

A theme guide for preschool | **Unit 16**

Around the World



Curiosity Corner
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:
Unit 16**

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Standard Graphics Key

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

Why *Around the World*?

In the unit *Around the World*, children will begin to learn about people from many different places. You will explore languages, homes, jobs, games, music, clothing, food, and celebrations from all over the world. Building an awareness and appreciation of people from different cultures will help children as they encounter individuals who are different from themselves.

Around the World celebrates our differences and our similarities. It is a look at the marvelous diversity in the ways we live and the things we value.

The Getting Along Together component of this unit focuses on respecting individuals, as children learn about the qualities of a good friend and how to be inclusive with others. They will learn how to invite others to join in their play and how to make new friends. During Plan & Play scenarios, children can incorporate their learning about differences among cultures into familiar activities. Stories in this unit are set in various countries around the world and depict themes common to all cultures, such as sharing meals with friends and a mother's concern for her child. Enjoy this opportunity to engage your children in learning that people all over the world are more alike than different.

Around the World

thematic concepts

- People live in all parts of the world.
- People around the world speak different languages.
- Children around the world play with different kinds of games and toys.
- People around the world wear different kinds of clothing.
- People around the world eat different kinds of foods.
- People around the world live in different kinds of homes.
- People around the world listen to different kinds of music.
- People around the world do different kinds of jobs.
- People around the world celebrate different occasions.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use their imaginations to initiate and extend dramatic play.

Cognitive Domain

Children will:

- participate in brain games that help to develop the abilities to remember and focus.
- solve simple problems.
- use real and imaginary props in dramatic play.
- use objects, actions, and words as symbols.
- use nonstandard units to measure length.
- make a plan when doing an activity.
- follow a plan for an activity.

Personal/Emotional Domain

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- follow classroom rules and routines.
- demonstrate the qualities of a good friend.

Mathematical Domain

Children will:

- count by fives to 100.
- count on from a given number.
- measure length with nonstandard units.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- explain that the title tells the name of a story.
- begin to recognize the sounds and shapes of “q” and “k.”
- observe various letter shapes.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that the first letter of a sentence is uppercase.
- observe that sentences end with a period.
- observe that a question mark tells us that a sentence asks something.
- count the number of words in a sentence.
- recite rhymes.
- identify initial sounds in 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:

- recognize human similarities and differences.
- demonstrate an awareness of the roles that people play in society.
- demonstrate an appreciation of and respect for differences in customs among different cultural groups.

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 stories.

Science Domain

Children will:

- make connections between the physical geography of an area to the jobs, homes, food, and clothing of the people who live there.

Interpersonal/Social Domain

Children will:

- continue to demonstrate anger-management strategies such as controlling breath and how posture affects deep breathing.
- use a mediator for taking turns (Taking Turns Bag).
- look for opportunities to include others in their play.
- review Stay Cool as a strategy for thinking before acting impulsively.

Vocabulary

Theme-Related Words	
adobe	globe
celebrate	holiday
city	language
cloth	live
clothes	people
countries	sombrero
Earth	special
event	talk

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

Wonderful Words	
Day 1	question
Day 2	speak
Day 3	game
Day 4	fabric
Day 5	food
Day 6	kinds (types)
Day 7	rhythm
Day 8	world
Day 9	festival
Day 10	occasions

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

count on
length
long
measure
short

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

Getting Along Together Words

friend
include
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

Hush!
weeping

The Cazuela That the Farm Maiden Stirred
maiden

Madeline
disaster
scar

Mama Panya's Pancakes
invite











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

Basic Words

answer	earth	orange	straw
bike	fishing pole	parade	sun
bird	green	parcel	wear
blue	home	parrot	whale
bread	house	purple	wood
brick	job	red	work
crooked	leaf	robes	yellow
different	observe	sports	

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		People live in all parts of the world.	People around the world speak different languages.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Clean-Shaven Letters	Clean-Shaven Letters
	Math Lab	Counting On	Counting On
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	A Place I'd Like to Go	A Place I'd Like to Go
	Art Lab	My Own Country Flag	My Own Country Flag
	Science Lab	Where in the World?	Where in the World?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Freeze	"Ain't No Bugs on Me"	
 Clues & Questions	<i>Children Around the World</i> by Donata Montanari Introduce the letter "q."	Call-and-response song "Counting in Swahili" Review the letter "q."	
 Rhyme Time	"People Are People"; Identify Beginning Sounds: Picture match		
 Getting Along Together		Be a good friend.	
 Plan & Play	Scenario Options: Let's Play House Airport Restaurant The Library	Scenario Options: Same as day 1 Small-Group Instruction: Handprint Rainbow	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Hush!</i> by Minfong Ho	<i>Hush!</i> Story Retell: Jump right in with repetitive text.	
 Math Moments	Count by 5s to 100. Count on from a given number to 20 (whole group).	Count by 5s to 100. Count on from a given number to 20 (partners).	
 Question/Reflection	Brain Game: What Is Missing? Explore ways that children get to school around the world.	Brain Game: What Is Missing? "Q" classroom letter search	

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

Day 3	Day 4	Day 5
Children around the world play with different kinds of games and toys.	People around the world wear different kinds of clothing.	People around the world eat different kinds of foods.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Clean-Shaven Letters	Clean-Shaven Letters	Clean-Shaven Letters
Counting On	Counting On	Counting On
Exploring with Technology	Exploring with Technology	Exploring with Technology
A Place I'd Like to Go	A Place I'd Like to Go	A Place I'd Like to Go
My Own Country Flag	My Own Country Flag	My Own Country Flag
Where in the World?	Where in the World?	Where in the World?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Follow the Leader	The Cat Came Back	Elmo's Got the Moves
Discuss games and toys from around the world. Review the letter "q."	Concepts-of-print book: <i>Where Are We Going? Japan</i> by Barbara Wasik Review the letter "q."	Read <i>Bread, Bread, Bread</i> by Ann Morris. Review the letter "q."
	"People Are People"; Identify Beginning Sounds: Stand Up, Sit Down	"People Are People"; Identify Beginning Sounds: Stand Up, Sit Down
Include others.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>The Cazuela That the Farm Maiden Stirred</i> by Samantha R. Vamos	<i>The Cazuela That the Farm Maiden Stirred</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>Whoever You Are</i> by Mem Fox
Count by 5s to 100. Hidden-numbers counting activity (whole group)	Count by 5s to 100. Hidden-numbers counting activity (partners)	Count by 5s to 100. Problem Solving: Hidden treasure
Brain Game: What Is Missing? Pass the Parcel game	Brain Game: What Is Missing? Identify and describe clothing from other cultures.	Brain Game: What Is Missing? Sample foods from other cultures.

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		People around the world live in different kinds of homes.	People around the world listen to different kinds of music.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Sand Letters	Sand Letters
	Math Lab	Measuring Station	Measuring Station
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Around the World Class Book	Around the World Class Book
	Art Lab	Homes Around the World Mural	Homes Around the World Mural
	Science Lab	Life in the Desert	Life in the Desert
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Balloon Ball	"Get on Up and Move Your Body"	
 Clues & Questions	Read <i>Homes Around the World</i> by Max Moore. Introduce the letter "k."	Explore music of other cultures. Review the letter "k."	
 Rhyme Time	"The Crooked Man"; Sound Blending: Say-It-Fast		
 Getting Along Together		Review the Stay Cool steps.	
 Plan & Play	Scenario Options: Airport Restaurant Construction Zone Dress Up	Scenario Options: Same as day 6 Small-Group Instruction: Let's Celebrate!	
 STaR Story Telling and Retelling	Interactive Story Reading: <i>Madeline</i> by Ludwig Bemelmans	<i>Madeline</i> Story Retell: Jump right in with rhyming words.	
 Math Moments	Count by 5s to 100. Measure length with linking cubes (whole group).	Count by 5s to 100. Measure length with linking cubes (partners).	
 Question/Reflection	Brain Game: I Spy Brick-making video	Brain Game: I Spy Create musical rhythms and patterns with instruments.	

