	provide

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**

all together  
groups  
patterns

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

**Getting Along Together Words**

Stop and Think

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

**STaR Words**

*The Tiny Seed*  
burst      giant

*Jack and the Beanstalk*  
interrupt      promise

*Flower Garden*  
spread

*The Carrot Seed*  
sprinkled

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

**Basic Words**

after	create	prediction
attached	experiment	started
begin	extend	travels
build	next	trees

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		Plants begin to grow in the spring.	Plants begin as seeds.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Playdough Letters	Pumpkin "P"s
	Math Lab	Seed Math	Seed Math
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	What Do You See?	What Do You See?
	Art Lab	Spring Flowers	Plant Rubbings
	Science Lab	Plant Dissections	Plant Dissections
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"Skip to My Lou"	Silent Ball	
 Clues & Questions	Discuss characteristics of plants. Introduce the letter "p."	Plant growth; read <i>It Started As a Seed</i> by Dr. Alden Kelley. Review the letter "p."	
 Rhyme Time	"Flowers in the Sun and Rain;" Rhyme Recognition: Stand Up, Sit Down game		
 Getting Along Together		Review taking turns.	
 Plan & Play	Scenario Options: Plant a Garden Flower Shop Let's Play House At the Farm	Scenario Options: Same as day 1 Small-Group Instruction: Life Cycle of a Plant	
 StAR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>The Tiny Seed</i> by Eric Carle	<i>The Tiny Seed</i> Story Retell: Dramatization	
 Math Moments	Count by 10s to 100. Combine sets/combine groups of beans, and determine the total.	Count by 10s to 100. Combine sets/combine groups of beans, and determine the total.	
 Question/Reflection	Brain Game: Hot Potato Memory Does it come from a plant or not?	Brain Game: Hot Potato Memory Classroom letter search for "p"	

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
Plants need sunlight, water, and soil to grow.	Plants that lose their leaves in the fall grow new ones in the spring.	Many plants flower during the spring.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Pumpkin "P"s	Pumpkin "P"s	Pumpkin "P"s
Seed Math	Seed Math	Seed Math
Exploring with Technology	Exploring with Technology	Exploring with Technology
What Do You See?	What Do You See?	What Do You See?
Plant Rubbings	Plant Rubbings	Plant Rubbings
Plant Dissections	Plant Dissections	Plant Dissections
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Shake Something"	"Get on Up and Move Your Body"	"The Gooney Bird Song"
Plant seeds. Review the letter "p."	Concepts-of-print book: <i>Growing Flowers</i> by Barbara Wasik Review the letter "p."	<i>Curiosity Learns About Spring</i> by Jill Crawford Review the letter "p."
	"Flowers in the Sun and Rain;" Rhyme Production: Make a Rhyme game	"Flowers in the Sun and Rain;" Rhyme Recognition and Production: Identify rhyming words.
Practice taking turns and waiting.		
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>Jack and the Beanstalk</i> retold by Carol Ottolenghi	<i>Jack and the Beanstalk</i> Story Retell: Use illustrations.	Free-Choice Story Reading: Suggestion – <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr.
Count by 10s to 100. Combine sets/combine groups of sunflower seeds, and determine the total.	Count by 10s to 100. Combine sets/combine groups of sunflower seeds, and determine the total.	Count by 10s to 100. Problem Solving: Number combinations
Brain Game: Hot Potato Memory Dramatize a seed growing into a plant.	Brain Game: Hot Potato Memory Compare/contrast trees and plants in spring vs. winter.	Brain Game: Hot Potato Memory Reread <i>It Started As a Seed</i> by Dr. Alden Kelley.

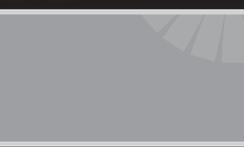
# Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Plants absorb light through their leaves.	Plants get water from the soil through their roots.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Letter Hunt "L"	Letter Hunt "R"
	Math Lab	Seed Math	It's a Pattern!
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	<i>Life Cycle of a Plant</i> booklets	<i>Life Cycle of a Plant</i> booklets
	Art Lab	Yummy Prints	Yummy Prints
	Science Lab	What's Happening?	What's Happening?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Jumping Bean	The Elmo Slide	
 Clues & Questions	Leaf dramatization Review the letter "l."	Movement of water from a plant's roots; straw demonstration Review the letter "r."	
 Rhyme Time	"Mary, Mary, Quite Contrary"; Sound Blending: Say-It-Fast		
 Getting Along Together		Stop and Think: Control impulsive reactions.	
 Plan & Play	Scenario Options: Let's Play House At the Farm Grocery Store Dig in the Garden	Scenario Options: Same as day 6 Small-Group Instruction: Parts of a Plant	
 STaR Story Telling and Retelling	Interactive Story Reading: <i>Flower Garden</i> by Eve Bunting	<i>Flower Garden</i> Story Retell: Sequencing	
 Math Moments	Count by 10s to 100. Copy patterns.	Count by 10s to 100. Extend patterns.	
 Question/Reflection	Brain Game: Silly Sounds Set up an experiment: What happens when a leaf doesn't get sunlight?	Brain Game: Silly Sounds What's underground aside from the roots of a plant?	

Day 8	Day 9	Day 10
Water travels from the roots of a plant up the stem to the leaves and flowers.	Plants provide food and shelter for many animals.	Plants provide food, clothing, and shelter for people.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Letter Hunt "T"	Letter Hunt "N"	Letter Hunt "C"
It's a Pattern!	It's a Pattern!	It's a Pattern!
Exploring with Technology	Exploring with Technology	Exploring with Technology
<i>Life Cycle of a Plant</i> booklets	<i>Life Cycle of a Plant</i> booklets	<i>Life Cycle of a Plant</i> booklets
Yummy Prints	Yummy Prints	Yummy Prints
What's Happening?	What's Happening?	What's Happening?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Aloha 'Oe"	Head, Shoulders, Knees, and Toes	Follow the Leader
Celery experiment: movement of water through stems Review the letter "t."	Name ways that plants provide food and shelter for animals, dramatization. Review the letter "n."	Discuss uses for plants. Review the letter "c."
	"Mary, Mary, Quite Contrary"; Sound Blending: Say-It-Fast	"Mary, Mary, Quite Contrary"; Sound Blending: Say-It-Fast
Stop and Think Brain Game: Pass It Down!		
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>The Carrot Seed</i> by Ruth Krauss	<i>The Carrot Seed</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>Mr. Rabbit and the Lovely Present</i> by Charlotte Zoloton
Count by 10s to 100. Partners create and copy patterns.	Count by 10s to 100. Partners create and extend patterns.	Count by 10s to 100. Determine how to extend a pattern.
Brain Game: Silly Sounds Walk and Talk with Curiosity: Plants game	Brain Game: Silly Sounds Reread the concepts-of-print book <i>Growing Flowers</i> .	Brain Game: Silly Sounds Shared Writing Experience: Plants

# You Will Need

## Supplied by SFAF:

<b>Books</b>	<b>STaR</b>	
	<ul style="list-style-type: none"> <li>• <i>The Tiny Seed</i> by Eric Carle</li> <li>• <i>Jack and the Beanstalk</i> retold by Carol Ottolenghi</li> <li>• <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. (from unit 1)</li> <li>• <i>Flower Garden</i> by Eve Bunting</li> <li>• <i>The Carrot Seed</i> by Ruth Krauss</li> <li>• <i>Mr. Rabbit and the Lovely Present</i> by Charlotte Zoloton</li> <li>• <i>Harold and the Purple Crayon</i> by Crockett Johnson (from unit 5)</li> </ul>	
	<b>Concepts of Print</b>	
	<ul style="list-style-type: none"> <li>• <i>Growing Flowers</i> by Barbara Wasik (class set)</li> </ul>	
	<b>Theme Learning</b>	
	<ul style="list-style-type: none"> <li>• <i>Curiosity Learns About Spring</i> by Jill Crawford (from unit 14)</li> <li>• <i>It Started As a Seed</i> by Dr. Alden Kelley</li> </ul>	
<b>Media</b>		
	<ul style="list-style-type: none"> <li>• Curiosity Corner 2nd Edition Software</li> <li>• Curiosity Corner Home Link show for unit 15</li> <li>• CD: <i>Getting to Know Myself</i> by Hap Palmer</li> </ul>	
	<b>Cards/Card Sets</b>	
	<b>Curiosity Corner Activity Cards for Unit 15</b>	
	<b>Letter Cards</b>	<ul style="list-style-type: none"> <li>• “Pp,” “Ll,” “Rr,” “Tt,” “Nn,” “Cc”</li> </ul>
	<b>Numerical Cards</b>	<ul style="list-style-type: none"> <li>• 1–20</li> </ul>
	<b>Thematic Content</b>	<ul style="list-style-type: none"> <li>• Wonderful Word picture cards: “plants,” “soil,” “sunlight,” “bud,” “flower,” “leaves,” “roots,” “stem,” “shelter,” “provide”</li> <li>• Day 4: Fall season picture card for winter tree (from unit 5), spring picture card for spring tree (from unit 14)</li> </ul>
	<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Scenario Cards: Plant a Garden, Flower Shop, Let’s Play House, At the Farm, Grocery Store, Dig in the Garden</li> <li>• Small-group instruction, days 2–7: Life Cycle of a Plant sequence cards</li> </ul>
<b>Rhyme Cards</b>		
	<ul style="list-style-type: none"> <li>• “Flowers in the Sun and Rain”</li> <li>• “Mary, Mary, Quite Contrary”</li> </ul>	

	<p><b>STaR Story Retell Cards</b></p>
	<ul style="list-style-type: none"> <li>• <i>Flower Garden</i></li> </ul>
<p><b>General — Used in Every Unit</b></p>	<p><b>Other Card Sets</b></p>
	<ul style="list-style-type: none"> <li>• Ear and mouth cards</li> <li>• Letter-blending cards, deck 1</li> </ul>
	<ul style="list-style-type: none"> <li>• Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel)</li> <li>• Paw point chips</li> <li>• Cool Kid certificates</li> <li>• Cool Kid stamp</li> <li>• Colored clothespins (for Plan &amp; Play scenario selection)</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal hand stamps and ink pad</li> </ul>
<p><b>Other SFAF Items</b></p>	<ul style="list-style-type: none"> <li>• Curiosity Corner Unit Record Form for unit 15 (generate with data-tools system)</li> <li>• Large foam number cubes</li> <li>• Counting bears</li> <li>• Walk and Talk with Curiosity game boards, five</li> </ul>

## Teacher Acquired:

General	
	<ul style="list-style-type: none"> <li>• Plant (live or artificial) inside an opaque bag (Clues &amp; Questions, day 1)</li> <li>• Dry lima beans (or other large beans), twenty per partnership (Math Moments, days 1 and 2)</li> <li>• Ball (Move It!, day 2)</li> <li>• Items for planting seeds for each partnership: potting soil, small peat pots or paper cups, spoons, water, green bean seeds, newspaper or other item to protect the floor or table (Clues &amp; Questions, day 3)</li> <li>• (Optional) picture of a life-size bean plant (STaR, day 3)</li> <li>• Branch with leaves attached (Clues &amp; Questions, day 4)</li> <li>• Number cubes (dice), one pair per partnership (Math Moments, day 4)</li> <li>• Sunflower seeds (Math Moments, days 4 and 5)</li> <li>• A flower (real or artificial) (Clues &amp; Questions, day 5)</li> <li>• Potted plant with green leaves (Clues &amp; Questions, day 6)</li> <li>• Black construction paper (enough to cover both sides of a leaf on the potted plant), tape (Question/Reflection, day 6)</li> <li>• A clear straw and colored water or juice (Clues &amp; Questions, day 7)</li> <li>• One celery stalk with leaves, two clear water glasses or plastic cups, two different colors of food coloring, water (Clues &amp; Questions, day 8)</li> <li>• T-shirt (small enough to fit Curiosity) (Clues &amp; Questions, day 10)</li> <li>• Green paper (for story tree leaves)</li> <li>• Wonder Box and supplies for Plan &amp; Play prop creation (See the <i>Curiosity Corner 2nd Edition Teacher's Manual</i>, chapter 10, Getting Started for information about setting up a Wonder Box.)</li> <li>• Supplies for Learning Labs and Plan &amp; Play scenarios (See next section.)</li> </ul>

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

Learning Labs	Classroom Library Lab	
	Growing Things	<ul style="list-style-type: none"> <li>Books related to all types and varieties of plants, gardens, and gardening</li> </ul>
	<b>Letter Lab</b>	
	Playdough Letters	<ul style="list-style-type: none"> <li>Playdough, letter-blending card for “Pp”</li> </ul>
	Pumpkin “P”s	<ul style="list-style-type: none"> <li>Letter “P” Pattern (appendix), one per child; glue; pumpkin seeds</li> </ul>
	Letter Hunt	<ul style="list-style-type: none"> <li>Letter-blending cards for “Ll,” “Rr,” “Tt,” “Nn,” and “Cc”; old magazines, junk mail, or grocery store circulars; markers</li> </ul>
	<b>Math Lab</b>	
	Seed Math	<ul style="list-style-type: none"> <li>Number cards 1–5 (appendix), four sets; four baggies with twenty large seeds in each</li> </ul>
	It’s a Pattern!	<ul style="list-style-type: none"> <li>Counting bears, pattern blocks, and/or linking cubes</li> </ul>
	<b>Computer/Media Lab</b>	
	Exploring with Technology	<ul style="list-style-type: none"> <li>Computers, tablets, listening media, software</li> </ul>
	<b>Writing Lab</b>	
	What Do You See?	<ul style="list-style-type: none"> <li>Magnifiers, plants around the classroom (including seedlings in plastic baggies planted during unit 14), various types of paper and writing instruments</li> </ul>
	<i>Life Cycle of a Plant</i> booklets	<ul style="list-style-type: none"> <li><i>Life Cycle of a Plant</i> booklet pages (appendix), scissors, stapler, crayons</li> </ul>
	<b>Art Lab</b>	
	Spring Flowers	<ul style="list-style-type: none"> <li>Flower shapes (appendix), crayons, markers or paint, scissors</li> </ul>
	Yummy Prints	<ul style="list-style-type: none"> <li>Vegetables and/or fruits (such as celery, onions, potatoes, apples, green peppers) cut in half; tempera paints; brushes</li> </ul>
	Plant Rubbings	<ul style="list-style-type: none"> <li>Stems, leaves, bark samples, paper, pencils, crayons</li> </ul>
	<b>Science Lab</b>	
	Plant Dissection	<ul style="list-style-type: none"> <li>Real plant parts, knife or other cutting tool (for teacher only), magnifiers</li> </ul>
	What’s Happening?	<ul style="list-style-type: none"> <li>Seed and other experiments set up throughout the unit, magnifiers, writing instruments, paper</li> </ul>
	<b>Puzzles &amp; Games Lab</b>	
	Free Exploration	<ul style="list-style-type: none"> <li>Classroom games or puzzles related to plants</li> </ul>

Plan & Play		
Scenario	Suggested Classroom Space	Ideas for Props
Plant a Garden	Sand table	<ul style="list-style-type: none"> <li>• Small plastic shovels, plastic or real plants, gardening picture books, empty shoeboxes, potting soil, variety of beans and seeds, seed packets, gardening gloves</li> </ul>
Flower Shop	Any area	<ul style="list-style-type: none"> <li>• Real or plastic plants, toy cash register, plastic flowers</li> </ul>
Let's Play House	Housekeeping area	<ul style="list-style-type: none"> <li>• Kitchen set, dishes and cups, plastic and play cutlery, aprons, play vacuum cleaners, clean new mops and brooms, empty buckets</li> </ul>
At the Farm	Blocks area	<ul style="list-style-type: none"> <li>• Stuffed farm animals</li> </ul>
Dig in the Garden	Sand table	<ul style="list-style-type: none"> <li>• Small plastic shovels, plastic plants, theme-related books for children to use as references</li> </ul>
Grocery Store	Any area	<ul style="list-style-type: none"> <li>• Empty fruit and vegetable containers and packaging, real or play food boxes and/or cans, paper grocery bags, plastic grocery bags, play shopping carts</li> </ul>

**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	
GR&W	<ul style="list-style-type: none"> <li>• Science Lab: If you do not have an extra adult who can stay in the lab, cut open some different kinds of plants in advance so children can see what the plants look like inside. Slice a stem lengthwise, cut a large flower, cut open a seed pod, halve a vegetable or piece of fruit, etc.</li> <li>• Art Lab: Duplicate the Spring Flower page (appendix). Each child will need to decorate one flower before day 5.</li> <li>• Duplicate the theme introduction letter.</li> <li>• Duplicate and prepare the Learning Labs Facilitation Guide.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Place twenty or more lima beans in resealable plastic baggies, one baggie per partnership.</li> <li>• Duplicate and cut out the number cards 1–10 (appendix), one set per partnership (unless you still have them from previous units).</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>The Tiny Seed</i>. Page 2 begins “It is Autumn.”</li> </ul>
Day 2	
GR&W	<ul style="list-style-type: none"> <li>• Letter Lab: Duplicate the Letter “P” Pattern sheet (appendix), one per child.</li> </ul>
Day 3	
C&Q	<ul style="list-style-type: none"> <li>• Divide potting soil among several containers.</li> <li>• Separate the newspaper so you have one large sheet per partnership.</li> <li>• Prepare a planting-directions poster on chart paper. Use pictures or simple illustrations to show each step. See the lesson for the steps.</li> </ul>
GAT	<ul style="list-style-type: none"> <li>• Gather books from the classroom library, one per partnership (any books that children enjoy).</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>Jack and the Beanstalk</i>. Page 2 begins “Once upon a time....”</li> <li>• Locate a picture of an actual-size bean plant.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Place twelve or more sunflower seeds in resealable plastic baggies, one baggie per partnership.</li> </ul>
Day 4	
MM	<ul style="list-style-type: none"> <li>• Place ten counting bears (five of one color and five of another color) in baggies, one baggie per partnership.</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>• Draw a T-chart on chart paper.</li> </ul>
Day 5	
C&Q	<ul style="list-style-type: none"> <li>• If you do not have a story tree, draw an outline of a large tree shape (with or without leaves) on bulletin board paper.</li> </ul>
RT	<ul style="list-style-type: none"> <li>• Make one copy of Curiosity’s story (appendix).</li> </ul>

Day 6	
STaR	<ul style="list-style-type: none"> <li>Number the pages of the book <i>Flower Garden</i>. Page 2 begins “Garden in a shopping cart....”</li> </ul>
MM	<ul style="list-style-type: none"> <li>Duplicate the ABC Pattern Pictures sheet (appendix). Cut out the items, and place two of each in baggies, one baggie per partnership.</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>Cut two pieces of heavy black paper (large enough to cover one leaf of the potted plant from Clues &amp; Questions).</li> </ul>
Day 7	
P&P	<ul style="list-style-type: none"> <li>Duplicate the Plant Parts sheet (appendix). Cut out the plant parts, and place them in baggies. Make several sets. <b>Note:</b> If you choose to have children glue the plant parts on paper, you will need one copy of the Plant Parts sheet per child.</li> </ul>
MM	<ul style="list-style-type: none"> <li>Add two each of a sun, a flower, and a bird from the ABC Pattern Pictures sheet to the baggies from day 6.</li> </ul>
Day 8	
C&Q	<ul style="list-style-type: none"> <li>Cut a stalk of celery lengthwise almost to the leaves at the top. Do not cut it completely in half.</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Number the pages of the book <i>The Carrot Seed</i>. Page 2 begins “A little boy planted a carrot seed.”</li> </ul>
Day 9	
	<ul style="list-style-type: none"> <li>Prepare your materials, and review your lesson plans.</li> </ul>
Day 10	
MM	<ul style="list-style-type: none"> <li>Create a pattern chart for Curiosity. Remove the ABC pattern pictures from the baggies used this week. Tape or glue them to a piece of chart paper in an AABBC pattern (sun, sun, bird, bird, flower). Repeat the pattern once. Leave room to repeat the pattern two more times.</li> </ul>

# Day 1 | Ready, Set

## Learning Focus

Plants begin to grow in the spring.