Day 8	Day 9	Day 10
People around the world do different kinds of jobs.	People around the world celebrate different occasions.	People around the world celebrate different occasions.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Sand Letters	Sand Letters	Sand Letters
Measuring Station	Measuring Station	Measuring Station
Exploring with Technology	Exploring with Technology	Exploring with Technology
Around the World Class Book	Around the World Class Book	Around the World Class Book
Homes Around the World Mural	Homes Around the World Mural	Homes Around the World Mural
Life in the Desert	Life in the Desert	Life in the Desert
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Silent Ball	The Elmo Slide	Boogie Shoes
Discuss jobs in different places. Review the letter "k."	Read <i>Celebrating</i> by Gwenyth Swain. Review the letter "k."	Compare festivals from two countries. Review the letter "k."
	"The Crooked Man"; Sound Blending: Say-It-Fast	"The Crooked Man"; Sound Blending: Say-It-Fast
Review the Stay Cool steps.		
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>Mama Panya's Pancakes</i> by Mary and Rich Chamberlin	<i>Mama Panya's Pancakes</i> Story Retell: Jump right in with repetitive text.	Free-Choice Story Reading: Suggestion – <i>Bread, Bread, Bread</i> by Ann Morris
Count by 5s to 100. Measure length with crayons.	Count by 5s to 100. Measure length with crayons.	Count by 5s to 100. Problem Solving: Consistent units of measure
Brain Game: I Spy Reread the concepts-of-print book <i>Where Are We Going? Japan</i> .	Brain Game: I Spy Create Chinese new year masks.	Brain Game: I Spy Which Wonderful Word? game

You Will Need

Supplied by SFAF:

Books	STaR	
S	<ul style="list-style-type: none"> • <i>Hush!</i> by Minfong Ho • <i>The Cazuela That the Farm Maiden Stirred</i> by Samantha R. Vamos • <i>Madeline</i> by Ludwig Bemelmans • <i>Mama Panya's Pancakes</i> by Mary and Rich Chamberlin 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Where Are We Going? Japan</i> by Barbara Wasik (class set) 	
	Theme Learning	
S	<ul style="list-style-type: none"> • <i>Bread, Bread, Bread</i> by Ann Morris • <i>Celebrating</i> by Gwennyth Swain • <i>Children Around the World</i> by Donata Montanari • <i>Homes Around the World</i> by Max Moore • <i>Whoever You Are</i> by Mem Fox 	
	Media	
	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 16 • CD: <i>Jambo and Other Call and Response Songs and Chants</i> by Ella Jenkins 	
	Cards/Card Sets	
Curiosity Corner Activity Cards for Unit 16		
S	Letter Cards	<ul style="list-style-type: none"> • “Qq,” “Kk,” “Oo,” “Nn,” “Ll,” “Gg”
	Numeral Cards	<ul style="list-style-type: none"> • 1–20
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “question,” “speak,” “game,” “fabric,” “food,” “kinds,” “rhythm,” “world,” “festival,” “occasions”
	Rhyme Time	<ul style="list-style-type: none"> • Day 1: whale, sun, bird, bike, leaf, parrot
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Let’s Play House, Airport, Restaurant, The Library, Construction Zone, Dress Up
	Rhyme Cards	
S	<ul style="list-style-type: none"> • “People Are People” • “The Crooked Man” 	
	Other Card Sets	
S	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1 	

Posters	
	<ul style="list-style-type: none"> • Stay Cool poster
General — Used in Every Unit	
	<ul style="list-style-type: none"> • Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
Other SFAF Items	
	<ul style="list-style-type: none"> • African plains puzzle • Linking cubes • Maracas • Tambourine • Curiosity Corner Unit Record Form for unit 16 (generate with data-tools system)

Teacher Acquired:**General**

- Globe (preferred) or world map
- A soccer ball (Clues & Questions, day 3)
- Sombrero, beret, or other clothing item from another culture (Clues & Questions, day 4)
- Slice of bread (Clues & Questions, day 5)
- Food samples from various cultures. Suggestions include: croissants, tortillas, tacos, brown rice, Chinese noodles, and a baguette (Question/Reflection, day 5).
- Large piece of brown paper (Clues & Questions, day 6)
- Maracas, tambourines, rhythm sticks (or wooden pencils), and any other available musical instruments (Question/Reflection, day 7)
- Fishing pole, or stick with a string attached (Clues & Questions, day 8)
- A scarf or other piece of clothing that can be measured (Math Moments, day 8)
- A box of new crayons to ensure that they are all the same length (Math Moments, day 9)
- Two feet of yarn and a blanket or large beach towel (Question/Reflection, day 9)
- An apple (real or artificial) (Clues & Questions, day 10)
- Green paper (for story tree leaves)
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> Books about different cultures, customs, countries, and peoples
	Letter Lab	
	Clean-Shaven Letters	<ul style="list-style-type: none"> Shaving cream, flat surface (table or large cookie sheets), letter-blending cards for “Ll,” “Rr,” “Tt,” “Nn,” and “Cc”
	Sand Letters	<ul style="list-style-type: none"> Shallow plastic containers or cookie sheets filled with sand
	Math Lab	
	Counting On	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–20
	Measuring Station	<ul style="list-style-type: none"> Various classroom items to measure such as rulers or measuring tapes, pencils, blank paper
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, tablets, listening media, software
	Writing Lab	
	A Place I’d Like to Go	<ul style="list-style-type: none"> Blank paper, various writing instruments
	Around the World Class Book	<ul style="list-style-type: none"> Around the World Class Book cover page and student pages (appendix), crayons, markers
	Art Lab	
	My Own Country Flag	<ul style="list-style-type: none"> Sample flags from other countries (appendix), construction paper, scissors, glue
	Homes Around the World Mural	<ul style="list-style-type: none"> Long section of bulletin board paper, paints, markers, and/or crayons
	Science Lab	
	Where in the World?	<ul style="list-style-type: none"> Globes, world maps, magnifiers
	Life in the Desert	<ul style="list-style-type: none"> Sand table
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> African plains puzzle Other theme-related classroom puzzles and games

Plan & Play			
	Scenario	Suggested Classroom Space	Ideas for Props
	Let's Play House	Housekeeping area	<ul style="list-style-type: none"> • Cookbooks for multicultural and multiethnic foods
	Airport	Open area	<ul style="list-style-type: none"> • Steering wheel, paper to make tickets
	Restaurant	Open area	<ul style="list-style-type: none"> • Menus from multiethnic restaurants (e.g., Chinese, Thai, Mexican, and Indian), aprons, chef's hat, trays, plates, cups, and utensils
	The Library	Classroom library	<ul style="list-style-type: none"> • A variety of books related to other cultures and countries, maps, travel brochures if available
	Construction Zone	Blocks area and/or sand table	<ul style="list-style-type: none"> • Materials to make signs, dump trucks and other construction-work trucks
	Dress Up	Any area	<ul style="list-style-type: none"> • Mirror, clothing and hats from other cultures for children to try on, books with pictures of clothing from different cultures

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"> • Art Lab: Prepare flag samples by duplicating the flags from the appendix and coloring them. You may use colors that represent either real or imaginary countries. • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide.
C&Q	<ul style="list-style-type: none"> • Preview the book <i>Children Around the World</i>. Identify pages that would be of interest to your children. You will have time to show all the pictures, but not to read all the text.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Hush</i>. Page 2 begins “Hush! Who’s that...”
MM	<ul style="list-style-type: none"> • Duplicate and cut apart a number line 1–20 for each child (appendix). You might want to laminate these or make extras since they will be used throughout the week and also in unit 17.
Day 2	
P&P	<ul style="list-style-type: none"> • Partially fill shallow trays with tempera paints (red, blue, green, and yellow). • Hang bulletin board paper so it is easily accessible and close to the small-group instruction table.
MM	<ul style="list-style-type: none"> • Duplicate and cut apart the number cards (appendix) so each partnership has one set of the cards 1–20. If you still have the 1–10 number card sets from previous units, you may simply add the cards for 11–20 to each set. Place each set inside a reusable plastic baggie.
Day 3	
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>The Cazuela That the Farm Maiden Stirred</i>. Page 1 begins “This is the pot...” Be sure to preread the story so you will feel comfortable with the Spanish words. The glossary in the back of the book will help you with pronunciation. You may want to write the phonetic pronunciations for difficult words on a sticky note and place it on the page on which the word first appears.
MM	<ul style="list-style-type: none"> • Draw a number line 1–20 on a sentence strip or strip of bulletin board paper. Cut a piece of construction paper, or other paper, to a size that will hide most of the numbers at one time.
Q/R	<ul style="list-style-type: none"> • Wrap a small toy or other treat inside a box. Wrap the box with four layers of paper. Each color or type of paper should be different.
Day 4	
	<ul style="list-style-type: none"> • Prepare your materials, and review your lesson plans.
Day 5	
MM	<ul style="list-style-type: none"> • Make a copy of Curiosity’s treasure map (appendix) and her list of clues (appendix). You may just copy the clues onto a piece of notebook paper. Cover the corners of the treasure map with sticky notes or paper and tape.
Q/R	<ul style="list-style-type: none"> • Prepare food samples from other cultures for children. Cut the food into small pieces to avoid potential choking hazards.

Day 6	
C&Q	<ul style="list-style-type: none"> • Create a tree trunk home for Squeaky by forming a large tube with brown paper and stapling or taping it together. Cut a hole in the tube.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Madeline</i>. Page 1 begins “In an old house in Paris...”
Day 7	
MM	<ul style="list-style-type: none"> • Create baggies of ten linking cubes, one per partnership. • Duplicate the Measure This House sheet (appendix), one per partnership.
Day 8	
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Mama Panya’s Pancakes</i>. Page 2 begins “Mama Panya sang as she...” Preread the story to become familiar with the Kiswahili words. Refer to the pronunciation guide in the back of the book as needed.
Day 9	
MM	<ul style="list-style-type: none"> • Cut strips of construction paper so they are exactly five (brand-new) crayons long, one per partnership. Make one for yourself that is exactly seven (brand-new) crayons long.
Q/R	<ul style="list-style-type: none"> • Duplicate, cut out, and color the Chinese new year dragon mask (appendix). Punch a hole on each side, and tie yarn to the mask so a child can wear it.
Day 10	
MM	<ul style="list-style-type: none"> • Cut a strip of paper to exactly the same length as three new crayons.

Day 1 | Ready, Set

Learning Focus

People live in all parts of the world.

Materials	
<p>General</p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> • Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stamp • Paw print chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 16
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar plus calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • No new materials needed
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Trade book: <i>Children Around the World</i> by Donata Montanari • Globe or world map • CC Activity Card: Wonderful Word picture card for "question" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Qq," "Oo," and "Nn"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme card for "People Are People" (optional) • CC Activity Cards: whale, sun, bird, bike, leaf, parrot
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Let's Play House, Airport, Restaurant, The Library • Colored clothespins • Paper and crayons or pencils for writing play plans • Wonder Box for prop creation
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>Hush!</i> by Minfong Ho • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–20 • Number lines 1–20 (appendix), one per child

Materials	
Question/Reflection	<ul style="list-style-type: none">• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 16• Theme introduction letter (appendix)• Read & Respond bookmarks• Home Link animal stamp: chick

Day 1


**Greetings, Readings,
& Writings**

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

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Include new books related to different cultures and peoples.

Letter Lab: Clean-Shaven Letters

- Spray some shaving cream onto a cookie sheet or a clean table surface. Demonstrate for children how to draw letters in the shaving cream with their fingers. Encourage children to make letter shapes for last week's review letters, "l," "r," "t," "n," and "c," using the letter-blending cards as a reference.

Math Lab: Counting On

- Have a variety of manipulatives available that children can sort and count. Examples include linking cubes, plastic bears, buttons, beads, and pattern blocks.
- Mix up the numeral cards, and lay them face down. Have children draw a numeral card and count from that number to 20. Children may draw another card and repeat the activity as time allows.

Computer/Media Lab: Exploring with Technology

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

Writing Lab: A Place I'd Like to Go

- 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 look through the books provided to help them think about a place they would like to visit in another part of the world. Have them write about the place they would visit.

Art Lab: My Own Country Flag

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they'd like.
- Show the sample flags. Explain that each country has a flag. Each country decides what colors and designs will be on its flag. Invite children to create flags for their own imaginary countries by coloring white paper or by cutting and gluing shapes cut from colored paper to another rectangular piece of paper.

Science Lab: Where in the World?

- Tell children to use the magnifiers to examine the maps and globes provided. Encourage them to talk with others about their observations.

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 today's Move It! activity, Freeze.

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



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



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

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



Clues & Questions

Theme-related word(s):

countries
Earth
globe
people
question*

Basic word(s):

answer
different

Curiosity's Clues

- Bring Curiosity to the group with a globe.

Teacher: **Curiosity, what did you bring today?**

Curiosity: **This is a globe. It's a model of the whole planet Earth where we live. It's the whole world!**

Teacher: **Wow! I'm glad you brought that because we are starting a new unit today about people and places all over the world. We can use the globe throughout the unit to see where the places we talk about are located and how far away they are from us.**

Learning with Curiosity

- Show children your current location on the globe. Then give more information about the unit.

Our new unit is called *Around the World*. In our new unit, we will learn information about people from all over the earth. We will talk about the food, clothing, music, and celebrations of people from many different places. Now let's read this book to learn about children around the world.



- Show the cover of the book. Read the title of the book aloud.

The title of this book is *Children Around the World*. The author is Donata Montanari. Look at the cover of the book. Turn to your partner, and tell him or her what you see on the cover.

T-P-S: **What do you see on the cover of the book?**



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

Even though these people are all children, they all look different. The book is too long for us to read all the words this morning, but we can look at all the pictures and read some of the words. As we read parts of this book, let's ask questions to learn more about these children.

- Show the pictures on each double-page spread, and tell the name of the country that the children are from. Show children where the country is on the globe.
- As you explore the book, model asking questions based on what you see and read.

EXAMPLE:

Pages 12 and 13: **I see that Cathy has a sheep and that she is from Australia. That makes me think of a question. Does everyone in Australia have sheep?**



- Play the “Global Grover: South Africa” video.

Today we learned about some children in different parts of the world. Now we will watch a video to learn more about people in the world. This video will give us information about South Africa, which is a country in Africa. Show South Africa on the globe.

Wonderful Word



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

Our Wonderful Word today is “question.” A question asks something. When you ask a question, you are looking for an answer about something you don’t know. We can learn about people from other places by asking questions.



- Play the digital dictionary video for “question.”
- Remind children that they can earn paw points when they use or hear the word “question” 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 ask questions to learn about people.

Letter Links

- Have Curiosity provide clues about the letter “q.” 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 “Qq,” “Oo,” and “Nn.”

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

- **My uppercase and lowercase shapes look different.**
- **Both of my shapes have a circle.**
- **My lowercase letter shape has a straight line.**



WGR: What letter am I? “Q.” “Q” 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 “q” by showing the “Elmo’s Letter Q Quickie” 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 people around the world. It’s called “People Are People.” When we say this rhyme, listen carefully for the sounds at the beginning of the 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.

People Are People

What do you like to eat?

And what do you like to wear?

What language do you like to speak?

And how do you wear your hair?

People are different all over the world

With the things they say and do,

But people are people in so many ways,

Just like me and you!

Develop Phonological Awareness—Identify Beginning Sounds

- Invite children to recall words from the rhyme that begin with a given sound.

Today we're going to listen for words that begin with the same sound as some of the words in our rhyme. Let's practice. When I say the rhyme, listen for words that start with /w/.

The word "what" is the first word in the rhyme that begins with /w/. If children respond with the word "wear," make that identification first, and then ask about the word "what."

- Recite the first two lines of the rhyme, emphasizing the /w/ sound at the beginning of the words "what" and "wear."

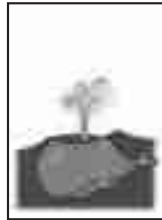
Which word begins with /w/? "What." "What" begins with /w/.

There is another word in this part of the rhyme that begins like the word "what." Let's see if you can tell which word it is.

What other word begins with /w/? "Wear." "Wear" begins with /w/.

- Lead the picture-match game for initial sounds.

You will listen carefully for the first sound in a word. Then you will choose a picture that begins with the same sound as the word in the rhyme.



whale



sun



bird



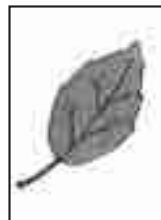
- Say the name of the image on each card, emphasizing the initial sound of the word. WGR: **Which word begins with /w/ like the words "what" and "wear": "whale," "sun," or "bird"? "Whale."**
- Use My Turn, Your Turn to have children say "whale," "what," and "wear." Encourage them to think about how their mouths feel the same as they say the /w/ sound at the beginning of each word.
- Repeat the process with the second stanza of the rhyme. Recite the second stanza, emphasizing the /p/ sound at the beginning of the word "people."

Which word begins with /p/? "People." "People" begins with /p/.

- Have children identify which picture begins with the /p/ sound like the word "people."



bike



leaf



parrot

- Say the name of the image on each card, emphasizing the initial sound of the word.

WGR: Which word begins with /p/ like the word “people”: “bike,” “leaf,” or “parrot”? “Parrot.”

- Use My Turn, Your Turn to have children say “parrot” and “people.” Encourage them to think about how their mouths feel the same as they say the /p/ sound at the beginning of each word.
- Award paw points if children successfully identified the initial sounds in words.



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.