Materials	
<p><b>General</b></p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheet</li> <li>• Sharing sticks</li> <li>• Ear and mouth cards</li> <li>• Curiosity puppet</li> <li>• Partnership chart and name cards</li> <li>• Curiosity's water dish</li> <li>• Cool Kid stamp</li> <li>• Paw print chips</li> <li>• Curiosity Corner 2nd Edition flash drive</li> <li>• Unit record form for unit 15</li> </ul>
<p><b>Greetings, Readings, &amp; Writings</b></p>	<ul style="list-style-type: none"> <li>• Learning Labs Facilitation Guide (appendix)</li> <li>• Refer to the Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan &amp; Play scenarios.</li> </ul>
<p><b>Gathering Circle</b></p>	<ul style="list-style-type: none"> <li>• Calendar plus calendar cutout for today's date</li> </ul>
<p><b>Move It!</b></p>	<ul style="list-style-type: none"> <li>• No new materials needed</li> </ul>
<p><b>Clues &amp; Questions</b></p>	<ul style="list-style-type: none"> <li>• Plant (live or artificial)</li> <li>• Opaque bag (cloth, plastic, or paper)</li> <li>• CC Activity Card: Wonderful Word picture card for "plants"</li> <li>• Daily Message board or IWB access</li> <li>• CC Activity Cards: Letter cards for "Pp," "Ss," and "Bb"</li> </ul>
<p><b>Rhyme Time</b></p>	<ul style="list-style-type: none"> <li>• Rhyme card for "Flowers in the Sun and Rain" (optional)</li> </ul>
<p><b>Plan &amp; Play</b></p>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Scenario cards for Plant a Garden, Flower Shop, Let's Play House, At the Farm</li> <li>• Colored clothespins</li> <li>• Paper and crayons or pencils for writing play plans</li> <li>• Wonder Box for prop creation</li> </ul>
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Tiny Seed</i> by Eric Carle</li> <li>• Leaf for story tree</li> </ul>
<p><b>Math Moments</b></p>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Numeral cards 1–10</li> <li>• Baggies of twenty or more lima beans, one per partnership</li> </ul>

Materials	
Question/Reflection	<ul style="list-style-type: none"><li>• Items gathered from around the classroom (mixture of items that come from plants, such as items made of wood, paper, or cotton, and items that do not come from plants such as those from metal or plastic)</li><li>• Cool Kid certificate and marker</li><li>• Celebration jar</li><li>• Home Link show for unit 15</li><li>• Theme introduction letter (appendix)</li><li>• Read &amp; Respond bookmarks</li><li>• Home Link animal stamp: chick</li></ul>

## Day 1


**Greetings, Readings,  
& Writings**

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

### Available Activities

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

#### Classroom Library Lab: Enjoy a Story

- Include new books related to the topic of plants and gardening.

#### Letter Lab: Playdough Letters

- Encourage children to use the playdough at the lab to make letter shapes.

#### Math Lab: Seed Math

- Have children choose a number card and make a group of the corresponding number of seeds. Then have them choose a second card and make a second group of seeds. Ask children which group has more seeds.

#### 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: What Do You See?

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children’s writing journals should also be easily accessible.
- Encourage children to record their observations of the plants growing in the classroom.

Art Lab: Spring Flowers

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they’d like.
- Encourage each child to color and cut out a flower this week. The flowers will be used in Clues & Questions on day 5.

Science Lab: Plant Dissections

- Tell children to use magnifiers to examine and observe the whole and dissected plants that you have prepared.

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!

- Introduce the Move It! activity for the day, “Skip to My Lou.”

**Today we will sing, dance, and skip to the song “Skip to My Lou.” Get ready to move!**



- Play the “Skip to My Lou” video.



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):

grow  
plants\*  
sprout

Basic word(s):

begin

### Curiosity’s Clues

- Bring Curiosity to the group with a plant inside her bag.

**Curiosity: I brought something for the children to feel. I want them to guess what is in the bag because it is a clue for what we will learn about today.**

Teacher: **That sounds like a great idea, Curiosity. Let's use our sense of touch to see if we can guess what Curiosity has for us in her bag. Do not look inside the bag!**

- Allow children a few moments to feel the plant in the bag. Remind children to be gentle as they touch the object in the bag, and encourage them to form a picture in their minds of what they feel.

T-P-S: **Talk about what you felt in the bag. Describe it to your partner, and try to guess what it might be.**



- Use the sharing sticks to select a few partnerships to share their ideas.
- Show the plant from Curiosity's bag to children, and identify the plant by name.

## Learning with Curiosity

- Introduce the new unit.

**Curiosity brought a plant for us today because we are starting a new unit about plants. We have been learning about spring and what happens in the spring. We know that in the spring, the weather gets warmer, and plants begin to grow. Let's think about what we know about plants.**



T-P-S: **What do plants look like? What parts do plants have? What do plants need to live?**



- Use the sharing sticks to select children to share their ideas. If children cannot fully answer all the questions, tell them we will learn all this information in the new unit.
- Ask children what questions they have about plants. Record their questions on chart paper. Revisit the chart throughout the week as their questions are answered.
- Play the "Cody Grows Beans" video.



**Most plants begin as seeds. Let's watch a video about planting seeds and growing bean plants in a garden.**



## Wonderful Word

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

**Our Wonderful Word today is "plants." A plant is a living thing that has leaves and roots and grows in the dirt.**



- Play the digital dictionary video for "plants."
- Remind children that they can earn paw points when they use or hear the word "plants" 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 plants begin to grow in the spring.**

### Letter Links

- Have Curiosity provide clues about the letter “p.” 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 “Pp,” “Ss,” and “Bb.”

**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 and lowercase shapes look almost exactly the same.
- Both of my shapes have straight lines.
- My lowercase shape has a straight line that drops down low.



**WGR: What letter am I? “P.” “P” 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 “p” by showing the “Stores on the Street: P” 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 flowers. It's called "Flowers in the Sun and Rain." When we say this rhyme, listen carefully for 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.



#### Flowers in the Sun and Rain

**Five yellow marigolds growing in the sun;**

(Hold up five fingers.)

**See their blossoms drooping, one by one.**

(Bend your fingers slowly, one at a time.)

**When the spring rain begins to fall,**

(Raise your other hand, wiggle your fingers, and lower your arm to simulate rain.)

**The five yellow marigolds stand up tall.**

(Hold up five fingers.)

### 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 do, stand up. If they don't, sit down. Are you ready?**

- Play the game.

**sun      moon** (*Sit down.*)

**spring    sing** (*Stand up.*)

**rain      run** (*Sit down.*)

**tall      ball** (*Stand up.*)

**stand    hand** (*Stand up.*)

- 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.

**Plant a Garden:** Show the sand table. **Many people like to plant gardens to grow their food. You may want to plant vegetables such as corn, green beans, and carrots. Don't forget to water your garden! You might also need to get some supplies at the garden store.**

**Flower Shop:** Show an open area. **Here is a flower shop. People come here to buy flowers and plants for themselves or for others. You may want to care for the flowers and plants by pretending to water and trim them. Maybe you will have customers come to buy your flowers.**

**Let's Play House:** Show the housekeeping area. **Many people like to do spring cleaning. That means extra special cleaning such as cleaning out closets and under the bed. You may want to pretend that you are doing some special cleaning. You might want to wash the windows and walls of your house and clean out the closets and cabinets.**

**At the Farm:** Show the blocks area. **Here is a farm. On a farm, farmers do a lot of work to care for the animals and crops. You may want to feed and water the animals. You might also clean out their stalls and use your tractor to cut down your crops.**

### 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:

**Plant a Garden: I see that you are planting vegetables in your garden. I remember that in your plan, you said you wanted to plant tomatoes and corn. What have you planted so far?**

**At the Farm: I see that you are feeding the animals on your farm like you talked about in your plan. Would you like some help feeding the cows?**



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

### **The Clean-Up Song**

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

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

### **Two Little Hands**

**Two little hands go clap, clap, clap.  
Two little feet go tap, tap, tap.  
One little body turns round and round.  
One little body sits quietly down.**



STaR word(s):

burst

giant

**The Tiny Seed**

*Author and illustrator: Eric Carle*

An autumn wind blows a tiny seed far and wide until it comes to rest in the ground. The seed spends the winter underground and awakens in the spring to develop into a plant. As the summer passes, the tiny seed grows into a massive plant. With the approach of autumn, the cycle begins again.

**Interactive Story Reading**

Before Reading

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

**The title of our story today is *The Tiny Seed*. That’s the name of the story. The author and illustrator is Eric Carle. He wrote the words and made the pictures for the story.**

- 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 flower on the front cover. **The title of the story is *The Tiny Seed*. I don’t see a seed on the cover. T-P-S: What do you see in this illustration? We can see a flower on the cover. T-P-S: What ideas do you have about the story *The Tiny Seed* when you see the picture of the flower?**

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 6: T-P-S: **What do you think will happen to the tiny seed?**
  - Page 12: T-P-S: **Why do the seeds fall to the ground?**
  - Page 16: T-P-S: **What happens to the little seeds?**
  - Page 24: T-P-S: **How does the flower grow so big?**

After Reading

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

**In the beginning of this story, in the autumn, a tiny seed travels on the wind until it comes to rest on the ground, where it rests all winter. In the spring, the tiny seed grows and bursts open. T-P-S: What might the word “burst” mean? When something “bursts,” it opens up suddenly. T-P-S: Can you think of something that can burst open?**

**During the summer, the little plant that came from the tiny seed grows into a giant plant. T-P-S: What does the word “giant” mean? “Giant” means very, very big. T-P-S: Have you ever seen a plant so big that you would call it a giant plant? Where did you see it?**

**At the end of the story, the wind blows the seeds from the flower. T-P-S: What do you think will happen to the flower’s seeds?**



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):**  
all together  
groups

### **Count with Curiosity**

- Introduce the way that children will count this week.

**This week and next week, we will practice counting by 10s to 100. Curiosity will help us remember how!**

- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.



### **Active Instruction**

- Explain that beans are seeds.

**I have some beans. Where do beans come from? Beans are a kind of seed. If I plant a bean, I can grow a bean plant.**

- Show how to use the numeral cards to make groups of beans. Pick a number card, and count out that number of beans aloud. Then choose another number card, and create a second group of beans.
- Combine the two groups of beans.

**I have two groups of beans. Point to the first group of beans. This group has \_\_\_\_ (number of beans). Point to the other group of beans. This group has \_\_\_\_ (number of beans). If I put these two groups of beans together, I wonder how many beans I would have all together.**



**T-P-S: How can I find out how many beans there are all together? Put them together, and count them.**

- Combine the two groups of beans into one group. Invite children to count the group of beans with you. As you count the beans, touch and move each one.
- Write a number sentence on the board as you restate the number combination. Include a plus sign and an equal sign in your number sentence, but use the words “and” and “are.”

EXAMPLE:

**We put the two groups together and made one group. Now we know how many beans we have all together. Write “ $5 + 2 = 7$ .” Five and two are seven.**

### Partner Practice

- Distribute a baggie of lima beans to each partnership.

**Now you will make the groups with your partners.**

- Choose a number card, and show it to children.

**One partner will make a group with this many beans.**

- Choose and show a second number card.

**The other partner can make a group with this many beans.**

- Ask children to count the beans.



**Now put your two groups of beans together, and count them to find out how many there are all together. WGR: How many beans do we have all together?**

- Write a number sentence on the board to represent the combination of the two groups (e.g.,  $3 + 4 = 7$ ). Read the number sentence using the words “and” and “are” (e.g., three and four are seven.).
- Repeat the activity with other number combinations.
- Reinforce the concept of addition by showing the “ $2 + 2$  Pineapples” video.



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

#### Brain Game: Hot Potato Memory

Have children sit or stand in a circle. (If you have a large class, you may want to have more than one circle to allow children more turns to pass the hot potato.) Use a small ball or other item that they can hold with one hand to use as the potato. Announce a task that the child left holding the hot potato will perform when the music stops (e.g., jump, turn around, touch his or her head). Play a lively song. While the music is playing, have children pass the potato around the circle until the music stops. The child left holding the potato when the music stops has to remember and perform the task that you announced at the start of the game. Start and stop the music several times when you play this game. Change the required action with the start of each round.



## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that plants begin to grow in the spring.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is "plants." Remember that plants are living things. Plants have roots and leaves and grow in the dirt. T-P-S: When did we hear the word "plants" today?**



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

### Theme Learning Extension

- Introduce the items you have gathered. Invite children to tell whether they think each item comes from a plant.
- Discuss each item one at a time. Provide assistance, as needed, with tricky items such as those made from wood or paper. Children may need help in understanding that some fabrics, such as sweaters, are made from an animal's wool while others are made from cotton fiber, which comes from a plant.

### 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

Plants begin as seeds.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Letter Lab: Seeds; beans; glue; Letter “P” Pattern (appendix), one per child</li> <li>• Art Lab: Stems, leaves, bark samples, paper, pencils, crayons</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• Ball</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Seedling from unit 14 planting activity</li> <li>• Trade book: <i>It Started As a Seed</i> by Dr. Alden Kelley</li> <li>• CC Activity Card: Wonderful Word picture card for “soil”</li> <li>• CC Activity Card: Letter card for “Pp”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• Chilly and Squeaky puppets</li> <li>• Taking Turns Bag (from unit 8)</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Scenario cards for new scenarios (if applicable)</li> <li>• Small-Group Instruction: CC Activity Cards: Life Cycle of a Plant sequencing cards</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Tiny Seed</i> by Eric Carle</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Set of number cards 1–10 (from day 1), one per partnership</li> <li>• Baggie of twenty or more lima beans, one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal stamp: dog</li> </ul>



## Day 2


**Greetings, Readings,  
& Writings**

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

**Available Activities**

## Classroom Library Lab: Enjoy a Story

- Same as day 1

## Letter Lab: Pumpkin "P"s

- Invite children to glue seeds onto a letter "P" pattern.

## Math Lab: Seed Math

- Continue to have children create groups of seeds. Today ask them how many seeds they have all together if they combine the two groups.

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: What Do You See?

- Same as day 1

Art Lab: Plant Rubbings

- Demonstrate how to lay the paper on top of plant or bark pieces and use crayons to create rubbings.
- Encourage children who have not already done so to decorate and cut out a flower.

Science Lab: Plant Dissections

- 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 sang about exercise. T-P-S: Can you show me the exercises that you did with Grover?**



- 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 form a circle. Introduce today's activity.

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

- Allow children to play Silent Ball for several minutes.



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

## Clues & Questions

### Theme-related word(s):

seedling  
soil\*

### Basic word(s):

started



### Curiosity's Clues

- Bring Curiosity to the group with a seedling.

**Curiosity: I was looking around the classroom, and I found this near where we planted our seeds. I don't know what it is or where it came from.**

**T-P-S: What does Curiosity have, and where did it come from?**

Teacher: **Curiosity brought a seedling for us today. A seedling is a small plant that grows from a seed. The seeds we planted became seedlings. If we take care of the seedlings, they will grow into larger plants.**

### Learning with Curiosity

- Introduce the trade book *It Started As a Seed* by Dr. Alden Kelley.

**Today we will read *It Started As a Seed* by Dr. Alden Kelley. As we read, let's look for the different plants in the book that come from a seed.**

- Read the text aloud, calling attention to the fact that the plants started as seeds.
- Play the “Triggerfish Tree Planting” video.



**Now let's watch a video that will tell us more about how plants grow and change after the seedlings continue to grow.**



### Wonderful Word

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

**Our Wonderful Word today is “soil.” “Soil” is another word for dirt. Plants grow in the soil.**



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

**Plants begin as seeds.**

- Point out the period at the end of the Daily Message.

**There is a little dot called a period at the end of the Daily Message. We saw a period in our story *Spring is Here*. It tells us to stop. This is the end of the Daily Message.**

### Letter Links

- Have Curiosity show the letter card for “Pp.”
- 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 “p” by showing the “Letter of the Day Game: P” video.