Let’s Play House: Show the housekeeping area. **People from around the world take care of their homes. Perhaps you could pretend to be working in your home in another country. Maybe you could try cooking some foods from different countries and cultures.**

Airport: **An airport is a busy place. Planes come and pick up passengers to take them to faraway places. Imagine that you are going on a trip on an airplane. What will you do when you get to the airport? How will you get a ticket to get on the plane? What will you do with your suitcase?**

Restaurant: Show an open area. **Here is a new neighborhood restaurant. You might want to make your restaurant one that serves food from another place in the world. Maybe you will explore making different kinds of meals from other countries.**

The Library: Show the Classroom Library and/or Computer/Media Labs. **Some people want to learn about people from around the world. So they go to the library to get information about different countries and people. You may want to pretend to be the librarian who helps library visitors find information about the different clothing, foods, and homes that people have in other countries. How will you help the library patrons find information on the computers? Will you help them find books to take home to read?**

Scenario Selection

- Identify which scenario is represented by each of the cards on the play-planning board to introduce the potential scenarios for the week. Place a different colored clip on each scenario card. If there are limitations on the number of children that can play in a given scenario, only make a certain number of clips available in the associated color.
- Use the sharing sticks to randomly select children to choose the scenario they'd like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

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

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 the new scenarios by joining in yourself.

EXAMPLES:

Restaurant: Does your restaurant serve Chinese food? I am really hungry for some sweet and sour chicken. Can I order that here?



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

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):
weeping

Hush!

Author: Minfong Ho

Illustrator: Holly Meade

A mother anxiously quiets all the noises that might disturb her sleeping baby, only to find that when all is quiet, the baby is wide awake.

Note: When you preread the story, be sure to make note of the baby in the illustrations so you will be able to point him out during the Picture Walk in the After Reading subcomponent.

Interactive Story Reading

Before Reading

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

The title of our story today is *Hush!* That's the name of the story. The author is Minfong Ho. She wrote the words for the story. The illustrator is Holly Meade. 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 *Hush!* T-P-S: When someone tells you to hush, what does he or she want you to do? The person usually wants you to be quiet. Let's look at the illustration on the cover. T-P-S: What do you see? It looks like a mother is saying hush because she wants her baby to be able to sleep.

T-P-S: What might be making noise that will wake the baby up? Let's read the story to find out if your ideas are in there.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 7: T-P-S: **What do you think the mother will say to the cat under the house?**
 - Page 13: T-P-S: **Who do you think is sniffing in the sty?** You may want to guide children to realize that a sty is a place for a pig.
 - Page 23: T-P-S: **What do you think the elephant will do?**
 - Page 29: T-P-S: **How do you think the story will end?**

After Reading

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

T-P-S: Why does the mother fall asleep at the end of the story?

In the beginning of the story, the mother tells the mosquito not to come weeping near her baby. T-P-S: What might the word “weeping” mean?

“Weeping” is another word for crying. T-P-S: Do you think a mosquito’s weeping will wake a baby? Why (or why not)?

- Turn back to the beginning of the story. Take a Picture Walk, pointing out the baby on pages 5, 8, 10, 14, 16, 19, 20, 25, and 30. Ask children what they notice about the baby in these illustrations.

The mother in this story is busy telling all the animals to hush so her baby can sleep. T-P-S: What do you notice about the baby? The baby isn’t asleep at all!

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



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

When I’m Doing Math

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

Math Moments

Math word(s):
count on

Count with Curiosity

- Introduce the way children will count this week.

We have counted by 5s to 50 before. This week we will count by 5s all the way to 100! Curiosity will show us how!



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction

- Introduce the skill for the week. Then guide children in counting from one to twenty.

This week we will work on our numbers up to 20. Let’s get ready by counting to 20, starting with the number 1.

- Introduce today’s activity.

Now we are going to play a game that will help us count to 20 in a special way. Sometimes we will start with the number 1, and sometimes we will start with another number! This is called counting on.

Partner Practice

- Distribute a number line 1–20 to each child. Show a number card, and have children name the number. Ask them to put their fingers on that number on their number lines and check their partners’ choices. Then have them start with that number as they count to 20 aloud.

EXAMPLE:



Show the number 16. WGR: **What is this number called? 16. Put your finger on the number 16 on the number line. Check your partner to make sure that he or she is on the right number. Now we will start with that number and count on until we get to 20. Ready? 16, 17, 18, 19, 20.**



- Repeat the steps, randomly choosing another initial number 1–20 each time.
- Award paw points if most children help their partners when needed and are able to successfully count on from a given number.



- Reinforce counting skills by showing the video “Counting On—Video 1.”



TRANSITION

Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember.

Brain Game: What Is Missing?

Select items with which children are familiar (theme related), and place them on a tray. Gather children so they can easily see the tray. Give children twenty to thirty seconds to study the tray. Ask children to cover their eyes, and remove an object. When they open their eyes, allow children to talk with their partners to determine what is missing.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that people live in all parts of the world.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “question.” Remember that a question is what we ask when we want an answer to something. T-P-S: When did we ask a question today?



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

Theme Learning Extension



- Introduce and play the “Different Ways to Get to School” video.

Today we started learning about people in other parts of the world. Now we will watch a video that shows us how children from all around the world get to school.

- After showing the video, have children talk to their partners about what they saw in the video.

T-P-S: What different ways did the children get to school in the video? By school bus, city bus, truck, bike, car, boat, river taxi, and cart (motorized or pulled with horses or camels).



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

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

I’ll Miss You

(Tune: “This Old Man”)

I’ll miss you. (Point to class.)

You’ll miss me. (Point to self.)

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

Day 2 | Ready, Set

Learning Focus

People around the world speak different languages.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> CD: <i>Jambo and Other Call and Response Songs and Chants</i> by Ella Jenkins Globe or world map CC Activity Card: Wonderful Word picture card for "speak" CC Activity Card: Letter card for "Qq"
Getting Along Together	<ul style="list-style-type: none"> No materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable) Small-group instruction: Large bulletin board paper, paper towels, large shallow trays partially filled with tempera paints
STaR	<ul style="list-style-type: none"> Trade book: <i>Hush!</i> by Minfong Ho
Math Moments	<ul style="list-style-type: none"> Number lines 1–20 (from day 1), one per child Number cards 1–20 (appendix), one set per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: dog

Day 2


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Counting On

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Go

- Same as day 1

Art Lab: My Own Country Flag

- Same as day 1

Science Lab: Where in the World?

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

The first part of last night's show was about the different ways that people get to school. T-P-S: Can you name two different ways to get to school that you saw in the show last night? *You could get to school by boat, bus, truck, bicycle, cart, car, or by walking.*



- 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, “Ain’t No Bugs on Me.”

Let’s pretend to give a pet a bath as we sing and dance along with the song.



- Play the “Ain’t No Bugs on Me” 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):

Speak*

talk

Curiosity’s Clues

- Bring Curiosity to the group.

Curiosity: **Jambo, friends!**

Teacher: **Jambo? What does that mean, Curiosity?**

Curiosity: **It means hello in Swahili.**

Teacher: **Oh, well then, hello to you too. But what is Swahili?**

Curiosity: **Swahili is a language that people speak in faraway countries like Kenya. Kenya is a country in Africa.**

Teacher: **That’s right, Curiosity! Swahili is a language that is spoken in other places in the world. Today we will learn about the different languages that people speak around the world.** Show children where Africa is located on the globe. Swahili is spoken in Uganda, Kenya, and Tanzania.

Learning with Curiosity

- Introduce the “Counting in Swahili” song.

People around the world speak different languages. In our country, the United States of America, most people speak English. Many people also speak other languages, such as Spanish and Chinese.

There are many other languages spoken in the world. Curiosity taught us how to say hello in Swahili. Now we will listen to a song that will teach us how to count in Swahili.

- Play the “Counting in Swahili” song from the *Jambo and Other Call and Response Songs and Chants* CD. Encourage children to repeat the numbers in Swahili. If possible, allow children to practice the song two or three more times.



- Play the “Global Grover: Mexican Puppets” video.

We just learned how to count in Swahili. Now we will watch a video of people from Mexico. In Mexico, people speak Spanish, just like some people in our country. Let’s listen closely to hear the Spanish language that the people in the video are speaking.

Wonderful Word



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

Our Wonderful Word today is “speak.” “Speak” means to talk. When you speak, you say words aloud. People speak different languages around the world.



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

Does everyone in the world speak the same language?

- Point to the question mark in the Daily Message.

This is a question mark. We’ve seen question marks before. Trace over the question mark with a pointer or your finger. It looks like a hook with a dot. Draw a question mark in the air with me. Use your pointer finger to draw a question mark in the air with children. Go around like a hook, and make a dot at the bottom. Remember that a question means you are asking for an answer to something. When you see a question mark, it means that the sentence is asking a question.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “q” by showing the “Worms in Space: Q” video.



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



Getting Along Together

GAT word(s):
friend

Active Instruction



- Show the “Word on the Street: Friends” video to introduce the topic of being a good friend.