Have children stand and recite “Flowers in the Sun and Rain” as a transition to Getting Along Together.

## Getting Along Together

### Active Instruction

- Review taking turns and how to use the Taking Turns Bag.

**We have learned to work together and cooperate in our classroom. One of the ways we work together is by taking turns.**



**T-P-S: Can you tell me about a time when you and a friend took turns in the classroom? How did you take turns?**

- Show the Taking Turns Bag.

**T-P-S: How does the Taking Turns Bag help us take turns?** *The coin helps us decide who will go first, and the timer helps us make sure that we each get to use the materials for the same amount of time.*

**Taking turns is very important for having a happy and safe classroom.**

### Partner Practice

- Have children practice telling Chilly and Squeaky how to take turns in different classroom situations. Take out the Chilly and Squeaky puppets.

**Chilly and Squeaky need our help! They need our help to know how to take turns with some of the classroom materials. You and your partner will talk about the best way to take turns with each classroom item, and then I will call on a partnership to show Chilly and Squeaky how to take turns.**

- After you describe each of the following classroom situations, allow children to talk with their partners for about a minute about how to take turns. Then call on one partnership to come up and show Chilly and Squeaky how to take turns in that situation. Feel free to substitute other classroom items that your children have a hard time taking turns with in the classroom.

**1. Chilly and Squeaky both want to use the purple crayon. Talk with your partner about the best way for Chilly and Squeaky to take turns.**

**2. Chilly and Squeaky both want to use the computer. Talk with your partner about the best way for Chilly and Squeaky to take turns.**

**3. Chilly and Squeaky both want to play with the ball. Talk with your partner about the best way for Chilly and Squeaky to take turns.** Prompt children to recognize that Chilly and Squeaky could play with the ball together instead of taking turns.

**Let's all remember to take turns and cooperate in the classroom!**



- Award paw points for children taking turns with classroom materials 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.

**What Happens to a Seed?**

- Invite children to place the Life Cycle of a Plant cards in sequential order. Encourage them to say complete sentences about what they see in each picture.

## Examples:

1. The seed is buried in the soil. It rains. The sun shines.
2. A seedling comes out of the soil.
3. The plant gets bigger and grows leaves. The seed cover is still stuck to the side of the plant.
4. The plant grows bigger. Flowers form on the plant.
5. Seeds form inside the flowers. The flowers fall off.
6. The plant dies. The seeds can be planted to make new plants.



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):

burst

giant

**The Tiny Seed**

*Author and illustrator: Eric Carle*

**Review**

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

**Yesterday we read the story *The Tiny Seed*. The author and illustrator is Eric Carle.**



- Review the story vocabulary that you introduced yesterday.

**The tiny seed sleeps in the ground over the winter, and when spring comes, the seed bursts open to grow into a plant. T-P-S: What happens when the seed bursts?**

**The tiny plant grows so big that people come from all over to see the giant plant. T-P-S: Why do so many people come to see the giant plant?**

### Story Retell

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

**Today when I read this story, you will pretend that you are the tiny seed and act out the things it does in the story.**

- You may want to use the following suggestions to guide children as they dramatize the story.
  - Page 4: Fly past the sun
  - Page 6: Fly over a mountain
  - Page 9: Fly over the ocean
  - Page 10: Fly low over the desert
  - Page 12: Fall gently on the ground
  - Page 15: Lie very still over the winter
  - Page 16: Start to burst open
  - Page 20: Start to grow, use arms to make leaves
  - Page 24: Grow very tall
  - Page 29: Drop petals
  - Page 30: Sway as seeds are blown away by the wind
- 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

### Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity.

## Active Instruction



- Review yesterday's activity.

**Yesterday I showed you some numbers, and you made groups of beans.**  
 T-P-S: **How did we find out how many beans there were all together?** *We put the beans together and then counted the number of beans in the big group.*

**Today you will do this again, except you will use your very own number cards!**

## Partner Practice

- Distribute a set of number cards and a baggie of lima beans to each partnership. Review each of the steps in the activity.

**First, one partner will choose a number card, and the other partner will count out that many beans. Then, you can switch jobs to make your second group. Once you and your partner have two groups of beans, count them to see how many beans there are all together.**



- Have partners make two or three number combinations.
- Use the sharing sticks to select partners to share a number combination they made. Award paw points for correct responses. Write a number sentence to represent the combination on the board.
- Reinforce the concept of addition by showing the “2 + 3 Flowers” video.



Have children play this week's brain game, Hot Potato Memory. Remind children that Hot Potato Memory is a game that will help them to remember things well.

## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that plants begin as seeds and grow into plants.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “soil.” Remember that “soil” is another word for dirt. Plants grow in the soil.** T-P-S: **When did we hear the word “soil” today?**



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

## Theme Learning Extension



- Use the “Store on the Street: P” video to review the sound and shape of the letter “p.”

**When we listen to the word “plant,” we hear the sound /p/ at the beginning. Let’s watch a video that will remind us about the letter that makes the /p/ sound.**

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

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

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

## Cool Kid Recognition

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

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

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



## Paw Points

- Remind children about why they have earned paw points.

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

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



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

## Home Link/Departure

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

# Day 3 | Ready, Set

## Learning Focus

Plants need sunlight, water, and soil to grow.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: STaR book <i>The Tiny Seed</i></li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>CD: <i>Getting to Know Myself</i> by Hap Palmer</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Potting soil</li> <li>Small peat pots or other containers for planting seeds</li> <li>Spoons, one per child</li> <li>Small cups of water, one per partnership</li> <li>Green bean seeds, one per partnership</li> <li>Newspaper</li> <li>CC Activity Card: Wonderful Word picture card for "sunlight"</li> <li>CC Activity Card: Letter card for "Pp"</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>Books from the classroom library (one per partnership)</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Jack and the Beanstalk</i> by Carol Ottolenghi</li> <li>Leaf for story tree</li> <li>Picture of a life-size bean plant</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Pair of large foam number cubes</li> <li>Baggies of twelve or more sunflower seeds, one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: goose</li> </ul>



## Day 3


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The Tiny Seed* to the lab. Encourage children to reread the story by acting it out as they did during the retell on day 2.

#### Letter Lab: Pumpkin "P"s

- Same as day 2

#### Math Lab: Seed Math

- Same as day 1

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

#### Writing Lab: What Do You See?

- Same as day 1

#### Art Lab: Plant Rubbings

- Same as day 2

Science Lab: Plant Dissections

- 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, Cookie Monster played a game. He had to name three things that start with the letter "p."** T-P-S: **Can you remember one of the words that Cookie Monster said starts with the letter "p"?** *Cookie Monster said "pizza," "painting," and "Prairie Dawn" begin with the letter "p."*



- 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 their bodies as described in the song “Shake Something.”

**When we listen to this song, we'll have to think about what we can move based on what 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):  
sunlight\*

### Curiosity's Clues

- Bring out Curiosity with some of the seed-planting materials.

Teacher: **Good morning, Curiosity. What did you bring today?**

Curiosity: **We've been learning about activities that people do in the spring. These things are a clue about what we will do today. Let's see if the children can guess what spring activity these materials are for.**

Teacher: **OK. You have soil, seeds, containers, and a watering pail.**



T-P-S: **Boys and girls, what spring activity are these used for?**

Teacher: **The soil and water are things people use to plant the seeds. In the spring, people plant seeds that will become food and flowers. Sometimes, they start the seeds in little pots like these and then plant the small plants outside when they are sure it is warm enough for the plants to grow.**

### Learning with Curiosity

- Distribute the materials, and have partners plant one or two seeds in their containers. Give children directions, allowing enough time for them to finish each step before giving the next one.
  - 1. You will work with your partner to plant some seeds. First, spread out the newspaper in front of you.**
  - 2. Now you may use your spoon and take turns with your partner scooping some soil into your container.**
  - 3. Poke a hole in the soil, and put your seed in it.**
  - 4. Now cover the seed with some more soil.**
  - 5. Put a little water on the soil to help the seed grow.**

- Have children place their containers in a warm sunny spot in the room.

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

- Play the “Little Plant Song with Elmo” video.

**Now we will watch a video to learn more about plants and what they need to grow.**

If the Science Lab has sufficient light to germinate seeds, place the pots there. Children can continue to observe the seeds as they grow throughout the unit.



### Wonderful Word

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

**Our Wonderful Word today is “sunlight.” Sunlight is the light that comes from the sun. Plants need sunlight to grow.**



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

**Plants need sunlight, water, and soil to grow.**

- Hold the Wonderful Word card under the word “sunlight” in the Daily Message.

**Our Wonderful Word is in our Daily Message today.** Point to the word “sunlight” on the card. **This word says “sunlight,”** (Point to the word “sunlight” in the message.) **and so does this one. The words look the same.**

#### Letter Links

- Have Curiosity show the letter card for “Pp.”
- 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 “p” by showing the “P: Pizza” video.



Have children stand and recite “Flowers in the Sun and Rain” as a transition to Getting Along Together.

## Getting Along Together

### Active Instruction

- Review things you can do when waiting for your turn.

**Last time we talked about taking turns. We reviewed how to use the Taking Turns Bag.**



**T-P-S: What are some times when we need to take turns at school?** *We take turns using the water fountain, we take turns in Learning Labs, we take turns playing games, etc.*

**Sometimes it’s hard to wait your turn, especially when it’s something you really want to do now! It helps to have some things to do while you wait for your turn.**

**T-P-S: What are some things you do when you are waiting for your turn?** *I sing a song to myself, I count quietly in my head, I look at things on the wall, and I tell myself that it will be my turn soon.*

## Partner Practice

- Have children practice taking turns in partnerships. Assign each child to be a Peanut Butter or Jelly partner. Give a book from the classroom library to each Jelly.

**When I give the signal, the Jellies will get a turn to look at the book. Jellies, go ahead and begin.**

- Allow one minute to pass, and then tell children to stop. Discuss what the Peanut Butters did while they waited, and then give them a turn to look at the books.

**OK, now it is the Peanut Butters' turn with the book.**

- After each partner has had a turn looking at the book, discuss what children did while they waited.

**T-P-S: What did you do while you waited for your turn?**



- Use the sharing sticks to call on a few children to share their responses.

**Waiting for your turn is hard sometimes. It's good to practice ways to make the waiting easier. We will have lots of practice with taking turns in our classroom.**



- Look for opportunities to award paw points for children waiting and taking turns 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.

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):

interrupt  
promise

### Jack and the Beanstalk

*Retold by: Carol Ottolenghi*

*Illustrator: Guy Porfirio*

This is the classic tale of the boy whose mother sends him off to town to sell their cow so they will have money to survive. On the way, Jack meets a man who offers to buy the cow in exchange for five magic beans. When Jack arrives home with the beans, his mother gets angry at his foolishness and throws the beans out the window. The next morning, Jack awakens to find an enormous beanstalk growing outside his window. Jack climbs the beanstalk and discovers that the magic beans really were the answer to his family's problems.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Jack and the Beanstalk*. That’s the name of the story. This is another story that has been told many times. Just like the stories *The Little Red Hen* and *Stone Soup*, the person who wrote this story tells it in her own way, so we say the story is retold by Carol Ottolenghi. The illustrator is Guy Porfirio. He drew the pictures.**

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



**The title of the story is *Jack and the Beanstalk*.** Point to the boy on the front cover of the book. WGR: **Who might this boy be?**

T-P-S: **What is a beanstalk? That’s correct! A beanstalk is the stem of a bean plant where the leaves grow.** If you have a picture of a bean plant, hold it up so children can see the difference in size between a real plant and the one on the cover.

Point to the beanstalk in the illustration. **Look at the picture on the cover of the book.** T-P-S: **What do you notice about this beanstalk? This beanstalk is so big that it makes the boy look small. What does that make you wonder about this story?**

**Let’s read the story to see if your ideas are in here.**

### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 5: T-P-S: **What might happen when Jack comes home with the magic beans?**
  - Page 16: T-P-S: **Why does Jack go back up the beanstalk after he promises not to go back?**
  - Page 23: **Jack’s mother is angry because he went back up the beanstalk, so she sends him to his room.** T-P-S: **Do you think he will go up the beanstalk again?**
  - Page 29: **When the giant wakes up, he chases Jack.** T-P-S: **What do you think will happen next?**

### After Reading

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

**In the beginning of the story, Jack’s mother doesn’t believe that the beans are magic.** T-P-S: **Do you think she changes her mind? Why (or why not)?**

**Jack promises his mother that he will not go back for more gold.**

T-P-S: **What does the word “promise” mean? When you make a promise, it means you will do exactly what you say you will do.** T-P-S: **Have you ever made a promise to someone? What did you promise to do?**

**When the giant starts to ask about Jack, his wife interrupts him.**

**T-P-S: What might the word “interrupt” mean? When the giant’s wife interrupts him, she talks before he finishes what he is saying.**

**Sometimes, we’re in a hurry to say something, and we interrupt another person who is talking. T-P-S: Did you ever interrupt someone when he or she was talking? Why did you interrupt this person?**

- 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: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity.

### Active Instruction

- Show the sunflower seeds.

**We have been combining groups of beans. Today we will continue to put groups together with another kind of seed. These are sunflower seeds. If I plant a sunflower seed, I can grow a sunflower plant.**

- Show how to use the large foam number cubes to make two groups of seeds. Roll the cubes, and create a group of seeds to match each number rolled.



**T-P-S: How can I find out how many seeds there are all together? Put the groups together, and count the seeds.**

- Combine the two groups of seeds into one big group. Invite children to count the group of seeds with you. As you count the seeds, touch and move each one aside.
- Write a number sentence on the board as you name the number combination. Include a plus sign and an equal sign in your number sentence, but say the words “and” and “are” (e.g., write “ $5 + 4 = 9$ ,” but say, “Five and four are nine.”).

### Partner Practice

- Distribute a baggie of sunflower seeds to each partnership.

**Now you will make groups of seeds with your partner.**

- Roll one of the foam number cubes.

**One partner will make a group with this many seeds.**

- Roll the second foam number cube.

**The other partner can make a group with this many seeds.**

- Ask partners to count their seeds.

**Now put your two groups of seeds together, and count them to find out how many there are all together. WGR: How many seeds do we have all together?**

- Write a number sentence on the board to represent the combination of the two groups ( $2 + 2 = 4$ ). Read the number sentence using the words “and” and “are.” (Two and two are four.)
- Repeat the activity with other number combinations.
- Reinforce the concept of addition by showing the “1 + 4 Park Benches” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that plants need sunlight, water, and soil to grow.**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “sunlight.” Remember that sunlight is the light that comes from the sun. T-P-S: When did we hear the word “sunlight” today?**

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



### Theme Learning Extension

- Introduce the seed dramatization activity. Do the motions as you narrate the activity. Monitor children to ensure that they are doing the motions along with you.

**Let’s pretend to be seeds.**

**First, let’s get down on the ground and wrap ourselves up really small, just like a seed.**

**It’s starting to rain. That means we will get some water to help us grow. Let’s stretch out just a little. Unwrap your arms, and start to stretch out your body just a little. We are still small and under the soil, but we are starting to grow.**

**Oh, the sunshine is warming up the soil around us. Now we are starting to grow more, and we are beginning to sprout through the dirt. Let's get on our knees now and stretch out a little more as we start to poke through the dirt. Wiggle your body a little to get through the dirt. That's right.**

**It's raining again. We're growing taller. Now we are standing up tall. We are starting to grow branches and leaves. Let's see your branches and leaves. Yes, your arms and hands are your branches and leaves, so they should be starting to reach up just a little. We are becoming tall seedlings.**

**Oh, the sun is shining on us. That sunshine feels good! It's making us nice and warm. Now we are standing on our tiptoes, stretching up our hands toward the sun so we can get all the sun's rays on our leaves and branches.**

**Raise up your leaves and branches to the sun. That's right, your arms and hands are your leaves and branches. Stretch them up really high to the sky! Wave your leaves in the wind. Wiggle your fingers, and move those leaves up high toward the sun!**

- If time allows, do a dramatization activity for planting seeds. Include the steps for planting seeds, such as digging a hole in the soil, dropping the seed in the hole, covering the seed with dirt, and watering the seed.

### 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

Plants that lose their leaves in the fall grow new ones in the spring.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: STaR book <i>Jack and the Beanstalk</i></li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Branch with leaves attached</li> <li>Concepts-of-print book: <i>Growing Flowers</i> by Barbara Wasik (class set)</li> <li>CC Activity Card: Wonderful Word picture card for "bud"</li> <li>CC Activity Card: Letter card for "Pp"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Jack and the Beanstalk</i> by Carol Ottolenghi</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Number cubes, one pair per partnership</li> <li>Baggies of twelve or more sunflower seeds (from day 3), one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>CC Activity Cards: Fall season picture card for winter tree (unit 5), spring picture card for spring tree (unit 14)</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: lamb</li> </ul>



## Day 4


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: Pumpkin "P"s

- Same as day 2

#### Math Lab: Seed Math

- Same as day 1

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

#### Writing Lab: What Do You See?

- Same as day 1

#### Art Lab: Plant Rubbings

- Same as day 2

Science Lab: Plant Dissections

- 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 sang a song about his plant in last night's show. T-P-S: What did Ernie do to take care of his plant?** *He gave it water and put it in the sunlight.*



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

Classroom Jobs

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

Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

- Introduce today's Move It! activity.

**Today we will sing and dance to “Get on Up and Move Your Body.” Get ready to move and groove!**



- Encourage children to move their bodies as they watch the video.



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

## Clues & Questions

### Theme-related word(s):

bud\*  
deciduous  
evergreen

### Basic word(s):

attached

### Curiosity's Clues

- Bring Curiosity to the group holding a small branch with leaves attached to it.

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

Curiosity: **I brought this branch to show the children how leaves grow on plants.**

Teacher: **Let's take a look at the branch and how the leaves are attached to it.**

- Point out how the leaves are attached to the branch. If possible, show a bud on the branch, and tell children that leaves start out as buds on plants and then grow into leaves or flowers.

**Teacher's Note:** If you live in an area where plants are not budding at this time, Curiosity's clue can simply be a copy of the concepts-of-print book *Growing Flowers*.

## Learning with Curiosity

- Explain the difference between deciduous and evergreen plants.

**Some plants keep their leaves all year long. They are called evergreen plants. Other plants lose their leaves in the fall. Plants that lose their leaves grow new ones in the spring. Many of those plants also grow flowers. We have a new book about growing flowers that you will get to read and take home to keep.**

- Distribute and introduce the concepts-of-print book *Growing Flowers* by Barbara Wasik.

**The title of this story is *Growing Flowers*. Barbara Wasik is the author.**

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

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

**Now let's read this page together. Put your finger on the first word, and point to each word as we read.**



- Play the “Grover Talks About Plants” video.

**Now Grover will give us more information about plants in this video. Let's watch!**



## Wonderful Word

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

**Our Wonderful Word today is “bud.” A bud is the tiny part on a plant that becomes a leaf or flower.**



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

## Daily Message

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

**We can see buds on trees and plants 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

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

- 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 “p” by showing the “P Words Dance” 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 “Flowers in the Sun and Rain” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonemic or Phonological Awareness—Rhyme Production

- Review the game, Make a Rhyme.

**Today we are going to play Make a Rhyme again.**

**Let’s think of some words that rhyme with the word “spring” in the rhyme “Flowers in the Sun and Rain.” “Thing” rhymes with “spring.” Rhyming words are words that end with the same sound. These two words, “thing” and “spring,” both end with /ing/. Now you can try to make some rhymes. Think of a word that rhymes with “spring” and “thing.” Tell the child next to you the word that you thought of that rhymes with “spring.”**



- Play the game. Use Think-Pair-Share to have children tell their partners words that rhyme with each given word.

**bat**

**five**

**by**

**rain**

- Listen carefully as partners tell each other their rhyming words. Make a mental note of which children are able to create rhyming words. Remember, these do not have to be real words. The important thing is whether children can hear and produce rhymes.



- Award paw points if children successfully produced rhyming words.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### Play

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

### Coaching

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

## Small-Group Instruction

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



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

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



## STaR word(s):

interrupt  
promise

### Jack and the Beanstalk

*Retold by: Carol Ottolenghi*

*Illustrator: Guy Porfirio*

## Review

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

**Yesterday we read the story *Jack and the Beanstalk*. This is an old story that has been told many times. The person who retold the story for this book is Carol Ottolenghi. Guy Porfirio is the illustrator.**

- Review the story vocabulary that you introduced yesterday.



**Jack makes promises to his mother in this story.** T-P-S: **What does Jack promise his mother?** *To think carefully before selling the cow and not to go back up the beanstalk for more gold.*

**The giant's wife interrupts him when he thinks he smells Jack and says, “Fee, fi, foe, fum!”** T-P-S: **Why does the wife interrupt the giant?**

## Story Retell

- Display the cover of *Jack and the Beanstalk*, and tell children that they will use the illustrations to help you read the story today.

**Today we're going to read the story *Jack and the Beanstalk* together. First I will read some pages in the story. Then I will show you a page. You will look at the illustration and talk to your partner about what happens in that part of the story.**

- Read several pages of text, and pause while children look at the illustrations to remember what happens in that part of the story. Use Think-Pair-Share to have partners tell what's happening in the illustration(s). After several partnerships share their ideas, read the text. See the following suggested pages for children to read.

Teacher reads:      Children read the illustrations on:

Pages 2–6	Pages 8 and 9
Pages 10–13	Pages 14 and 15
Pages 16–19	Pages 20 and 21
Pages 22–27	Pages 28 and 29
Pages 30–32	

- Conclude this activity by having children tell their partners what they think happens when Jack goes to town to buy a pig.



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

## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity.

### Active Instruction



- Review yesterday’s activity.

**Yesterday I rolled the number cubes, and you made groups of sunflower seeds to match the numbers shown. T-P-S: How did we find out how many seeds there were all together? We put the seeds together and then counted the number of seeds in the big group.**

**Today you will do this again, except you will use your very own number cubes!**

### Partner Practice

- Distribute a pair of number cubes and a baggie of sunflower seeds to each partnership. Review the steps in the activity.

**First, one partner will roll a number cube, and the other will count out that many seeds. Then, you will switch jobs to make your second group. When you have two groups of seeds, count them to see how many seeds there are all together.**

- Have children make two or three number combinations.
- Use the sharing sticks to select children to share a number combination they have made. Award paw points for correct responses. Write a number sentence on the board to represent each combination.



- Reinforce the concept of addition by showing the “3 + 3 Flowers” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that we can see buds on trees and plants in the spring.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “bud.” Remember that a bud is a tiny part of a tree or plant that becomes a leaf or flower. T-P-S: When did we hear the word “bud” today?**



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

### Theme Learning Extension

- Show the picture cards for the winter tree and the spring tree.

**Today we talked about buds on trees. We learned that buds grow into leaves and flowers on plants. Let’s look at these two trees. Think about what we have learned. Talk to your partner about what you see in these pictures.**

**T-P-S: What do you notice about these trees? What season is it in each picture?**



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

### Cool Kid Recognition

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

**Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice**

**anything positive, friendly, or helpful that the Cool Kid did today?  
Curiosity would like to give the first compliment.**

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



### **Paw Points**

- Remind children about why they have earned paw points.

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

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



### **Home Link/Departure**

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- 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

Many plants flower during the spring.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: STaR story <i>Jack and the Beanstalk</i></li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Flower (fresh if possible)</li> <li>Opaque bag</li> <li>Story tree or tree outline (See To Be Prepared.)</li> <li>Masking tape</li> <li>Flowers created in the Art Lab this week</li> <li>SFAF book: <i>Curiosity Learns About Spring</i> by Jill Crawford</li> <li>CC Activity Card: Wonderful Word picture card for "flower"</li> <li>CC Activity Card: Letter card for "Pp"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>Curiosity's story (appendix)</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li><i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. or other storybook for free choice</li> <li>Leaf for the story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Curiosity and Chilly puppets</li> <li>Counting bears, at least ten</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Trade book: <i>It Started As a Seed</i> by Dr. Alden Kelley</li> <li>Cool Kid certificate and marker</li> </ul>



## Day 5


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Jack and the Beanstalk* to the lab. Encourage children to use the illustrations to read the story as they did during the retell on day 4.

#### Letter Lab: Pumpkin "P"s

- Same as day 2

#### Math Lab: Seed Math

- Same as day 1

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

#### Writing Lab: What Do You See?

- Same as day 1

Art Lab: Plant Rubbings

- Same as day 2

Science Lab: Plant Dissections

- 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 the math part of last night's show, three children were sitting on a bench. Then two more children came to sit on the bench.** Draw a picture on the board to help children count. T-P-S: **How many children were on the bench** (3 children + 2 more children)? *There were 5 children on the bench.*



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

#### Classroom Jobs

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

### Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

- Invite children to dance with you.

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



- Encourage children to move in rhythm as they watch “The Gooney Bird 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):  
flower\*

### Curiosity's Clues

- Bring Curiosity to the group with a flower.

Teacher: **Good morning, Curiosity. That’s a beautiful flower. Is it for me?**

Curiosity: **Sure, you can have it, but I brought it because it’s a clue about what we’ll learn today.**

Teacher: **That’s right! Curiosity brought a flower today because we will learn about plants that grow flowers in the spring.**

## Learning with Curiosity

- Show the book *Curiosity Learns About Spring*.

**The title of this book is *Curiosity Learns About Spring*. The author is Jill Crawford. We read this book before to learn about the things that happen in spring. Now let's look at the pictures in the book to find some plants that have flowers on them.**

- Take a Picture Walk through the book, calling particular attention to pages 1, 3, 6, 7, 9, and 10.
- Point out that there are flowers and buds on the trees in the pictures.

**Now that we have seen some plants that grow flowers in the spring, let's make our own flowering tree using the flowers you made in the Art Lab this week.**

- Give each child the flower that he or she made. Allow each child to come up and attach his or her flower to the story tree or the tree cutout that you have prepared.
- Play the "Bert and Ernie Grow a Flower" video.



**Bert and Ernie will try to grow a flower in this video. Do you think they will be able to do it?**



## Wonderful Word

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

**Our Wonderful Word today is "flower." A flower is the colorful part of a plant that makes seeds and has pretty petals.**



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

**Buds on plants become flowers and leaves.**

- Point out the uppercase and lowercase letters in the message.

**I see that some of the letters in our message reach way up high. They are very tall letters. Let's see if you can name the letters as I circle each one. Circle the tall letters. ("B," "d," "l," "b," and "f.")**

## Letter Links

- Have Curiosity show the letter card for "Pp."

- 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 “p” by showing the “Picnic Patrol: Letter P” 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 “Flowers in the Sun and Rain” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonological Awareness—Rhyme Recognition and Production

- Introduce the activity.

**We've been talking about rhyming words. We're going to play our rhyming story game with Ernie and Bert again. Let's watch the video again so we can remember Ernie's story.**



- Play the “What Rhymes with Bert?” video.
- Bring out Curiosity with her story written on paper.

**Teacher: Curiosity is writing a story with rhyming words too. Curiosity, let's hear what you have so far.**

**Curiosity: The big black cloud makes a cool rain shower.  
I hope that it will water my \_\_\_\_\_.**

**That's all I have so far. I need a word that rhymes with “shower.” Well, “power” rhymes with “shower.” Could we use “power”?**



Teacher: **Hmmm. “The big black cloud makes a cool rain shower. I hope that it will water my power.” I don’t think that makes sense. Let’s see if the boys and girls can help.**

- Use Think-Pair Share to have children think of words that rhyme with “shower.” Try any suggested words in the story to see if they make sense.
- Award paw points if children are able to produce the word “flower.”

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 *Chicka Chicka Boom Boom* by Bill Martin Jr.
- 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: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity.

### Problem Solving

- Bring Curiosity and Chilly to the group. Introduce today’s problem.

**Curiosity: Chilly and I have a problem. Chilly says that four and one make five, but I think three and two make five. Can you please help us figure out who is right?**

- Place Chilly and Curiosity, spaced apart, next to the board. Write a number sentence on the board near each puppet.

**Curiosity, you said that three and two make five, right? I will write that so we don’t forget. Write “ $3 + 2 = 5$ .” Chilly, you say that four and one make five. Write “ $4 + 1 = 5$ .”**



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

**T-P-S: I have some counting bears here. How can we use them to figure out who is correct? Make groups with the bears, and then put the groups together. Count how many bears there are all together in the big group.**

- Make groups with the bears to show that Curiosity and Chilly are both correct.

**Curiosity, you and Chilly are both right! Three and two make five, and four and one make five. There are many ways to make five.**



- Reinforce the concept of addition by showing the “3 + 2 Park Benches” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that flowers and leaves grow from tiny buds.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “flower.” Remember that a flower is the colorful part of a plant that makes seeds and has pretty petals.**

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



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

### Theme Learning Extension

- Reread the book *It Started As a Seed* by Dr. Alden Kelley.
- Lead a discussion about what happens to each of the seeds in the book. Encourage children to compare and contrast the different plants that the seeds become and what the plants are used for.

### 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

Plants absorb light through their leaves.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Letter Lab: Letter-blending card for “Ll;” old magazines, junk mail, or grocery store circulars; markers</li> <li>• Writing Lab: <i>Life Cycle of a Plant</i> booklet pages (appendix), crayons, scissors, stapler</li> <li>• Art Lab: Fruit and/or vegetables, tempera paint, brushes, easel, paper</li> <li>• Science Lab: Paper and writing instruments</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Numeral cards 1–20</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Potted plant with green leaves</li> <li>• CC Activity Card: Wonderful Word picture card for “leaves”</li> <li>• CC Activity Card: Letter card for “Ll”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Rhyme card for “Mary, Mary, Quite Contrary” (optional)</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Scenario cards for Grocery Store and Dig in the Garden</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Flower Garden</i> by Eve Bunting</li> <li>• Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Bags with the ABC pattern pieces sun, bird, flower (appendix), one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Potted plant from Clues &amp; Questions</li> <li>• Two pieces of black construction paper</li> <li>• Tape</li> <li>• Chart paper and marker</li> <li>• Cool Kid certificate and marker</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal stamp: goat</li> </ul>



## Day 6


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: Letter Hunt "L"

- Invite children to find letters in old magazines, junk mail, or grocery store circulars. Display the letter card for the review letter "L." Encourage children to circle any letters they find with markers.

#### Math Lab: Seed Math

- Same as day 1

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: *Life Cycle of a Plant* booklets

- Invite children to color the Life Cycle of a Plant pages and cut them out. They should then put the pages in the correct order before an adult staples the pages together to create a booklet.

Art Lab: Yummy Prints

- Invite children to dip cut pieces of fruits or vegetables into paint and stamp them onto paper.

Science Lab: What's Happening?

- Invite children to make predictions and observations about the various experiments with seeds and plants growing in the classroom.

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.



- Introduce the game, Jumping Bean. Remind children how to play the game.

**We're going to play Jumping Bean again today. I will show you a number card. You will say the number that you see on the card. After you say the number, jump in place the number of times that matches the number on the card. Watch out, though, because today we are using numbers all the way to twenty!**

- Allow children to play Jumping Bean for several minutes.



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

## Clues & Questions

Theme-related word(s):  
leaves\*

### Curiosity's Clues

- Have Curiosity bring a potted plant to the group. Review the plant facts from days 1–5.

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

Curiosity: **I brought a plant because we've been learning a lot about plants and how they grow.**

Teacher: **That's right. Today we are going to talk about something very important that plants need to grow.**

### Learning with Curiosity



- Review what children have learned about plants. Use Think-Pair-Share to have children tell what they know about plants; ask questions such as, “Where do plants grow?” and “What do plants need to grow?”
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Have Curiosity explain that plants use their leaves to collect the sunlight they need to grow.

Teacher: **The boys and girls remembered some of the things we've learned about plants. Is there something else we can learn about them?**

Curiosity: **Yes. I brought this plant so we can look at its leaves. The leaves are an important part of a plant. We said plants need soil, water, and sun to grow. A plant uses its leaves to collect the sunlight it needs.**

**Let's pretend that we are plants. WGR: What part of our bodies can we pretend are the leaves of a plant? *Our arms.* T-P-S: What could we do to gather sunlight in our leaves? *Find the sun, go to a sunny spot if possible.***

**T-P-S: If you were a plant, where would you look for sunlight? How would you use your leaves to gather sunlight?**

- Encourage children to raise their arms as if they are the leaves of a plant gathering the sunlight.

**You could stand near a window, in a sunny spot, or go outside. You can turn in the direction of the sun and put out your leaves to gather the sunlight that the rest of the plant needs. Go on, little plants, raise your leaves to catch the sunlight.**



- Play the “Madlenka Plants a Garden” video.

**When we watch this video about Madlenka planting a garden, we will see a lot of green leaves on the plants that she and her neighbors grow.**



## Wonderful Word

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

**Our Wonderful Word today is “leaves.” The leaves on a plant are the parts that are usually green and flat.**



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

**Plants get sunlight through their leaves.**

- Point out that there are tall and short letters in the Daily Message.

**There are tall letters, like the letters “h” and “l,” and short letters like the letters “a” and “n,” in our message today.**

## Letter Links

- Show the letter card for “Ll.”

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

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



- Use the sharing sticks to select children to share words that begin with /l/. 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 “l” by showing the “Pilobolus Letter L” video.



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

## Rhyme Time

### Say the Rhyme

- Introduce the new rhyme.

**Today we will begin to learn a new rhyme about a garden. It's called "Mary, Mary, Quite Contrary."**

- 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.



#### **Mary, Mary, Quite Contrary**

**Mary, Mary, quite contrary,  
How does your garden grow?  
With silver bells and cockleshells,  
And pretty maids all in a row.**

### Develop Phonemic Awareness—Sound Blending

- Introduce Say-It-Fast.

**Today we are going to play Say-It-Fast. I will say the sounds of a word very slowly so you can hear each sound. If you listen carefully, you will be able to understand the word I am saying.**

- Play the game. Say a word from today's rhyme by separating the individual sounds in the word, e.g., *grow*. Make a clear pause between each sound. Repeat the sounds /g/.../r/.../ō/. Say the sounds one more time.

**You can figure out the word I'm saying by saying the sounds fast.** Repeat the word a few times, shortening the pause between the sounds. /g/.../r/.../ō/, /g/./r/./ō/, /g/./r/./ō/

- Invite children to say the sounds, shortening the pause between the sounds until they've said the word.

**I will say the part of the rhyme with the word "grow" very slowly, and you will say it fast to finish this part of the rhyme.** Recite the line in which the word "grow" is found, segmenting the word and pausing to allow children to say it fast.

- Practice segmenting other words from today's rhyme. Suggested words include:

/b/.../e/.../l/.../s/ (bells)

/sh/.../e/.../l/.../s/ (shells)

/m/.../ā/.../d/.../s/ (maids)

- After practicing 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 blended individual sounds in a segmented word.



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.

**Grocery Store:** Show an open area. **Grocery stores get fruits and vegetables from farmers. You can pretend that you work in the grocery store. What foods will you get from the farms? How will you get the food from the farms to the store?**

**Dig in the Garden:** Show the sand table. **Once people plant seeds in their gardens, they must take care of the plants as they grow. You might pretend to be a gardener, someone who cares for plants. What tools will you need to pull out weeds? How will you water your plants so they grow big?**

### 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:

Grocery Store: Enter the play area with a clipboard. **Excuse me. I have the vegetable order from Yummy Foods Farm. Will you sign for the order so I can unload it? Where do you want me to unload the vegetables?**

Dig in the Garden: **Hi. I'm looking for a job as a gardener. I see that you have a garden that needs someone to pull weeds and water the plants. May I have this job?**



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):  
spread

### Flower Garden

*Author: Eve Bunting*

*Illustrator: Kathryn Hewitt*

Rich with descriptive vocabulary, this simple rhyming text is the perfect complement to the bold, detailed illustrations that communicate a young girl's excitement on an important errand with her dad and the satisfaction of creating a lovely gift. There is even a cat that seems curious about all the activity.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Flower Garden*. That's the name of the story. The author is Eve Bunting. She wrote the words for the story. The illustrator is Kathryn Hewitt. 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.