We are going to watch a video that we saw at the beginning of the school year. As you watch the video, think about what makes a good friend. After playing the video, use Think-Pair-Share to ask:



T-P-S: What makes a good friend? *A good friend listens to you, likes you, plays with you, and thinks it’s OK if you like different things.*

Yes, a good friend listens to you, cares about you, shares with you, and plays with you. It’s wonderful to have a good friend!



- Play the “Rhyme Time: If You’re Friendly and You Know It” video to remind children about being friendly.

Remember to be friendly, share, and try to make new friends.

Partner Practice

- Have children share how they are a good friend. Gather children to form a big circle.

We are making a friendship circle. We will go around the circle and share what makes us a good friend. For example, you might say, “I share,” or “I listen.” I will go first. I am a good friend because I smile. Have the child to your right go next, and continue around the circle until each child has had a chance to share.

We have some really good friends in this classroom. Try to do something today to be a good friend.



- Look for opportunities to award paw points to children who show the qualities of a good friend 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.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

EXAMPLES:

Airport: I see that you are waiting at the gate again. I know you flew to Africa yesterday. Where are you going today?

Let's Play House: So you all are speaking in another language again in your house. I noticed that yesterday. What country is your home in?

Small-Group Instruction

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

Basic word(s):

blue
green
orange
purple
red
yellow

Handprint Rainbow

- Explain that while we live on a huge planet, Earth, we are all part of one big family.
- Tell children that we will create a handprint rainbow to show that our differences, like the different colors of the rainbow, make us one beautiful group.
- Model how to gently dip each of your hands lightly into the paint trays and lift them, allowing the extra paint to fall back into the tray.
- Demonstrate how to place your hands on the bulletin board paper and gently press to create side-by-side handprints.
- As children put their handprints on the paper, be sure to monitor the position of their hands to create a rainbow shape.

Note: Each level of the rainbow should be the same color, so be sure that children are using the same color paint for each hand and that they are using various colors to create a balanced rainbow.



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):
weeping

Hush!

Author: Minfong Ho

Illustrator: Holly Meade

Review

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

The title of this story is one word. We can tell what that word is when we look at the mother in the illustration. Let’s read the title of the story together: *Hush!* The author of this story is Minfong Ho, and the illustrator is Holly Meade.

- Review the story vocabulary that you introduced yesterday.

The mother in this story tells all the animals to be quiet so her baby can sleep. When she hears the mosquito, she tells it to stop weeping. Show your partner how you look when you are weeping.

Story Retell

- Hold up the cover of the story *Hush!*, and tell children that they will jump right in to help you read the story today.
- Open the book to the title page, and point out the subtitle, “A Thai Lullaby.”

The author of this story calls it a lullaby. A lullaby is a special song you sing to help a baby go to sleep. Many lullabies have words in them that a parent says or sings over and over.

In this story, the mother says the same thing over and over to each animal that she tells to hush. Today when I read the story, I will read parts of it and then stop so you can jump right in to finish it. Let’s practice the parts you will say.

- Invite children to repeat the two sentences they will recite while you read: “Can’t you see that Baby’s sleeping?” and “My baby’s sleeping right nearby.”
- Read the text on pages 2–4, pausing for children to jump right in at the appropriate times. At first, you may need to read the repetitive text with them and gradually lower your voice as they become more confident of the words.
- Conclude this activity by using Think-Pair-Share to have children name a lullaby they know. If you have a favorite lullaby that children know, such as “Hush, Little Baby,” invite them to sing it with you.



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



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction



- Distribute a number line to each child. Review yesterday’s activity.

Yesterday we played a game where I showed you a number card. Let’s play that again with this number. Show a number card from one of the number card sets. WGR: **What is this number called? Replies.** **Put your finger on the (number) on the number line. Check your partner to make sure that he or she is on the right number. Now we will start with that number and keep counting until we get to 20. Ready?** Lead children in counting from the number drawn to 20.

Partner Practice

- Distribute a set of number cards 1–20 to each partnership. Explain today’s activity.

Today you will play the game with your partner. One person will be the teacher, and the other will be the student. The teacher should show a number card and ask, “What is this number called?” The student will name the number and then find it on the number line. Together you will count from that number to 20. You and your partner will take turns being the teacher and the student.



- Monitor as children play, and provide assistance as needed.
- Award paw points if most children are able to successfully complete the activity’s steps.



- Reinforce counting skills by showing the video “Counting On—Video 2.”



Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that people around the world speak different languages.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “speak.” Remember that to speak means to say words aloud. T-P-S: When did you speak today?



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

Theme Learning Extension



- Show the “Quincy’s Letter Q” video to review the sound and shape of the letter “q.”

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

- Encourage children to find things in the classroom that begin with the /q/ 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 /q/ sound.

- Allow children to walk around the room and look for objects that begin with /q/. If they find one, they should stop in front of the object and raise their hands. If a child finds an object that begins with a “c” or “k” (like a cabinet or kite), acknowledge that the object begins with the /q/ sound.

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

Children around the world play with different kinds of games and toys.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Hush!</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Soccer ball Trade book: <i>Whoever You Are</i> by Mem Fox CC Activity Card: Wonderful Word picture card for "game" CC Activity Card: Letter card for "Qq"
Getting Along Together	<ul style="list-style-type: none"> No additional materials
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Cazuela That the Farm Maiden Stirred</i> by Samantha R. Vamos Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Large number line 1–20 (See To Be Prepared.) Paper large enough to hide the number line
Question/Reflection	<ul style="list-style-type: none"> Box containing a small toy or other treat, wrapped with four layers of different kinds of paper Music source (CD or digital music player) that can easily be started and stopped Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Hush!* If an adult is available to read the book, have him or her encourage children to repeat the repetitive text from the story as he or she reads.

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Counting On

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Go

- Same as day 1

Art Lab: My Own Country Flag

- Same as day 1

Science Lab: Where in the World?

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

The math part of last night's show asked you to count on from the number 5. T-P-S: Can you count on from the number 5? Six, 7, 8, 9.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce 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. Then 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):

game*
language

Basic word(s):

sports

Curiosity's Clues

- Bring Curiosity to the group with a soccer ball.

Teacher: Curiosity, I see that you brought a soccer ball with you today. Is that a clue about what we will learn today?

Curiosity: Yes, I brought this soccer ball with me today because people all around the world play soccer. Today we will learn about different toys that people around the world play with and the games they like to play.

Teacher: That's true, Curiosity. Did you know that soccer is the most popular sport in the whole world? That means more people on the earth play and watch soccer than any other sport. In other countries where they speak different languages, soccer is called football.

Learning with Curiosity

- Invite children to tell what they think are similarities and differences they have with children in other parts of the world.

Our Earth is a big place, and children like you live all over it. T-P-S: How do you think children in other parts of the world are similar, or like, you? What are things that you think you do that are the same?



T-P-S: How do you think you are different from children in other parts of the world?



- Use the sharing sticks to select children to share about how children from other parts of the world are similar or different.
- Read *Whoever You Are* by Mem Fox aloud to children, showing them the illustrations of children and people from around the world. Ask children how the people in the illustrations are similar or different to them.
- Explain that children all over the world play games and with toys, just like them. Point out that some games and toys are found all over the world, and other games and toys are found only in some countries.



- Play the “Global Grover: Cricket” video.

Now we will watch a video about a sport called cricket. Not many people play cricket in the United States, but it is very popular in many other countries.

(After the video) T-P-S: **Can you think of a game that is very popular in the United States that is a lot like cricket?** *Baseball.*

Wonderful Word



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

Our Wonderful Word today is “game.” A game is something that people play to have fun.



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

What kinds of games do people play around the world?

- After presenting the Daily Message, have children count the words in the message aloud with you.

There are a lot of words in our message today. Let’s count them!

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “q” by showing the “Letter Q Airplane” video.



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

Getting Along Together

GAT word(s):
include

Active Instruction

- Introduce the topic of including others.

This week we have been talking about ways to be a good friend. One thing we should always do is include others. No one likes to feel left out.



- Introduce and show the “Do You Want to Play?” video.

We are going to watch a video that is one of our Home Link stories. You may have heard this story when you watched your Home Link shows during our *Healthy Me!* unit. The story is called “Do You Want to Play?”

Partner Practice

- Have partners discuss the answers to each of the following questions about the story.



T-P-S: What does Joshua’s mother suggest when he tells her that nobody likes Frankie? *She suggests that Joshua try to be a friend to Frankie.*

T-P-S: What happens when Joshua invites Frankie to play dress up? *Frankie joins Joshua and his friends, and they have a great time dressing like wizards.*

- Point out that Joshua includes Frankie.

By reaching out and including Frankie, Joshua ends up making a new friend.

Talk about ways to include others in classroom activities.