**The title of this story is *Flower Garden*. T-P-S: Where do you usually see a flower garden? Where else might you see a flower garden? Think aloud: I wonder if the flower garden in the story belongs to the girl in the picture. T-P-S: What does the illustration make you wonder about the story?**

**Let's read the story to find out more about the girl and the flower garden.**

#### During Reading

- Read the story all the way through so children can hear the rhyme and rhythm of the text. Turn back to the beginning, and read the text again. Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 9: T-P-S: **Why does the girl in the story say she has a garden in a shopping cart, on a checkout stand, in a box, and in her lap?**
  - Page 15: **The girl and her father are moving the flowers from their small containers to a big box. T-P-S: What might they do with the flower-box garden when they put all the soil and plants in it?**
  - Page 21: T-P-S: **Why do the girl and her father make a window-box garden?**

#### After Reading

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

**T-P-S: How does the mother feel when she gets home from work and sees the beautiful garden in the window box that her daughter made for her?**

**The girl and her father work hard to make the flower garden. When they get home from the plant store, they spread paper on the floor to keep it from getting dirty while they plant the flowers in the window box.**

**T-P-S: What does the word “spread” mean? When you spread something, you open or stretch it out.**

**T-P-S: Can you think of something else that you open or stretch?**

- 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

Math word(s):  
patterns

## Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

## Active Instruction



- Review the concept of patterns by showing the “AABB Patterns: Moons and Stars” video.
- Create a pattern using flowers and birds. Display the pattern where all can see it.

**We’ve made patterns before. Today we’re going to make a pattern with things we see in the spring.**

**Remember, a pattern is something that repeats in the same order. I know that flower, flower, bird, bird, flower, flower, bird, bird, is a pattern because the things in the pattern repeat in the same order—flower, flower, bird, bird.**

- Model making the ABC pattern sun, flower, bird with one repetition. Invite children to name the items in the pattern.



**Let’s look at these flowers, birds, and suns to see if we can find the pattern. T-P-S: Where do the items repeat?**

**This pattern is sun, flower, bird because the items repeat in the same order—sun, flower, bird.**

## Partner Practice

- Distribute one bag of suns, flowers, and birds to each partnership.

**Now it’s your turn. You and your partner have a bag of suns, flowers, and birds. You will copy the pattern I made.**

- As partners work to copy the pattern, circulate and encourage children to name the items in the pattern after they arrange them in the same order that you modeled.
- Award paw points to partnerships when they copy the ABC pattern.



Have children play this week’s brain game, Silly Sounds. Remind children that Silly Sounds is a game that will help them to focus.

### Brain Game: Silly Sounds

Present three or four objects that make distinct sounds that can be heard by all children such as a bell, a stapler, and a pair of rhythm sticks. Name each object, and demonstrate its sound. Then have children close their eyes. Make a sound with one of the objects, and have children guess which object made the sound.



## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. We learned that plants absorb sunlight through their leaves. The sunlight helps them grow.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “leaves.” Remember that leaves are the parts of a plant that are usually green and flat. T-P-S: When did we hear the word “leaves” today?**



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

### Theme Learning Extension

**Basic word(s):**  
experiment  
prediction

- Invite children to set up an experiment to find out what would happen to a leaf on a plant if the leaf doesn't get light.

**We learned that the leaves on a plant get light for the plant so it can grow. T-P-S: What would happen to a leaf if it doesn't get any sunlight?**



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

**T-P-S: How can we find out what will happen? When you want to find out what might happen and you aren't sure of the answer, you can do an experiment.**

**Let's do an experiment to find out what happens when a leaf doesn't get sunlight.**

- Bring out the plant from Clues & Questions. Sandwich one leaf on the plant between the two pieces of black paper. Tape the paper tightly so the leaf will not get any light. Place the plant near a window so the uncovered leaves will continue to get sunlight.

**In this experiment, we're going to cover one leaf of this plant so it won't get any light. Then we have to think about what might happen to the leaf.**

**I will write our predictions, and in a few days, we will take the black paper off the leaf to see if our predictions are right. Then we will know the answer to the question, “What happens to a leaf if it doesn't get sunlight?”**

- Use Think-Pair-Share to have children make predictions. Record their responses on chart paper.

## 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

Plants get water from the soil through their roots.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Letter Lab: Letter-blending card for “Rr”</li> <li>• Math Lab: Bear counters, pattern blocks, linking cubes, or other manipulatives</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• A clear straw</li> <li>• Colored water or juice</li> <li>• Baggie with bean planted inside (from unit 14)</li> <li>• CC Activity Card: Wonderful Word picture card for “roots”</li> <li>• CC Activity Card: Letter card for “Rr”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• Chilly puppet</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Small-Group Instruction: Plant Parts sheets (appendix), paper, glue sticks (optional)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Flower Garden</i> by Eve Bunting</li> <li>• STaR story retell cards for <i>Flower Garden</i></li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Baggies with ABC pattern pieces (from day 6), one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal stamp: pig</li> </ul>



## Day 7


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: Letter Hunt "R"

- Invite children to use materials from day 6 to find the letter "r." Display the letter card for "Rr" as a reference.

#### Math Lab: It's a Pattern!

- Model creating a pattern with at least one repetition. Invite children to identify the pattern. Encourage children to extend the pattern that you made and then create one of their own.

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

#### Writing Lab: *Life Cycle of a Plant* booklets

- Same as day 1

Art Lab: Yummy Prints

- Same as day 5

Science Lab: What's Happening?

- 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 saw a pattern with moons and stars. T-P-S: In the pattern, what came after moon, moon?** *Star, star came next.*



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

#### Classroom Jobs

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

### Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

- Introduce today's Move It! activity, the Elmo Slide.

**Today in Move It!, we will dance with Elmo as he does the Elmo Slide. Stand up, and get ready to slide!**



- Play the "Elmo Slide" video. Encourage children to dance along with Elmo.



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

## Clues & Questions

Theme-related  
word(s):

roots\*

### Curiosity's Clues

- Have Curiosity bring a straw as she joins the group.

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

Curiosity: **I have a straw.**

Teacher: **A straw? We're learning about plants this week. Why did you bring a straw?**

Curiosity: We know that plants need soil, water, and sun to grow. Yesterday we learned that plants get sunlight through their leaves. This straw will help us understand how plants get water.

### Learning with Curiosity

- Remove one of the bean plants that have significant root development from a baggie to point out the roots.



**Let's look at this bean seed that we put in a bag with a wet paper towel. T-P-S: What do you notice about the seed?**



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

**These little pieces that look like string are called roots. The roots have an important job. They get the water that is in the soil and bring it to the other parts of a plant. They work like a straw.**

- Demonstrate how water moves through a straw.

**I use a straw to bring water into my mouth. When it gets to my mouth, I swallow it, and it goes to other parts of my body. The roots on a plant do the same thing. They suck the water out of the ground so it can go to the other parts of the plant.**



- Play the “Triggerfish Corn Planting” video.

**While we watch a video about planting corn, think about how the roots help the corn grow tall.**



### Wonderful Word

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

**Our Wonderful Word today is “roots.” The roots are the part of a plant that usually grows under the soil. The roots move water up from the soil through the plant’s stem to the leaves. The roots keep the plant attached to the ground.**



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

**The roots of a plant have an important job.**

- Point out that there are some small words and some big words in the Daily Message.

**When we look at the words in the Daily Message, we see some small words** (Point to “of” and “a.”) **and some long words.** (Point to “important.”)

#### Letter Links

- Show the letter card for “Rr.”

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

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

- Use the sharing sticks to select children to share words that begin with /r/. 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 “r” by playing the “Fun Factory’s Letter R” video.



Have children stand and recite “Mary, Mary, Quite Contrary” as a transition to Getting Along Together.

## Getting Along Together

**GAT word(s):**

Stop and Think

### Active Instruction

- Review the Stop and Think Signal and controlling impulsive behaviors.

**Stop and think is one of the skills that we practice by playing brain games.** Give the Stop and Think Signal. (Hold up one hand to make a stop sign, and point to your head with your other hand.) **We stop to give ourselves time to think before we say or do something.**

**T-P-S: What are some times during school that you need to stop and think?** *When we feel like we want to shout an answer, when we feel like we don’t want to share or take turns, when we feel like we want to interrupt a friend, etc.*



**Sometimes we do or say something without thinking first** (impulsive behaviors). **We practice stopping and thinking so we will remember to think before we do or say something that may cause problems with our friends.**

- Have Chilly explain an example of a time when he needed to stop and think. Take out the Chilly puppet.

Teacher: **Chilly is going to tell us about a time when he forgot to stop and think. Hi, Chilly!**

Chilly: **Hi, everyone! Last week my friend and I were planting a garden. We dug small holes to plant the seeds for our flowers. My friend and I decided to take turns digging the holes for the seeds.**

Teacher: **That's great, Chilly! You and your friend were taking turns!**

Chilly: **Yes, it was good until I got tired of waiting! My friend was digging so slowly, and I was getting bored watching her. So without thinking, I grabbed the shovel from my friend and said, "Give me that. You are too slow!"**

Teacher: **Oh, Chilly, it sounds like you needed to stop and think! How do you think Chilly's friend felt when Chilly grabbed the shovel and said she was too slow?**

**Yes, Chilly's friend was probably hurt and sad. Chilly, what did you learn from this experience?**

Chilly: **I learned to take deep breaths to stay calm when I'm waiting my turn. And I learned to stop and think before I do or say something that may hurt my friend's feelings.**

### **Partner Practice**

- Have children play Simon Says to practice stopping and thinking.

**Let's play Simon Says to practice our Stop and Think skills. As we play, remember to stop and think before you move. Think about whether I said, "Simon says."**

- Play several rounds of the game. After playing the game, encourage children to stop and think throughout the day in the classroom.



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



## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### Play

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

### Coaching

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

### Small-Group Instruction

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

### Parts of a Plant

- Invite children to open their baggies to find the pieces they need to make a plant.
  - Ask questions such as, “What part of the plant goes in the soil and gets water from the soil for the rest of the plant?” “What part of the plant connects the roots to the flower?” “Which part catches the sunlight for the plant?” and “What do we call the colorful part at the top of the plant?”
  - Encourage children to answer in complete sentences, modeling this for them as necessary, e.g., the roots are the part of a plant that get water from the soil.
  - As children name the plant parts, have them assemble their plants.
- Optional: Invite children to glue the plant parts onto a piece of paper.



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):  
spread

### Flower Garden

*Author: Eve Bunting*

*Illustrator: Kathryn Hewitt*

### Review

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

**Yesterday we read the story *Flower Garden* by Eve Bunting. Kathryn Hewitt illustrated this story.**



- Review the story vocabulary that you introduced yesterday.

**When the girl and her father get home from buying the flowers and supplies, they need to make the flower garden. They spread out newspaper while they make the flower box. T-P-S: Where do they spread the newspaper? Why do they spread the paper on the floor?**

## Story Retell

Challenge children by having them place the pictures in order at the beginning of the lesson. Check them as you read the story, making changes as needed.

- Display the book *Flower Garden*, and tell children that they will help you sequence the events in this story.

**In this story, a girl and her father make a flower garden for her mother's birthday. Today you will use pictures of what happens in the story to help me tell it again.**

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

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

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

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

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

- If time and children's interest permits, use the story picture cards to tell the story again. Use Think-Pair-Share and guiding questions, such as the following, to allow all children to participate in the retell.

T-P-S: **How does the story begin?**

T-P-S: **Where do the girl and her father go after they leave the garden store?**

T-P-S: **What do the girl and her father do when they get home with the flowers?**

T-P-S: **Where do the girl and her father put the flower garden in a box after they plant all the flowers in it?**

T-P-S: **What happens when the girl's mother comes home from work?**

- Tell children that you will place the cards in the Classroom Library Lab so they can use them to retell the story themselves.
- Conclude the activity by having children tell their partners where they would put a garden if they could make one.



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

## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

### Active Instruction



- Display and review the ABC pattern that you made on day 6.

**Yesterday we made a pattern that had three different items in it. Let’s all say the pattern together. Sun, flower, bird. T-P-S: How do we know this is the pattern?**

**We know this is the pattern because after the bird, the items repeat in the same order: sun, flower, bird.**

### Partner Practice

- Distribute one bag of suns, flowers, and birds to each partnership.

**You and your partner will figure out what comes next in the pattern.**

**First, copy my pattern like you did yesterday.** Allow time for partnerships to copy the pattern that you modeled.

**Now you and your partner will decide what comes next. You will use all the items in your bag to make the pattern repeat two more times.**



- Reinforce the concept of patterns by showing the “What Comes Next? Birds” video.



Have children play this week’s brain game, Silly Sounds. Remind children that Silly Sounds 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 roots help plants get water from the soil. The roots are like drinking straws for the plant.**



## Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “roots.” Remember that roots are an important part of a plant. The roots hold the plant in the ground and move water from the soil to the plant’s leaves. T-P-S: When did we hear the word “roots” today?**



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

Theme-related word(s):

bulb

tuber

## Theme Learning Extension

- Explain the concept of tubers and bulbs.

**Some plants have more parts underground than just roots. Some plants store food underground in parts called tubers or bulbs. Some of the tubers or bulbs make great food for people too. A potato is a tuber, and onions and garlic are both bulbs.**



- Introduce and play the “Grow High, Grow Low” video.

**In this video, Ernie finds some plant food underground. Let’s watch to see what he finds.**

## 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

Water travels from the roots of a plant up the stem to the leaves and flowers.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: STaR book <i>Flower Garden</i>, STaR story retell cards for <i>Flower Garden</i></li> <li>Letter Lab: Letter-blending card for “Tt”</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Celery stalk with leaves</li> <li>Two clear water glasses (or plastic cups)</li> <li>Food coloring</li> <li>Water</li> <li>CC Activity Card: Wonderful Word picture card for “stem”</li> <li>CC Activity Card: Letter card for “Tt”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>The Carrot Seed</i> by Ruth Krauss</li> <li>Leaf for story tree</li> <li>Trade book: <i>Harold and the Purple Crayon</i> by Crockett Johnson (from unit 8)</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Baggies with ABC pattern pieces (from day 6), one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Walk and Talk with Curiosity game boards, five</li> <li>Walk and Talk with Curiosity Pictures: Plants sheet (appendix), five sets</li> <li>Game pieces (e.g., counting bears, linking cubes, small toy dinosaurs), one color per group member</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: donkey</li> </ul>



## Day 8


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Flower Garden*. Invite children to use the retell cards from day 7 to retell the story.

#### Letter Lab: Letter Hunt "T"

- Invite children to use the materials from day 6 to find the letter "t." Display the letter card for "Tt" as a reference.

#### Math Lab: It's a Pattern!

- Same as day 7

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

#### Writing Lab: *Life Cycle of a Plant* booklets

- Same as day 1

Art Lab: Yummy Prints

- Same as day 6

Science Lab: What's Happening?

- 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 saw lots of words that start with the letter "r."**  
**T-P-S: Can you remember one of the words that starts with the letter "r?"**  
*"Round," "river," "row," "race," "run," rope," "rainforest," "roar," "rain," and "rainbow" all start with the letter "r."*



- 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 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.

 **Clues & Questions**

**Theme-related word(s):**

stem\*

**Basic word(s):**

travels



**Curiosity’s Clues**

- Have Curiosity bring a stalk of celery with her.

Curiosity: **Look what I brought today!**

**Teacher:** WGR: **What does Curiosity have, boys and girls? Celery. Why did you bring a stalk of celery with you today, Curiosity?**

Curiosity: **It’s for another experiment to help us learn about plants.**



**Teacher: T-P-S: How could an experiment with celery help us learn about plants?**

### Learning with Curiosity

- Have Curiosity introduce the celery experiment.

**Curiosity: I saw someone do an experiment with a stalk of celery that shows how the water travels from the roots through the stem to the other parts of the plant. I thought we could do the same experiment in school.**

**Teacher: That sounds like a good idea, Curiosity. What do we need to do?**

- Set up the experiment under Curiosity’s direction.

**Curiosity: First, you have a stalk of celery cut almost all the way to the top where the leaves are.**

**Then, you put one side of the celery stalk in a glass of water. Put the other side of the celery stalk in a glass of colored water.**

- Invite children to make predictions about what will happen.

**When we set up the experiment the other day, we wondered what would happen to a leaf when it can’t collect sunlight. We made predictions about what we thought would happen.**

**Curiosity said that in this experiment, we will see how water travels from the roots to the leaves of a plant. T-P-S: How will we be able to tell that the water gets to the leaves? What do you predict will happen to the celery?**

- Record children’s responses on chart paper.

**I will write your predictions on this paper, and we will look at the celery later to see what happens. Then we can check our predictions.**



- Play the “Rainy Day Song” video.

**We learned how plants use their roots to get water from the soil. Let’s watch a video about why rain is important to plants and people.**



### Wonderful Word

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

**Our Wonderful Word today is “stem.” The stem is the main part of a plant that is above the ground. The stem has leaves and flowers attached to it.** Point out the stem on the celery plant you brought.



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

**Flowers and leaves get food and water through a plant's stem.**

- Hold the Wonderful Word card under the word “stem” in the Daily Message.

**Our Wonderful Word is in our Daily Message today.** Point to the word “stem” on the card. **This word says “stem,”** (Point to the word “stem” in the message.) **and so does this one. The words look the same.**

### Letter Links

- Show the letter card for “Tt.”

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

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



- Use the sharing sticks to select children to share words that begin with /t/. 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 “t” by showing the “Human Letter T at the Beach” video.