We have been working hard all year to work together and cooperate. An important part of cooperating is making sure that we include others. We include others when we invite them to play and do activities with us.

During the day, look for chances to include others in activities. We want to continue to build a cooperative classroom where everyone is included.



- Award paw points to children who include others in activities 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.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

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):
maiden

The Cazuela That the Farm Maiden Stirred

Author: Samantha R. Vamos

Illustrator: Rafael López

This cumulative tale describes a farm maiden's experience making rice pudding. As the process moves forward, many Spanish words are introduced for the names of the animal characters and the ingredients used to make the pudding. Your children will have fun hearing and repeating the Spanish words as they follow the story of the farm girl.

Interactive Story Reading

Before Reading

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

The title of our story today is *The Cazuela That the Farm Maiden Stirred*. That's the name of the story. The author is Samantha R. Vamos. She wrote the words for the story. The illustrator is Rafael López. 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.

There are some words in the title that you may not know. One word is “cazuela.” Yesterday we learned that people around the world speak different languages. The word “cazuela” is a Spanish word. It is the word that Spanish-speaking people use for a cooking pot.

Another word you may not know is “maiden.” A maiden is a young woman who isn’t married. So now we know that this story is about a young woman who stirred a cooking pot.



Let’s look at the cover of the story *The Cazuela That the Farm Maiden Stirred* to see if we can get some ideas about the story. T-P-S: What do you think the story may be about? When we read the story, we will find out if your ideas are in it.

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. Where possible, point to the animal or ingredient for which there is a Spanish word as you read the text.
 - Page 5: **The maiden is milking the cow. She will give the milk to the goat to make butter. Where do you think the goat will put the butter?**
 - Page 11: T-P-S: **What do the duck and donkey get for the cazuela from the hen?**
 - Page 18: **After the maiden puts all the ingredients in the cazuela, everyone is dancing and playing musical instruments. No one watches the pot as it cooks. The cazuela sputters and bubbles. T-P-S: What do you think happens next?**
 - Page 22: **The farmer and the animals said “Gracias” to the farm maiden for making the arroz con leche; they said “Thank you” to her for making rice pudding.**

After Reading

- Review the STaR and Spanish vocabulary in the story.

In this story, the farmer and the farm animals all pitch in to help the young woman make rice pudding. T-P-S: What word did we hear over and over in the story that means young woman? In this story, the young woman is called a maiden.
- Turn back to the beginning of the story, and provide the pronunciation and translations for some of the Spanish words in the story.

Let’s say some of the Spanish words in the story and find out what they mean.
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



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



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction

- Review counting on from a given number to 20.

We have been using number lines to help us count to 20, sometimes starting at 1 and sometimes starting at other numbers. Let’s see if you can count without looking at a number line, starting with the number 16. Have children count from sixteen to twenty.

Now let’s start at 11. Have children count from eleven to twenty.

Partner Practice

- Show the large number line you have made.

Today I will hide some of the numbers on my number line. You will tell me what numbers are hidden. Close your eyes.

- Cover a section of the number line from any number all the way to 20.

Now open your eyes. T-P-S: Tell your partner which numbers are missing.

- Use the sharing sticks to select a child to tell which numbers are missing. Then have the whole class say the missing numbers together. Award paw points if most children identified the missing numbers.
- Repeat this process, covering several other selections of numbers.
- Reinforce counting skills by showing the video “Counting On—Video 3.”



Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember.



Question/Reflection

Basic word(s):
parcel

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that people around the world play with different types of toys and play many kinds of games.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “game.” Remember that a game is something that people play to have fun. T-P-S: When did we hear the word “game” today?

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



Theme Learning Extension

- Introduce the game, Pass the Parcel.

We have been talking about games that people play in different places. Today we will play a game that is popular in the United Kingdom. Show the United Kingdom (Northern Ireland, England, Scotland, and Wales) on the globe. The game is called Pass the Parcel. A parcel is a box wrapped with paper.

- Explain the rules. Have children sit in a circle. Show the parcel that you wrapped.

This is our parcel. It has a special treat inside. You can see that the parcel is covered with paper. What you can’t see is that it is wrapped with more than one layer of paper. When we take this paper off, there will be more paper underneath it.

We will pass the parcel from one person to the next while I play some music. When the music stops, the person holding the parcel will remove a layer of paper. Then we will start the music and pass the parcel again. The person who removes the last layer of paper will get to open the box and keep what is inside.

- Play the game. Try not to look at children when you stop the music so the child who gets to remove a layer of paper will be random. Provide assistance to ensure that only one layer of paper is removed at a time.

- Introduce and play the “Global Grover: Malaysia” video.



We have talked about many different games that people play around the world. Now let's watch this video about people in Malaysia who make a fun toy to play with.

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

People around the world wear different kinds of clothing.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Sombrero or other article of clothing from another culture Concepts-of-print book: <i>Where Are We Going? Japan</i> by Barbara Wasik (class set) CC Activity Card: Wonderful Word picture card for "fabric" CC Activity Card: Letter card for "Qq"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Cazuela That the Farm Maiden Stirred</i> by Samantha R. Vamos
Math Moments	<ul style="list-style-type: none"> Large number line 1–20 (from day 3) Number lines 1–20 (from day 1), one per partnership Construction paper, one sheet per partnership
Question/Reflection	<ul style="list-style-type: none"> Trade book: <i>Children Around the World</i> by Donata Montanari Cool Kid certificate and marker Home Link animal stamp: lamb

Day 4


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Counting On

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Go

- Same as day 1

Art Lab: My Own Country Flag

- Same as day 1

Science Lab: Where in the World?

- 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.

There was a song about a boy named Quincy and the letter “q” in last night’s show. T-P-S: Can you remember one of the words from the song that start with the letter “q”? “Quincy,” “quail,” “queen,” and “quilt” are words in the song that start with the letter “q.”



- 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, The Cat Came Back.

Today we'll hear our song called "The Cat Came Back" about a cat that keeps coming back to its owner. Let's see if we can move our bodies in ways that match the music.

Remember, the singer sings parts of the song over and over again. When you hear the part of the song that repeats, you may want to sing along.



- Play the video "The Cat Came Back."



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

Theme-related word(s):

cloth
clothes
fabric*
sombrero

Basic word(s):
wear

Clues & Questions

Curiosity's Clues

- Bring Curiosity to the group wearing a sombrero (or other article of clothing from another culture).

Teacher: **Oh, that's an interesting hat you have on, Curiosity! I don't know if I have ever seen a hat like that. What kind of hat is that?**

Curiosity: **It's called a sombrero. Some people in Mexico wear sombreros to keep the hot sun off their heads. I got this sombrero when my family went to visit my cousin in Mexico. I saw many people there wearing sombreros just like this one.**

Teacher: **Is the sombrero a clue about what we will learn today?**

Curiosity: **Yes, it sure is! Today we will learn that in different places, people wear different kinds of clothing.**

Teacher: **That's right, Curiosity! People around the world wear many different kinds of clothing. Clothing is made of fabric, which is cloth. Some places are hot, and people who live in hot places usually wear light clothing to help them stay cool. In cold places, people wear warm clothing and heavy coats to keep them warm.**

Learning with Curiosity

- Introduce the concepts-of-print book *Where Are We Going? Japan* by Barbara Wasik.

The title of this book is *Where Are We Going? Japan*. The author is Barbara Wasik. This title has a question mark in it. Point to the question mark in the title. **We have seen question marks in our Daily Messages. We know that a question mark means that a sentence is asking a question. The question here is "Where are we going?" The author also answers the question in the title. We are going to Japan.** Show Japan on the globe. **As we read this book, let's look at the different clothing that people are wearing in the pictures.**



- Play the "Global Grover: Jamaica Tie Dye" video.

Today we have been talking about the different kinds of clothing that people around the world wear. In this video, you will see people from Jamaica dying fabric clothing. Show Jamaica on the globe.

Wonderful Word



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

Our Wonderful Word today is "fabric." "Fabric" is another word for cloth. It's what people use to make clothing. Fabric comes in many different colors and patterns.



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

People use many different kinds of fabric to make clothing.

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

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “q” by showing the video “The Letter Q Day.”



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 “People Are People” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Identify Beginning Sounds

- Introduce the game Stand Up, Sit Down.

Today we are going to play Stand Up, Sit Down. I will ask you whether two words from our rhyme begin the same. If they begin the same, you will stand up. If they do not begin the same, you will sit down. Are you ready?