Have children stand and recite “Mary, Mary, Quite Contrary” as a transition to Getting Along Together.



## Getting Along Together

### Active Instruction

- Review times when it is important to stop and think and how to use the Thinking Spot.

**Last time we reviewed times when we need to stop and think in the classroom. We talked with Chilly about a time when he forgot to stop and think, and he hurt his friend’s feelings. It’s important to stop and think before we do or say something.** Give the Stop and Think Signal.



**T-P-S: What are some times when you need to stop and think?**

**We have a special place in our classroom where we can go when we need some time to think by ourselves and relax. It is called the Thinking Spot. We keep some tools, such as the Settle-Down Jar, at the Thinking Spot to help us cool down and relax.** Gather children around the Thinking Spot, and allow them to share about times they have used the Thinking Spot.

**If we all remember to stop and think, we will have a happy and safe classroom.**

### Partner Practice

- Practice the Stop and Think strategy by playing Pass It Down!

**Let’s play Pass It Down! to practice our Stop and Think skills. You need to stop and think each time the object that you are passing gets changed in this game.**

#### 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.

**Remember to stop and think and use the Thinking Spot if you need to during 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.

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):  
sprinkled

**The Carrot Seed**

*Author: Ruth Krauss*

*Illustrator: Crockett Johnson*

A boy plants a carrot seed, tends it, and patiently waits for it to grow in spite of his family telling him that it won't. When the seed finally comes up, the boy's faith is rewarded beyond his expectations.

**Interactive Story Reading**

Before Reading

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

**The title of our story today is *The Carrot Seed*. That's the name of the story. The author is Ruth Krauss. She wrote the words for the story. The illustrator is Crockett Johnson. He drew the pictures.**

- Hold up the story *Harold and the Purple Crayon*, and point out that this book was also illustrated by Crockett Johnson. Invite children to look at the illustrations on both covers. Ask them what they notice about the boy in the illustrations.
- 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 seed on the front cover. **It looks like the boy is dropping something very tiny into the ground. The title of the story is *The Carrot Seed*. T-P-S: What do you think the boy is dropping into the ground? Why do you think the boy is putting a carrot seed into the ground? I wonder if this story will tell us why the boy is doing this. Let's read the story to find out.**

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 10: T-P-S: **Why does the little boy take care of the seed that he plants even though his family members all tell him the seed won't come up?**
  - Page 18: T-P-S: **Does the boy believe his family when they tell him that his seed won't come up? How can you tell that he doesn't believe them?**
  - Page 22: T-P-S: **What do you think will happen next?**

## After Reading

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

**T-P-S: What do you think the little boy’s mother, father, and brother say when they see the big carrot that came from the little seed?**

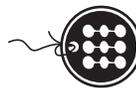
**The little boy in the story takes care of his seed. He pulls up the weeds and sprinkles it with water to help it grow. T-P-S: What does the word “sprinkled” mean?**

**When you sprinkle something, you spread little bits of it around. The little boy spread a few drops of water on his carrot seed to help it grow. Sometimes I sprinkle seasoning, such as pepper, on my food. T-P-S: Can you think of something you might sprinkle?**

- 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: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

### Active Instruction

- Review the concept of patterns.

**We’ve learned a lot about patterns. T-P-S: How can you tell that something makes a pattern? You see things that are in the same order, and they repeat. Let’s watch a video about patterns. You will see how hearts and diamonds come in a certain order, and they repeat over and over to make a pattern.**



- Show the “AABB Patterns: Hearts and Diamonds” video.
- Invite children to help you make a pattern. Place the items where all children can see as they determine which items to put in the pattern.



**Let’s use the flowers, suns, and birds to make a pattern. What should we put first? What will we put after the (name of first item)? What will we put after the (name of first item) and the (name of second item)? T-P-S: Do we have a pattern? How do you know?**

**We will have to make the items repeat in the same order to have a pattern.**

- Invite children to name the pattern.

## Partner Practice

- Distribute the ABC pattern pieces. Explain that children will work with their partners to create and copy patterns.

**Now it's your turn. One of you will make a pattern, and the other partner will copy it.**

- Quickly assign one member of each partnership to be the first to make the pattern. Circulate and offer help, as needed, as one partner creates a pattern and the other copies it. Invite partners to switch roles, and repeat the activity.



Have children play this week's brain game, Silly Sounds. Remind children that Silly Sounds 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 water travels from the roots of a plant through the stem to the leaves and flowers.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is "stem." Remember that a stem is a part of a plant. Water moves up the stem from the roots to the leaves and flowers. T-P-S: When did we hear the word "stem" today?**



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

### Theme Learning Extension

- Play Walk and Talk with Curiosity using Curiosity's game board and plant cards. Place children in groups by combining partnerships. Distribute a game board, a set of cards, and game pieces to each group. Guide children through game play.

**We're going to play Walk and Talk with Curiosity today. This is the game in which you take turns picking a card and telling about the picture on the card. When you tell what's on the card, you talk with Curiosity. Then you may spin the spinner to find out where you will walk with Curiosity. Let's practice this together.**

- Have each child quickly select a game piece.  
**Pick a (name of game piece) that you will use for the game. Put your game piece on the spot that has Curiosity’s house on it. When you play the game, you will move your game piece around the board until you get to Curiosity’s food dish.**
- Invite one child in each group to choose a picture card. Have him or her tell the members of the group the name of the item pictured and something about it.  
**Choose a card, and tell the children in your group what is in the picture. Now tell them something about the picture. Maybe it’s a part of a plant, and you will tell its name. Or maybe it’s something that helps a plant to grow, and you will tell us how it helps a plant.**
- When children have done this, invite them to spin the spinner and move to the first space of the color on which the spinner lands. Model how to spin the spinner and move to the appropriate space as needed.  
**You told your group about your card, so you may spin the spinner and move to the same color on the board.**
- Continue in this manner until all children in each group have had a turn. Let children continue the game until all have moved around the game board and arrived at Curiosity’s food dish.

### Cool Kid Recognition

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

Plants provide food and shelter for many animals.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>Letter Lab: Letter-blending card for “Nn”</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
Move It!	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
Clues & Questions	<ul style="list-style-type: none"> <li>Squeaky puppet</li> <li>CC Activity Card: Wonderful Word picture card for “shelter”</li> <li>CC Activity Card: Letter card for “Nn”</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
Plan & Play	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Trade book: <i>The Carrot Seed</i> by Ruth Krauss</li> </ul>
Math Moments	<ul style="list-style-type: none"> <li>Baggies with ABC pattern pieces (from day 6), one per partnership</li> </ul>
Question/Reflection	<ul style="list-style-type: none"> <li>Concepts-of-print book: <i>Growing Flowers</i> by Barbara Wasik (class set)</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: cow</li> </ul>



## Day 9


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: Letter Hunt "N"

- Invite children to use the materials from day 6 to find the letter "n." Display the letter card for "Nn" as a reference.

#### Math Lab: It's a Pattern!

- Same as day 7

#### Computer/Media Lab: Exploring with Technology

- Same as day 1

#### Writing Lab: *Life Cycle of a Plant* booklets

- Same as day 1

#### Art Lab: Yummy Prints

- Same as day 6

Science Lab: What’s Happening?

- 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 song was “Honeybee Hullabaloo.” T-P-S: What insect did you dance like in this song? A bee.**



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

Classroom Jobs

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

Calendar

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

## Weather

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

## Cool Kid

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



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



## Move It!

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

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



- Encourage children to do the motions along with Elmo.
- Play the “Head, Shoulders, Knees, and Toes” 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):

food  
shelter\*

### Basic word(s):

trees

### Curiosity's Clues

- Have Curiosity and Squeaky join the group.

Teacher: **Hi, Curiosity. I see your friend Squeaky is with you today.**

Curiosity: **Yes, he is my clue today. He's here to help us learn more about plants.**

Teacher: **That's a great clue because Squeaky lives in the hollow part of a tree trunk, and a tree is a plant.**

## Learning with Curiosity



- Find out what children already know about ways that animals use plants.  
T-P-S: **What are some ways that plants help animals?**
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

**Plants provide food and shelter for animals. Some plants grow fruit or vegetables that animals eat. Other plants may provide shelter, or a place for animals to live.**

**Squeaky, will you tell us how a plant provides food and shelter for you?**

**Squeaky: Yes. Trees provide nuts, seeds, and leaves for me to eat, and I can make a home in a hole in a tree.**

- Invite children to pretend to be animals using the resources that plants provide. Start with any information that children provided about how plants help animals, or you may use the following suggestions. For example, if a child said that birds eat seeds, you may have children pretend to peck seeds from the ground.
  - **Let’s pretend that we are animals that get food or shelter from plants. We know Squeaky eats nuts from trees and lives in a hole in a tree. Let’s gather nuts to take to our hole in the tree, little squirrels.**
  - **Rabbits eat vegetables like lettuce. Let’s hop over to the garden and nibble little bites of lettuce.**
  - **Bears eat berries from bushes. Let’s walk like big hungry bears to a bush and pick berries with our paws.**
  - **Birds build their nests in tree branches. Let’s fly like birds to the tree branches and perch on our nests.**



- Play the “Animal Houses” video.  
**This video will show us the kinds of homes that animals live in. Let’s look for animals that use plants to make their homes.**



## Wonderful Word

- Show the Wonderful Word picture card for “shelter.”  
**Our Wonderful Word today is “shelter.” A shelter is a place where people or animals live. It protects them.**



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

**Plants can provide food and shelter for animals.**

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

**The “p” in the word “plants” is an uppercase letter because it is the first word in a sentence.**

#### Letter Links

- Show the letter card for “Nn.”

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

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



- Use the sharing sticks to select children to share words that begin with /n/. 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 “n” by showing the “Alpha Boy 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 “Mary, Mary, Quite Contrary” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonemic Awareness—Sound Blending

- Introduce Say-It-Fast.

**Today we are going to play Say-It-Fast. I will say the sounds of a word very slowly so you can hear each sound. If you listen carefully, you will be able to understand the word I am saying.**

- Play the game. Say a word from today’s rhyme by separating the individual sounds in the word, e.g., *garden*. Make a clear pause between each sound. Repeat the sounds /g/.../ar/.../d/.../n/. Say the sounds one more time.

**You can figure out the word I’m saying by saying the sounds fast.**

Repeat the word a few times, shortening the pause between the sounds.  
/g/.../ar/.../d/.../n/, /g/.../ar/.../d/.../n/, /g/.../ar/.../d/.../n/

- Invite children to say the sounds, shortening the pause between the sounds until they’ve said the word.

**I will say the part of the rhyme with the word “garden” very slowly, and you will say it fast to finish this part of the rhyme.** Recite the line in which the word “garden” is found, segmenting the word and pausing to allow children to say it fast.

- Practice segmenting other words from today’s rhyme. Suggested words include:

/s/.../i/.../l/.../v/.../r/ (silver)

/p/.../r/.../i/.../t/.../ē/ (pretty)

- After practicing 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 blended individual sounds in a segmented word.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

## Plan

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

## Play

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

### Coaching

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

### Small-Group Instruction

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



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

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



STaR word(s):  
sprinkled

### The Carrot Seed

*Author: Ruth Krauss*

*Illustrator: Crockett Johnson*

## Review

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

**Yesterday we read the story *The Carrot Seed* by Ruth Krauss.  
Crockett Johnson illustrated this story.**

- Review the story vocabulary that you introduced yesterday.

**Every day after the little boy planted a carrot seed, he pulled the weeds around it and sprinkled water on the ground. The boy used a watering**



can that made the water come out in small drops. So he only put a small amount of water on the seed each day. T-P-S: Can you think of something else that you sprinkle?

### Story Retell

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

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

- You may want to use the following suggestions to guide children as they dramatize the story.
  - Page 2: Pantomime planting a seed.
  - Pages 3–9: Pantomime waiting for the seed to grow.
  - Page 10: Pantomime pulling weeds and watering the seed.
  - Pages 12–17: Pantomime pulling weeds and watering the seed.
  - Page 18: Pantomime pulling weeds and watering the seed.
  - Page 24: Pantomime walking with the carrot in a wheelbarrow.
- If time and children’s interest permits, reread the story. This time assign groups of children to be the mother, the father, and the brother and recite the dialogue for each of the characters.
- Conclude this activity by inviting children to name a vegetable they would like to grow.



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

## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

### Active Instruction

- Review the concept of extending a pattern.

**We know something is a pattern when things are in the same order over and over. Yesterday you made patterns, and your partners copied them. Today let’s see if we can make a pattern repeat. Let’s watch this video to help us remember how to make a pattern repeat.**

## Partner Practice

- Distribute ABC pattern pieces. Explain that children will work with partners to create and extend patterns.

**Now it's your turn. One of you will make a pattern, and the other will make the pattern repeat.**

- Quickly assign one member of each partnership to be the first to make the pattern. Circulate and offer help, as needed, as one partner creates a pattern and the other extends it. Encourage children to say the name of each item as they create and add each repetition, e.g., sun, sun, flower, flower, sun, sun, flower, flower, etc.
- Reinforce the concept of patterns by showing the “Wild West Patterns” video.



Have children play this week's brain game, Silly Sounds. Remind children that Silly Sounds 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 plants can be a home for animals and give them food to eat.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “shelter.” Remember that a shelter is a place to live. T-P-S: When did we hear the word “shelter” today?**



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

### Theme Learning Extension

- Reread the concepts-of-print book *Growing Flowers*.

**Today when we read the book *Growing Flowers* by Barbara Wasik, think about all the things the girl in the story does to grow her flowers.**

- As you read the story, model moving your finger under the text from left to right as you point to each word, and invite children to do the same.

## Cool Kid Recognition

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

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

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



## Paw Points

- Remind children about why they have earned paw points.

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

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



## Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online with their family members. They will find today's episode when they click on the 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

Plants provide food, clothing, and shelter for people.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: STaR story <i>The Carrot Seed</i></li> <li>Letter Lab: Letter-blending card for “Cc”</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Small T-shirt for Curiosity</li> <li>CC Activity Card: Wonderful Word picture card for “provide”</li> <li>CC Activity Card: Letter card for “Cc”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li><i>Mr. Rabbit and the Lovely Present</i> by Charlotte Zolotow or other storybook for free choice</li> <li>Leaf for the story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Curiosity’s pattern chart (See To Be Prepared.)</li> <li>ABC pattern pieces (extracted from the baggies used this week): four suns, four birds, and two flowers</li> <li>Tape</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Chart paper, markers</li> <li>Cool Kid certificate and marker</li> </ul>



# Day 10 Greetings, Readings, & Writings

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

## Available Activities

### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The Carrot Seed* to the lab. Invite a group of children to retell the story by dramatizing it as they did in STaR on day 9. Encourage one child to narrate the simple text while others take on the roles of the little boy, the mother, the father, and the big brother.

### Letter Lab: Letter Hunt "C"

- Invite children to use the materials from day 6 to find the letter "c." Display the letter card for "Cc" as a reference.

### Math Lab: It's a Pattern!

- Same as day 6

### Computer/Media Lab: Exploring with Technology

- Same as day 1

### Writing Lab: *Life Cycle of a Plant* booklets

- Same as day 1

Art Lab: Yummy Prints

- Same as day 6

Science Lab: What's Happening?

- Remove the black paper from the leaf that has been covered all week. Encourage children to compare this leaf with the other leaves on the plant.

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, something crazy happened to Geo and Lulu.**

**T-P-S: When Geo and Lulu woke up for school what was crazy about them? *Their hair was crazy.***



- 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 the Move It! activity, Follow the Leader.

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

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



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

## Clues & Questions

Theme-related  
word(s):  
clothing  
provide\*

### Curiosity's Clues

- Have Curiosity join the group wearing or carrying a small T-shirt.

**Teacher: Good morning, Curiosity. You look different today. Why are you wearing that shirt?**

Curiosity: **I'm wearing it as a clue for what we will learn about today.**

Teacher: **Well, we've been learning about plants. A T-shirt isn't a plant.**

Curiosity: **It's not a plant, but the cotton to make the T-shirt came from a plant. Some plants provide food and shelter for people, just like they do for animals. And some plants also provide clothing like this T-shirt for people.**

## Learning with Curiosity



- Engage children in a conversation about things that plants provide.

**Last week we found some things in our classroom that came from plants.**

**T-P-S: What are some things in our classroom that are made from plants or parts of plants?** Point out any items made of wood, paper, cardboard, fibers, etc.



- Use the sharing sticks to select children to share items they see. Award paw points if the items that children name are made from a plant source.

- State the importance of plants to people.

**Plants are very important. They provide us with food, clothing, and even places to live, work, and learn. Many of the things we use every day are made from plants.**



- Play the “Global Grover: Jordanian Baskets” video.

**People in other countries use plants too. Let's watch a short video about some people in a country called Jordan who are using plants to make something. Watch to find out what kinds of plants they are using and what they make with the plants.**

## Wonderful Word

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

**Our Wonderful Word today is “provide.” To provide means to give something. Plants provide materials that we can use to make many things we need.**



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

**Plants provide food, clothing, and shelter for people.**

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

**Let's count the words in the Daily Message. We will start with the word "plants" because it is the first word that we read.**

#### Letter Links

- Show the letter card for "Cc."

**Today we will review a letter that we have already learned. Our letter today is "c."**

**The letter "c" makes the /c/ sound. T-P-S: What are some words that begin with /c/?**



- Use the sharing sticks to select children to share words that begin with /c/. 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 "c" by showing the video "The C Limerick."



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 "Mary, Mary, Quite Contrary" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonemic Awareness—Sound Blending

- Review Say-It-Fast.

**We're going to play Say-It-Fast again today. I will 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 individual 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. Invite children to say the parts of the word fast.

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

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



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



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

## Plan

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

## Play

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

### Coaching

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

### Small-Group Instruction

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



Provide five- and three-minute warnings before the end of Plan & Play. Then sing 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 *Mr. Rabbit and the Lovely Present* by Charlotte Zolotow.
- 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: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

### Problem Solving

- Bring out Curiosity, and display her pattern chart. Introduce today’s problem.

**Today we will help Curiosity solve a problem. She has made a pattern that we’ve never seen before. She wants to continue the pattern, but she’s not sure how to do it. Can you help her find out what comes next?**



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

**T-P-S: What can Curiosity do to figure out which thing comes next so she can make the pattern repeat? Name the pattern and then find the shapes that come next.**

**T-P-S: What pictures come next in Curiosity’s pattern? Sun, sun, bird, bird, flower.**



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Choose volunteers to come up and help you add the correct pictures to the chart to extend the pattern two more times.

**T-P-S: We have used letters this year to describe patterns, such as ABAB or ABC, ABC. How could we describe Curiosity’s pattern with letters? AABBC.**



- Reinforce the concept of patterns by showing the “What Comes Next? Hexagons and Triangles” video.



Have children play this week’s brain game, Silly Sounds. Remind children that Silly Sounds 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. Plants are important for animals and people. They provide food, clothing, and shelter.**



## Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “provide.” Remember that to provide means to give something. T-P-S: When did we provide something for someone today?**



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

## Theme Learning Extension

- Invite the class to help you write a story about plants based on the things that they have learned during the week. Ask questions to help them generate information. Then model writing the sentences on the chart paper in front of the class. Read each word as you write it. You may have some children come up to write some of the letters or punctuation on the chart, but try to minimize wait time for other children.

Sample questions:

- What do plants need to live?
- Why are plants important?
- What plants do you like the best?

## 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 *Growing Flowers* 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.

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# Learning Labs Facilitation Guide

## Week 1

 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore books related to plants and other books in the classroom library.
Engage all children:	<b>This looks like an interesting book. Why did you select this book?</b>
Offer support:	<b>Where on the page will I find the words that I should read? Point to the word that I should read first.</b>
Challenge:	<b>How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, draw and color the illustrations, or paint them?</b>

 <b>Letter Lab</b>	<b>Playdough Letter Shapes</b> Children use playdough to create the letter “h,” 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. Encourage them to use phrases like “straight lines” and “curved lines” as they talk about how to form the shapes.
Offer support:	Help the child 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.

**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.

 <b>Letter Lab</b>	<b>Pumpkin “P”s</b> Children decorate a letter “P” pattern with seeds.
Engage all children:	Encourage children to glue pumpkin seeds on their letter “P” pattern.
Offer support:	Assist children with gluing and attaching seeds as needed.
Challenge:	Ask the child to identify and pronounce the /p/ sound. <b>What words begin with the /p/ sound?</b>

 <b>Math Lab</b>	<b>Seed Math</b> Children count and group seeds according to corresponding number cards.
Engage all children:	Encourage children to choose a number card and make a group with the corresponding number of seeds. Then have children choose a second card and make a second group of seeds.
Offer support:	Demonstrate counting the seeds using one-to-correspondence. Be sure to touch and move each seed to its group as you count.
Challenge:	Ask children to determine which group has more seeds. <b>How many more seeds? Which group has less seeds? How do you know?</b>

 <b>Writing Lab</b>	<b>What Do You See?</b> Children record their observations of the plants growing in the classroom.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

## Week 1, cont.

 <b>Art Lab</b>	<b>Spring Flowers</b> Children cut out and decorate a flower pattern.
<b>Engage all children:</b>	Encourage each child to color and cut out a flower.
<b>Offer support:</b>	Assist children with cutting out the flower pattern as needed. Point to and name the various parts of the flower as you cut it out.
<b>Challenge:</b>	Have children identify the different parts of the flower and describe their functions. <b>Where is the stem? What does the stem do? Where are the leaves?</b>

 <b>Art Lab</b>	<b>Plant Rubbings</b> Children create crayon rubbings of plants.
<b>Engage all children:</b>	Encourage children to lay the paper on top of the plant or bark pieces and use crayons to create rubbings.
<b>Offer support:</b>	Demonstrate how to create plant rubbings. Talk about the steps as you do each one.
<b>Challenge:</b>	Ask children to describe the texture of the plant or bark pieces. <b>Does it feel smooth to the touch? Is it rough?</b>

 <b>Science Lab</b>	<b>Plant Dissections</b> Children use observational tools to explore whole and dissected plants.
<b>Engage all children:</b>	Encourage children to use magnifiers to observe the whole and dissected plants. Have children discuss what they see.
<b>Offer support:</b>	Demonstrate how to use the magnifiers to observe the plants. Ask children to tell you what they see as they look at the plants.
<b>Challenge:</b>	Have children describe the similarities and differences they see in the various plants. <b>How are the plants similar? How are they different?</b>

## Week 2

 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore books related to plants and other books in the classroom library.
<b>Engage all children:</b>	<b>What do you like best about this story (the pictures, the characters, or what happens in the story)?</b>
<b>Offer support:</b>	<b>What kinds of plants do you see in this book? Can you name the plants?</b>
<b>Challenge:</b>	<b>If you could be one of the characters in this story, which one would you choose? Why?</b>

 <b>Letter Lab</b>	<b>Letter Hunt</b> Children find letters in old magazines, junk mail, or grocery store circulars.
<b>Engage all children:</b>	<b>Which of the letters are uppercase? Which are lowercase?</b>
<b>Offer support:</b>	Discuss the characteristics of a letter shape as it appears on a letter card. Help the child look for the letter within the materials.
<b>Challenge:</b>	Point out letters in different fonts (e.g., boldface, italic). Invite the child to describe how the letters are similar and/or different.
<b>Tip:</b> Some children may need help with using scissors. You can simplify the process by having them circle the letters they find with a marker instead of cutting them out.	

**Week 2, cont.**

 <p><b>Math Lab</b></p>	<p><b>It's a Pattern!</b> Children use manipulatives to explore, identify, and create patterns.</p>
<p><b>Engage all children:</b></p>	<p>Model using the bear counters, pattern blocks, linking cubes, or other manipulatives to create a pattern with at least one repetition. Invite children to identify the pattern that you created.</p>
<p><b>Offer support:</b></p>	<p>Model additional patterns as needed. Demonstrate identifying and extending the patterns.</p>
<p><b>Challenge:</b></p>	<p>Have children extend the pattern that you created and then create one of their own containing several repetitions.</p>

 <p><b>Writing Lab</b></p>	<p><b>Life Cycle of a Plant booklets</b> Children create <i>Life Cycle of a Plant</i> booklets.</p>
<p>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.</p>	

 <p><b>Art Lab</b></p>	<p><b>Yummy Prints</b> Children use various fruits and vegetables to make prints.</p>
<p><b>Engage all children:</b></p>	<p>Invite children to dip cut-out pieces of fruits or vegetables into paint and stamp them onto paper.</p>
<p><b>Offer support:</b></p>	<p>Demonstrate how to make prints. Describe what you are doing as you model each step. Be sure to identify the name of the fruit or vegetable that you are using to create the print.</p>
<p><b>Challenge:</b></p>	<p>Ask children to create a pattern with the prints. Have children identify and describe the patterns that they create.</p>

 <p><b>Science Lab</b></p>	<p><b>What's Happening?</b> Children make predictions and observations about classroom seed and plant experiments.</p>
<p><b>Engage all children:</b></p>	<p>Encourage children to use what they know about seeds and plants to make predictions about what will happen in each of the various classroom experiments. Have children observe the experiments and record their findings.</p>
<p><b>Offer support:</b></p>	<p>Ask questions to assist children with making predictions about the experiments. <b>What do you think will happen next? What do you think will happen to this seed? Why?</b></p>
<p><b>Challenge:</b></p>	<p>Have children predict what might happen if the variables of the experiments were altered, for example, <b>What might happen if we moved this experiment under the desk? Why?</b> or <b>What if we stopped watering this plant/seed? What do you think might happen? Why?</b></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

- Foods that are seeds such as corn on the cob, popcorn, and sunflower seeds
- Stem vegetables such as celery, asparagus, and mushrooms
- Root vegetables such as raw and cooked carrots
- Leafy vegetables such as lettuce, spinach, and parsley
- Sprouts

**\*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.

## **Spring Walk**

Take a spring walk to look for signs of new life on plants and trees. You may want to walk around your outdoor play area or perhaps go farther afield.

## **Investigating the Outdoors**

Give each pair, or small group of interested children, a piece of string or yarn, and direct them to use it to make a circle on the grass or dirt in the play area. Have children look very carefully at everything within their circles. Help them share the magnifiers.

After a few minutes, invite them to bring some of the things they found to a graphing mat. You may have to set limits on pulling up grass or flowers, although dandelions are unlikely to be a protected species! Help children arrange the pebbles, seeds, weeds, twigs, earthworms, etc. into columns of like things on the mat. Spend some time marveling at the variety of objects, discussing their classifications, and counting the items.

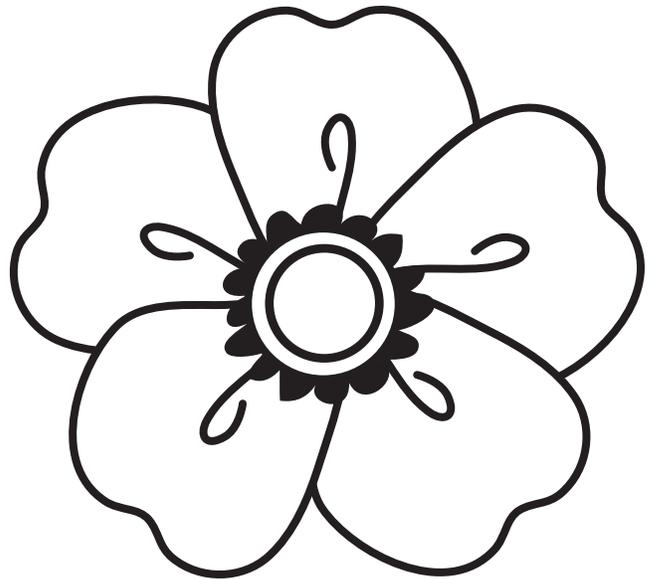
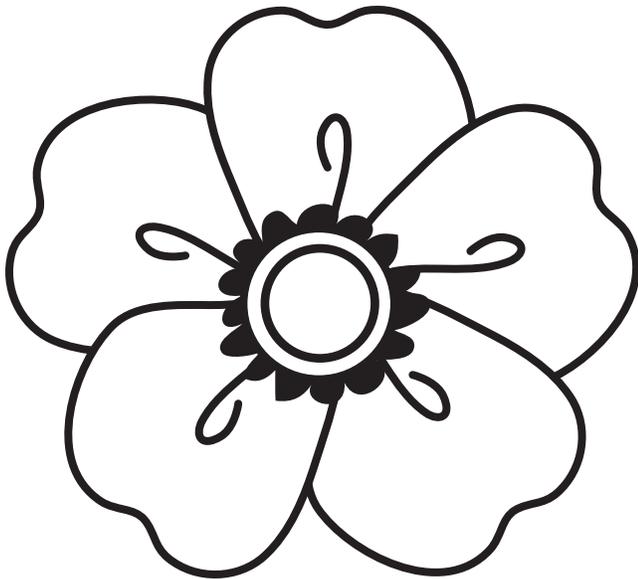
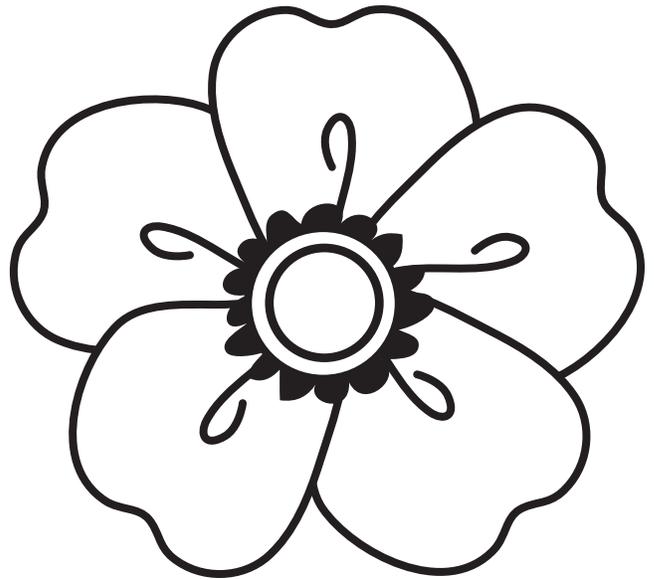
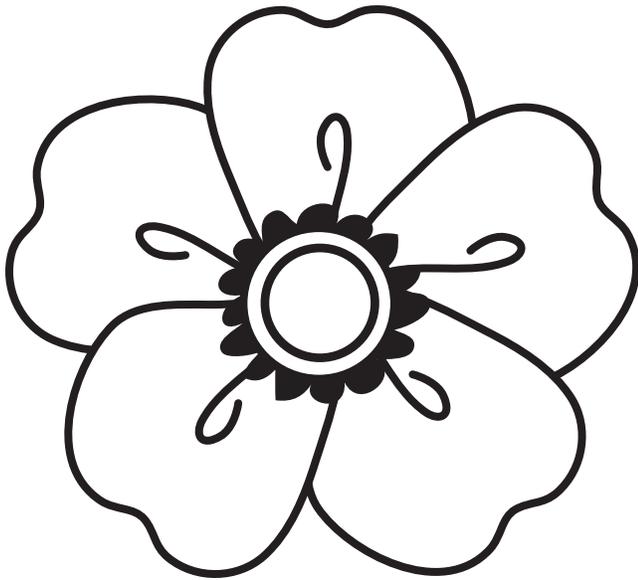
## **Care for a Garden**

If you have a garden on your school grounds, enlist children's help in caring for it. Does it need to be weeded? Do you have a bucket or watering pail that children can use to water it?

If you don't have a garden on the property but there is an area where plants will grow, find out whether you and the children may create a little garden there. Provide child-sized but safe tools for children to use to plant seeds or seedlings that you started indoors. Encourage them to care for the plants as they begin to grow.

# Spring Flower

Copy and cut apart. Each child will need one flower.



# Letter "P" Pattern

Copy one per child.



# Number Cards 1–10

Copy and cut apart one set of cards per partnership.



# Curiosity's Story

Make one copy of this page, and place it inside Curiosity's box house prior to the lesson.

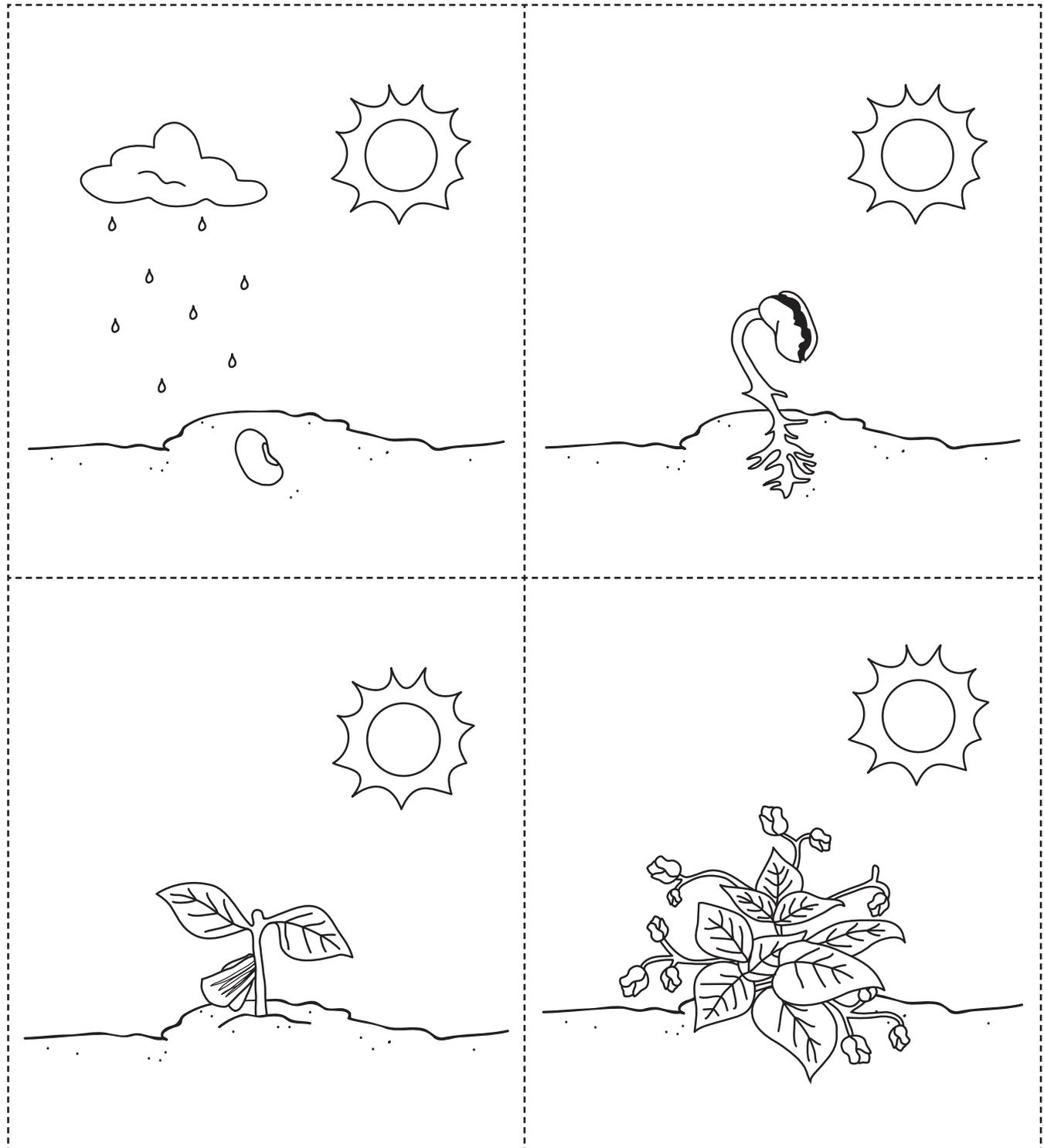
## Curiosity's Story

The big black cloud  
makes a cool rain shower;  
I hope that it will  
water my \_\_\_\_\_.