- Play the game. You may want to use the following suggested word pairs.

people	pony	<i>(Stand up.)</i>
wear	pear	<i>(Sit down.)</i>
say	sit	<i>(Stand up.)</i>
like	look	<i>(Stand up.)</i>
like	night	<i>(Sit down.)</i>
many	mom	<i>(Stand up.)</i>
people	toys	<i>(Sit down.)</i>
like	table	<i>(Sit down.)</i>



- Award paw points if children successfully identified the initial sounds in words.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

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):
maiden

The Cazuela That the Farm Maiden Stirred

Author: Samantha R. Vamos

Illustrator: Rafael López

Review

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

Yesterday we read this story about a young woman who made rice pudding. The title of the story is *The Cazuela That the Farm Maiden Stirred*. Samantha R. Vamos wrote the words, and Rafael López drew the illustrations.



- Review the story vocabulary that you introduced yesterday.

The main character in the story is called a maiden. T-P-S: What does the word “maiden” mean? A maiden is a woman who is not married.

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, each of you will be one of the characters, and you will act out what the characters do each time I read about them.

- Assign partnerships to play the roles of the characters. Depending on the size of your group, you may have to assign more than one partnership to play certain roles.

<u>Characters</u>	<u>Actions</u>
Farm maiden (campesina)	<i>Various, depending on the part of the story</i>
Goat (cabra)	<i>Churning</i>
Cow (vaca)	<i>Talking to goat</i>
Duck (pato)	<i>Walking to market</i>
Donkey (burro)	<i>Picking a lime from a tree</i>
Hen (gallina)	<i>Grating the lime</i>
Farmer (campesino)	<i>Planting rice, caring for hen</i>
Goat (cabra)	<i>Giving out spoons</i>
Hen (gallina)	<i>Singing</i>
Duck (pato)	<i>Beating a drum</i>
Donkey (burro)	<i>Playing a banjo</i>
Cow (vaca)	<i>Shaking a maraca</i>
Farm maiden (campesina)	<i>Dancing</i>
Farmer (campesino)	<i>Dancing</i>



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction



- Review the hidden-number activity.

Yesterday I hid parts of this number line, and you had to say what numbers were hidden. Let’s do another one together. Close your eyes. Hide a section of numbers. Now open your eyes. WGR: What numbers are missing? Let’s say them together.

Partner Practice

- Distribute a number line and sheet of construction paper to each child.

Today you will play the game with your partner. One of you will be the teacher, and the other will be the student. The student will close his or her eyes while the teacher covers part of the number line. Then the student will open his or her eyes and tell what numbers are missing. You and your partner will take turns being the teacher or the student.



- Monitor as children play, and provide assistance as needed.
- Award paw points if most children successfully completed the activity's steps.
- Reinforce counting skills by showing the video "Counting On—Video 4."

Have children play this week's brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that people around the world wear different kinds of clothing.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "fabric." Remember that fabric is what people use to make clothing. T-P-S: When did we hear the word "fabric" today?



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

Theme Learning Extension

- Display the book *Children Around the World*.

We have seen this book, *Children Around the World*, before. As we go through the pages of the book, let's pay close attention to the different clothing that the children are wearing.

- Take a Picture Walk through the book, pointing out the various clothing that each child is wearing in the pictures. Note similarities and differences in the children's attire.

T-P-S: Why do people in different places wear different kinds of clothing?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Introduce and play the “New Year’s Stilt Parade” video.

Today we have been learning that people in different places around the world wear different kinds of clothing. Now let’s watch this video about people wearing very special clothing for a celebration.

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

People around the world eat different kinds of foods.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>The Cazuela That the Farm Maiden Stirred</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Slice of bread Trade book: <i>Bread, Bread, Bread</i> by Ann Morris CC Activity Card: Wonderful Word picture card for "food" CC Activity Card: Letter card for "Qq"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> <i>Whoever You Are</i> by Mem Fox or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Curiosity's treasure map (appendix) Treasure hunt clues (appendix)
Question/Reflection	<ul style="list-style-type: none"> Foods from other cultures to sample Chart or bulletin board paper with foods listed Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The Cazuela That the Farm Maiden Stirred*. Encourage children to act out the different parts of the story as they look at the pictures in the book.

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Counting On

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Go

- Same as day 1

Art Lab: My Own Country Flag

- Same as day 1

Science Lab: Where in the World?

- 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.

Grover learned to tie dye T-shirts in last night's show. T-P-S: Do you remember the name of the island that Grover visited and where he learned to tie dye? Jamaica.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 **Move It!**

- Introduce today’s Move It! activity, Elmo’s Got the Moves.

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



- Play the “Elmo’s Got the Moves” video.



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

 **Clues & Questions**

Curiosity’s Clues

- Bring Curiosity to the group with a slice of bread behind her back.

Teacher: **Curiosity, did you bring something for us today?**

Curiosity: **Yes, I brought something that will give us a clue about what we will learn today. I want to see if the children can guess what I have. Here are my clues:**

- **My mother bought a loaf of it at the grocery store.**
- **I like to toast it and put butter and jelly on it.**
- **It’s soft and has a crust.**

WGR: **What does Curiosity have? Bread.**

Teacher: **That’s right. Curiosity brought bread with her because today we will learn about the different foods that people eat around the world. Show the slice of bread to children. In our country, many people**

Theme-related word(s):

food*

Basic word(s):

bread



eat bread in slices, like this. But in other countries, people make bread very differently.

Learning with Curiosity

- Display the book *Bread, Bread, Bread* by Ann Morris.

The title of this book is *Bread, Bread, Bread*. The author is Ann Morris. People all around the world eat bread, but they eat it in many different ways. As we read the book, let's see all the different ways that people around the world eat different kinds of bread.

- Read the book, calling particular attention to the pages that show people of different cultures. Point out the different clothing, cooking methods, and surroundings in the photographs.
- Introduce and play the “Family Making Noodles” video.



In China, many people eat noodles. Let's watch a video of a family making Chinese noodles.

Wonderful Word



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

Our Wonderful Word today is “food.” Food is what we eat to give us energy.



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

People around the world eat different kinds of food.

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

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

Letter Links



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

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

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

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

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



- Reinforce the sound and shape of the letter “q” by showing the “Tutu Letter Q” 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 “People Are People” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Identify Beginning Sounds

- Review the game Stand Up, Sit Down.

We are going to play Stand Up, Sit Down again today. I will ask you whether two words from our rhyme begin the same. If they begin the same, you will stand up. If they do not begin the same, you will sit down. Are you ready?

- Play the game. You may want to use the following suggested word pairs.

wear	run	<i>(Sit down.)</i>
what	wash	<i>(Stand up.)</i>
say	see	<i>(Stand up.)</i>
like	speak	<i>(Sit down.)</i>
people	world	<i>(Sit down.)</i>
like	listen	<i>(Stand up.)</i>
many	moon	<i>(Stand up.)</i>
like	do	<i>(Sit down.)</i>



- Award paw points if children successfully identified the initial sounds in words.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

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 *Whoever You Are* by Mem Fox.
- 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: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity.

Problem Solving

- Bring out Curiosity, the treasure map, and the clues. Introduce today’s problem.

Curiosity is very excited today because she found a treasure map and some clues! She would like us to help her find the hidden treasure. Point to the sticky notes. The treasure is hidden underneath one of these boxes.



- Read each clue one at a time. Use the sharing sticks to select children to come up and show where Curiosity should go on the map after each step.



- Lift the sticky note after all the steps have been completed.

- Award paw points if the hidden treasure is revealed.



- Reinforce counting skills by showing the “Martian Counts to 13” video.



Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that people around the world eat different foods.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “food.” Remember that food is what we eat to give our bodies energy. T-P-S: When did we hear the word “food” today?



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

Theme Learning Extension



- Introduce and play the “Global Grover: Egyptian Farm” video.

We have been learning about the different foods that people eat around the world. Let’s watch a video about a farm in the country of Egypt to learn about the food they grow there.

- After watching the video, introduce the food-sampling activity.

Now we will try some foods from other countries. I will give you some things for you and your partner to try. Talk to each other about the food and what you liked or didn't like about it.

- Provide different foods for children to sample. Have partners talk to each other about the different foods.
- Use the sharing sticks to select children to tell whether they liked each food. Encourage them to say their responses in complete sentences and to tell why they did or did not like the food. Award paw points if children are able to share their opinions about the foods.