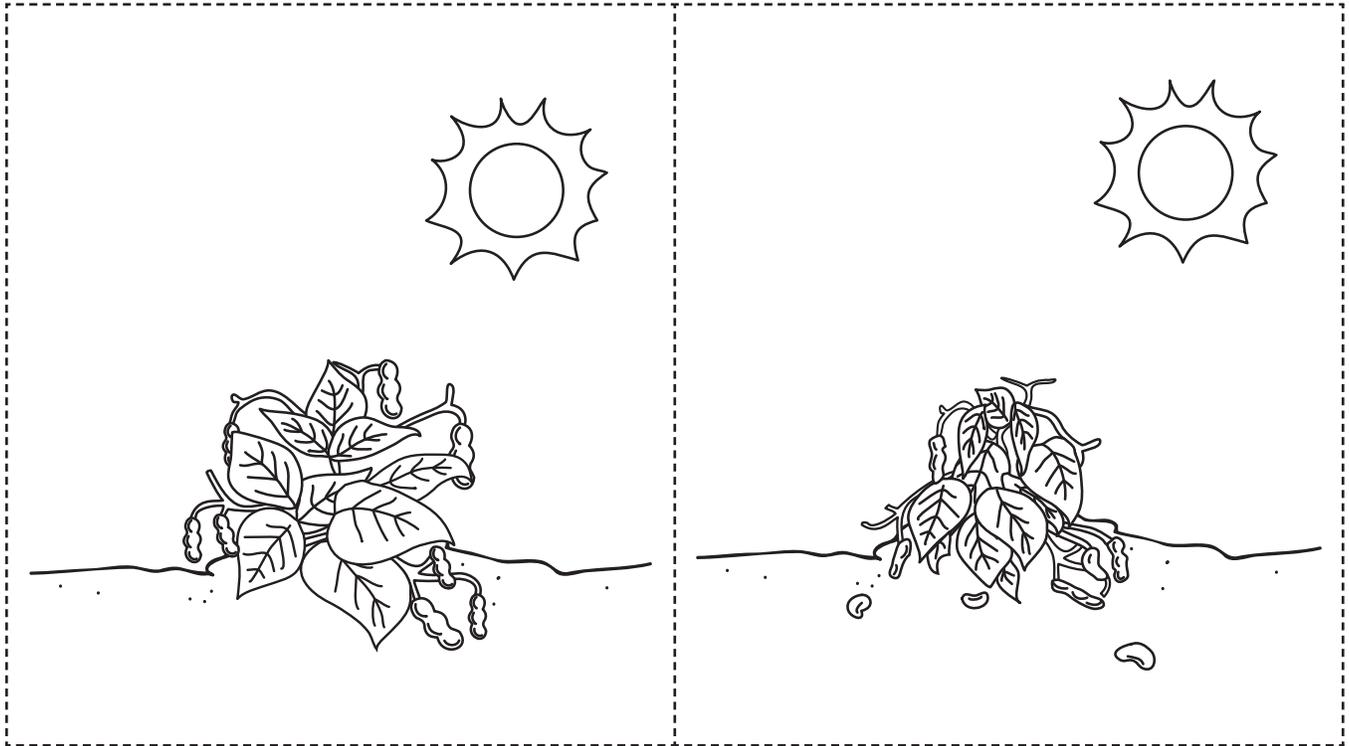
# Life Cycle of a Plant booklet 1

Make one copy per child. Cut apart the pages, and staple them together to make a book.



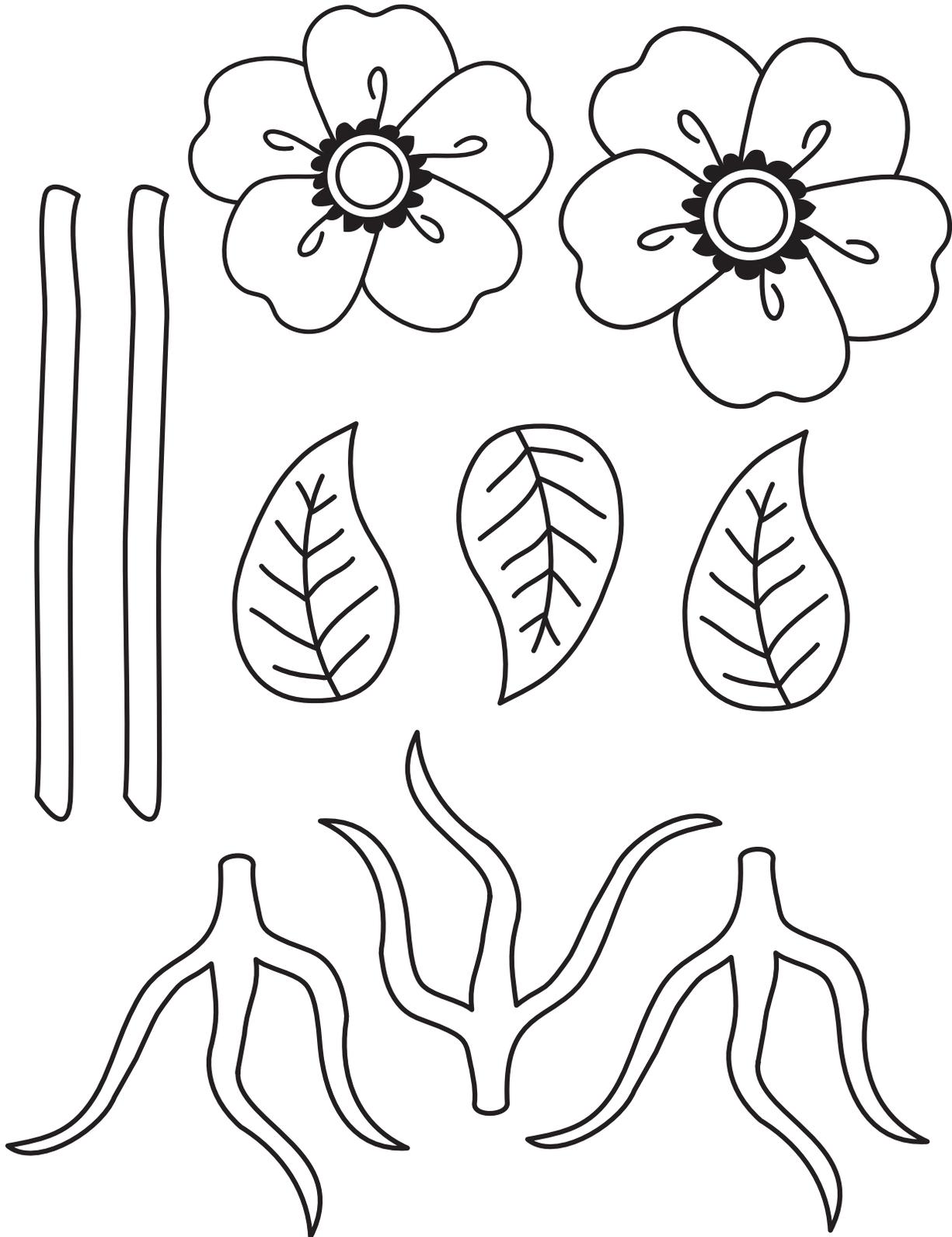
# Life Cycle of a Plant booklet 2

Make one copy per child. Cut apart the pages, and staple them together to make a book.



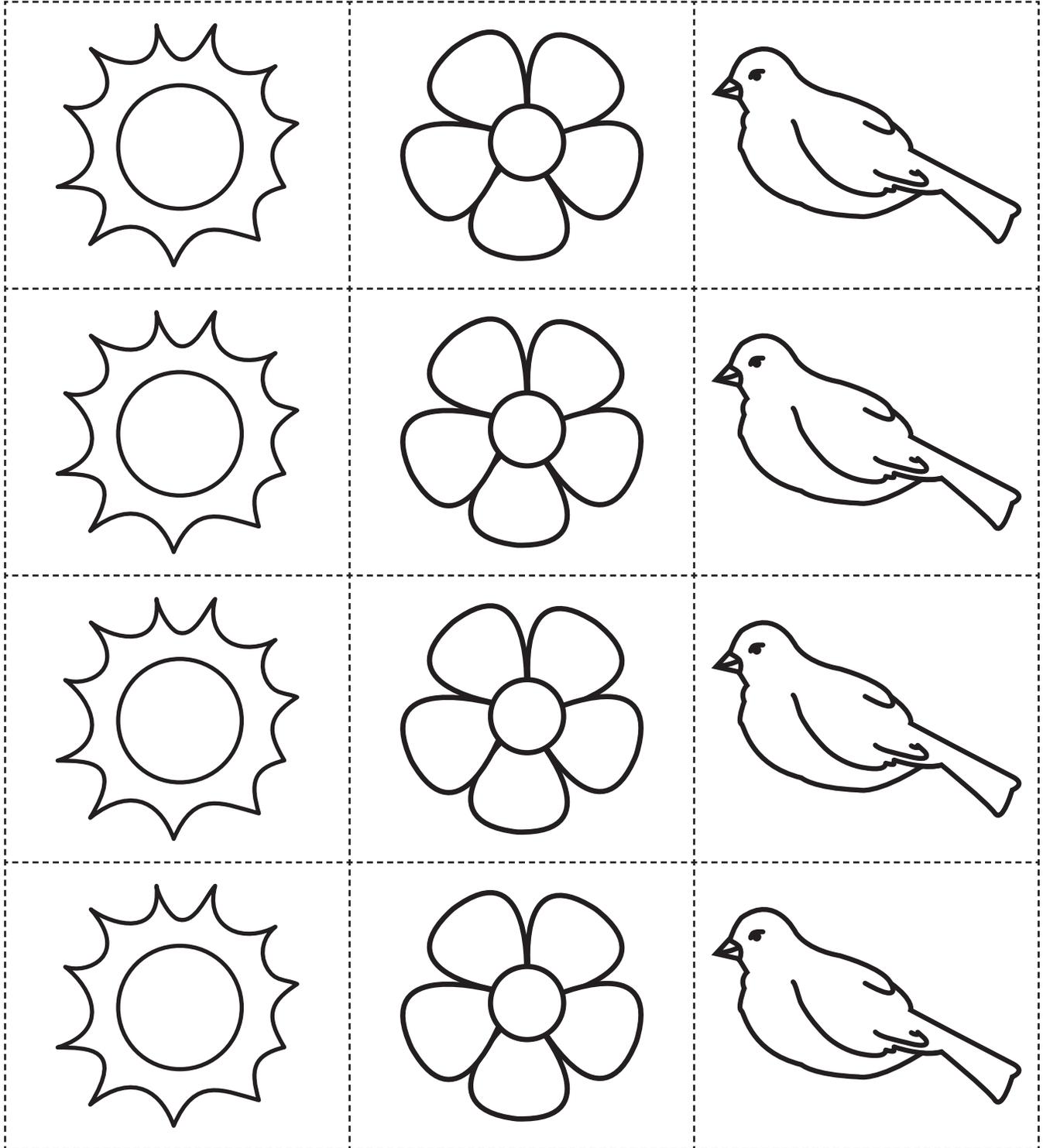
# Plant Parts

Copy and cut apart.



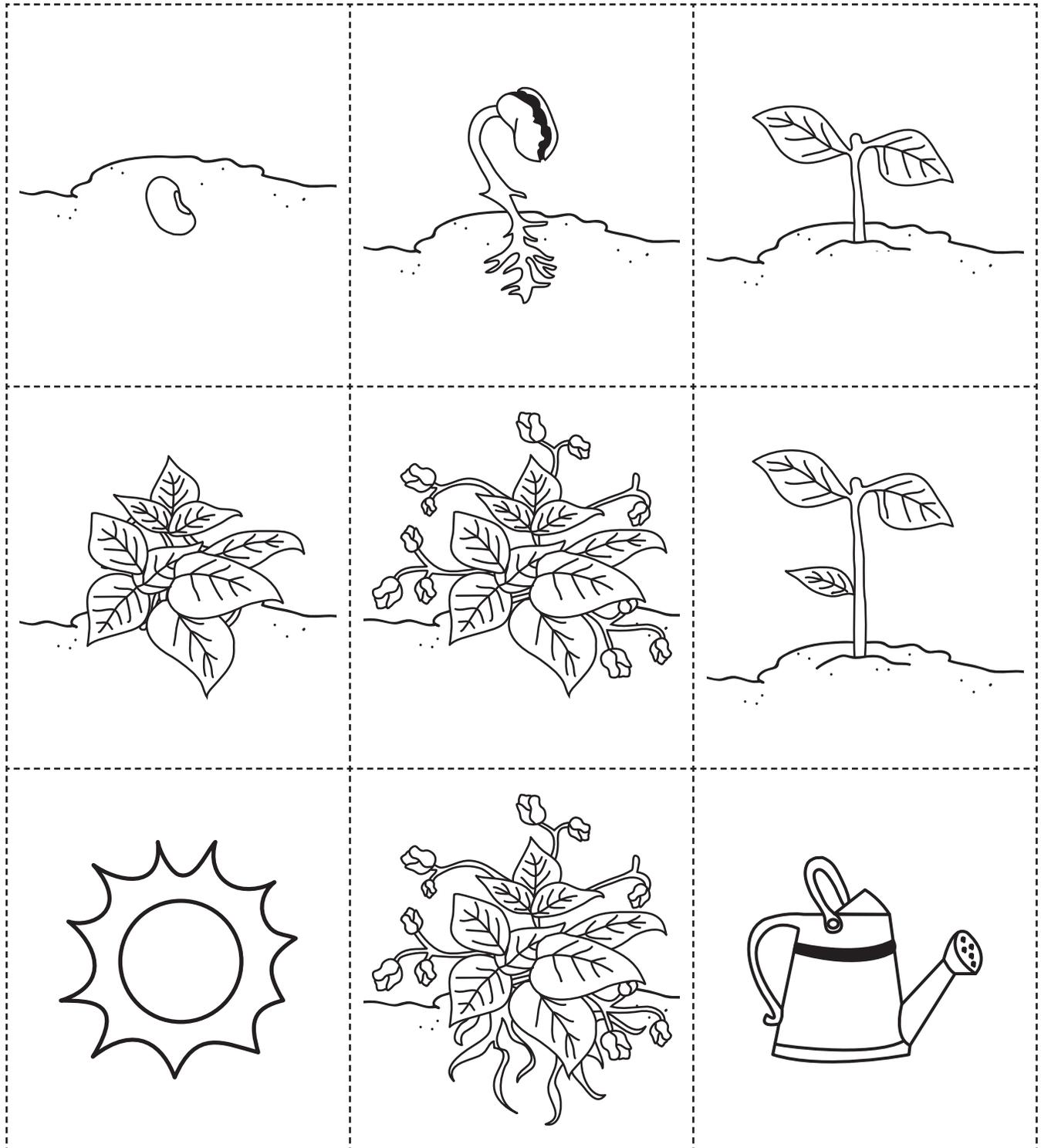
# ABC Pattern Pictures

Copy and cut apart.



# Walk and Talk with Curiosity Pictures: Plants

Copy and cut apart the pictures. Make five sets.



## Dear Family,

During the unit *Roots and Shoots*, your child can satisfy his or her curiosity about growing things that surround us. Children see trees, grass, and dandelions flourishing even in urban settings. You may grow plants in city plots and small yards to enjoy fresh vegetables and flowers. Even if you do not have room for a traditional garden, you may have window boxes or some houseplants sitting in a sunny spot. The unit *Roots and Shoots* will help your child begin to recognize the importance of plants in his or her everyday life.

During this unit, your child will participate in a variety of activities with growing things. He or she will use all his or her senses to observe, predict, experiment, draw conclusions, and record observations. Your child will have the satisfaction of seeing seeds sprout within the timeframe of this theme, even if it's not possible to continue these activities with plants throughout the spring and into the summer.

By listening to stories, working in the Learning Labs, participating in hands-on experiments, and engaging in imaginative play, your child will learn a lot about plants and their life cycles. Also, your child's vocabulary will sprout with many new theme-related words during this time. Be sure to ask him or her about what's happening to the plants in school to reinforce what is learned in the classroom.

As you read the concepts-of-print story *Growing Flowers*, be sure to talk with your child about the illustrations. You may be surprised to hear how much he or she can tell you about how flowers grow. If you have the means to do so, plant some seeds with your child, and watch the changes as they sprout and continue to grow into flowers or edible plants. Even a small container can produce amazing results and a valuable learning experience!



## Estimada familia,

Durante la unidad *Roots and Shoots*, su hijo puede satisfacer su curiosidad por las cosas que crecen alrededor de ellos. Los niños ven a los árboles, la hierba y los dientes de león florecientes incluso en zonas urbanas. Hay jardines en las parcelas de la ciudad y los patios y en las jardineras de ventana. La unidad le ayudará a su hijo a reconocer la importancia de las plantas en su vida cotidiana.

Durante esta unidad, su hijo participará en una variedad de actividades con las cosas que crecen. Él usará todos sus sentidos para observar, predecir, experimentar, extraer conclusiones y registrar las observaciones. Su niño mirará semillas germinan dentro del plazo de este tema, incluso si no es posible continuar con el cultivo de las plantas en la primavera.

Al escuchar cuentos, trabajando en los laboratorios, la participación en experimentos prácticos y de participar en el juego imaginativo, su hijo aprenderá todo sobre las plantas y sus ciclos de vida. Asegúrese de preguntarle sobre lo que está sucediendo a las plantas en la escuela para reforzar la lección.

Al leer el cuento *Growing Flowers*, hable con su hijo acerca de las ilustraciones. Usted puede ser sorprendido por lo mucho que se puede decir acerca de cómo crecen las flores. Si puede, plantar algunas semillas con su hijo, y ver los cambios a medida que brotan y crecen. ¡Incluso un pequeño recipiente puede producir una valiosa experiencia de aprendizaje!