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

People around the world live in different kinds of homes.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Sand, cookie sheets • Math Lab: Rulers, measuring tapes, various items to measure, pencils, paper • Writing Lab: Around the World class book pages (appendix), crayons, pencils, markers • Art Lab: Long piece of bulletin board paper, crayons, markers • Science Lab: Palm tree cutouts (appendix), craft sticks, construction paper, counting bears or other figures
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • Inflated balloon
Clues & Questions	<ul style="list-style-type: none"> • Curiosity's house • Squeaky puppet • Squeaky's house (See To Be Prepared.) • Trade book: <i>Homes Around the World</i> by Max Moore • CC Activity Card: Wonderful Word picture card for "kinds" • CC Activity Cards: Letter cards for "Kk," "Ll," "Gg"
Rhyme Time	<ul style="list-style-type: none"> • Rhyme card for "The Crooked Man" (optional)
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for Construction Zone, Dress Up
STaR	<ul style="list-style-type: none"> • Trade book: <i>Madeline</i> by Ludwig Bemelmans • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • CC Activity Card: Scenario card for Construction Zone (from unit 2) or IWB access • Linking cubes (enough to measure the length of Curiosity's house) • Pencil • Curiosity's house
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Letters

- Demonstrate for children how to use your pointer finger to form letter shapes in the sand.

Math Lab: Measuring Station

- Encourage children to use measuring tapes and rulers to measure the objects at the lab and to record the determined measurements.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Around the World Class Book

- Encourage children to create a page about a place they would like to go in the world for a class book. Have each child write his or her name on a page for the class book, and help him or her write the name of the place that he or she would like to visit as needed. The child can then draw a picture on the page.

Art Lab: Homes Around the World Mural

- Invite children to use the drawing materials and the long paper provided to create a class mural of different kinds of homes from around the world.

Science Lab: Life in the Desert

- Have children work at the sand table. Explain that some people live in the desert; they live in tents. Show children how they can create tents by folding the construction paper in half and standing it in the sand with the folded side up. Invite children to make trees by gluing or taping the palm tree cutouts to craft sticks and sticking them in the sand. Encourage them to engage in pretend play by having the counting bears (or other figures) go in and out of the tents, etc.

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.



- Have children spread out in the classroom. Introduce the activity.

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

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



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



Clues & Questions

Theme-related word(s):

adobe
kinds*

Basic word(s):

brick
home
house
straw
wood

Curiosity's Clues

- Bring Curiosity and Squeaky to the group with each of their houses.

Curiosity: Squeaky and I are confused. We want to know why our houses look so different. Squeaky lives in a hole in a tree, and I live in my house that looks like a box. Why are our homes so different?

Teacher: Well, Curiosity, you and Squeaky live in different places. You live in our classroom, and your home is just right for you. Squeaky lives in the forest with his family. He lives in a tree so he can be safe and warm.

Curiosity: Oh, I get it. Sometimes, if you live in different places, you have different kinds of homes.

Teacher: Exactly! That's what we will talk about today, Curiosity.

Learning with Curiosity

- Explain that in different places, people live in different kinds of homes.

We will learn that people around the world live in different kinds of homes. Some people live in hot places, and they live in homes that are open to let air go through. Other people live in cold places like our friend Chilly. In cold places, people live in homes with thick walls to help them stay warm.

- Introduce and display the book *Homes Around the World* by Max Moore.

We can learn about some of the different kinds of homes in the world with this book. The title is *Homes Around the World*. The author is Max Moore. As we read the book, let's look at the photographs to see all the different kinds of homes there are in the world.

- Read the book aloud to children. Point out the various types of homes in the photographs.
- Call attention to the similarities and differences of the homes in the book and how they fit the various environments in which they are located.

- Play the "Homes: City, Jungle, Igloo" video.

In the book we just read, we saw that people around the world live in many different kinds of homes. Let's watch a video to see what other kinds of homes people in other countries live in.



Wonderful Word

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

Our Wonderful Word today is “kinds.” “Kinds” is another word for “types.” We watched a video about many kinds of homes.



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

People around the world live in different kinds of homes.

Letter Links

- Have Curiosity provide clues about the letter “k.” 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 “Kk,” “Ll,” and “Gg.”

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

- Both of my shapes have straight lines.
- Both of my shapes look almost alike.
- Both of my shapes have three straight lines.



WGR: What letter am I? “K.” “K” 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 “k” by showing the “Goldmine: K is for Kite” 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 man who lives in a different kind of house. It’s called “The Crooked Man.” When we say this rhyme, listen carefully to the sounds in the words that rhyme.

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



The Crooked Man

There was a crooked man, (Bend over to appear crooked.)
And he walked a crooked mile, (Walk in place.)
He found a crooked sixpence (Pretend to pick something up from the ground.)
Against a crooked stile.

He bought a crooked cat,
Which caught a crooked mouse,
And they all lived together
In a crooked little house.

Develop Phonemic Awareness—Sound Blending

- Introduce Say-It-Fast.

Today we are going to play Say-It-Fast. I will say the sounds in 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., *man*. Make a clear pause between each sound. Repeat the sounds /m/, /a/, /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 sounds, /m/.../a/.../n/, /m../a../n/, /m/./a/./n/.

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

I will say the part of the rhyme with the word “man” very slowly, and you will say it fast to finish this part of the rhyme. Recite the line in which the word “man” 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:

/m/ /ī/ /l/ (mile)

/s/ /t/ /ī/ /l/ (stile)

/c/ /a/ /t/ (cat)

/h/ /ou/ /s/ (house)

- 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 the 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.

Construction Zone: You can be home builders in the blocks area today, but you might pretend to build homes in another part of the world. Think about the different kinds of homes we saw this morning. Maybe you will build an igloo or a mud hut instead of a traditional house.

Dress Up: How do people in other countries dress? In the dress-up area, pretend that you live somewhere else. What clothes will you wear? You can look at the pictures in the books to see what the clothes in other countries look like.

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.

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 the new scenarios by joining in yourself.

EXAMPLES:

Construction Zone: I'm from the town building office. I would like to see the (something from the child's plan) that you are building. Can you tell me how you built it?

Dress Up: Hi. I would love to find something to wear on my trip to the desert. Everyone wears head coverings there to protect them from the harsh sun and sand. Do you have something I could try on?



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):

disaster

scar

Madeline

Author and illustrator: Ludwig Bemelmans

This children's classic is the story of a little girl who fears nothing and sees every day as an adventure. Even a trip to the hospital for surgery doesn't get her down.

Interactive Story Reading

Before Reading

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

The title of our story today is *Madeline*. That’s the name of the story. The author and illustrator is Ludwig Bemelmans. He wrote the words and drew 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.



Let’s look at the front cover of this book to see if we can get some ideas about the story. T-P-S: What do you see in the illustration?

Point out the Eiffel Tower in the illustration. **This is a very tall tower in the city of Paris. Because the author drew this tower on the cover, it helps us to know that the girls in the story are in Paris in the faraway country called France.**



Think aloud: **I see some little girls walking with a grown-up. One little girl is turning around like she is looking at us. The name of the story is *Madeline*, and I know that Madeline is a girl’s name. I wonder if this little girl is the Madeline in the story. WGR: How can we find out if this girl is Madeline?**

Let’s read the story about Madeline!

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 8: T-P-S: **Have you figured out which girl is Madeline yet? Why (or why not)?**
 - Page 17: T-P-S: **What do you think will happen next?**
 - Page 22: T-P-S: **What’s another name for the car with the red light? It’s an ambulance. T-P-S: Where is the ambulance taking Madeline?**
 - Page 33: **Madeline has a mark on her stomach from the operation she had to take out her appendix.**
 - Page 41: **Miss Clavel is afraid of a disaster. She is worried that something terrible has happened. T-P-S: What disaster do you think she will find when she gets to the little girls’ bedroom?**

After Reading

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

T-P-S: Why do all the little girls want to have their appendix out?

Madeline does things that frighten the other little girls she lives with. She is brave when she has to go to the hospital to get her appendix out and is very proud of the scar on her stomach. T-P-S: What do you think the word “scar” means?

Children often fall when they are running or playing and cut their knees. Sometimes when this happens, they will have a mark left on their skin. T-P-S: Do you have a scar from a time that you got hurt? Where is your scar?

At the end of the story, Miss Clavel runs very fast to get to the little girls' bedroom because she is afraid of a disaster. When I read the story, I said that a disaster is something terrible that happens. T-P-S: What disaster does Miss Clavel find when she gets to the girls' bedroom?

- 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):

length

long

measure



Count with Curiosity

- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction

- Introduce the concept of measuring length. Show the scenario card for the construction zone.

We have been talking about homes all over the world today. There are some things that all homebuilders must do, no matter where they are. Look at the boards in the picture. They are all the same size. They all must be the same size, or the roof will not go on properly. We can use the word “length” to tell how long the boards should be.



T-P-S: What do the builders do to make sure that all the boards are the right length? Measure them.

Builders use a measuring tape to measure the boards, but you can measure length with just about anything.

- Present the linking cubes and pencil.

I can use the linking cubes to see how long this pencil is.

- Demonstrate measuring the pencil with linking cubes by laying the pencil on the floor and then lining up linking cubes next to it.

My pencil is (number) linking cubes long.

Partner Practice

- Place Curiosity's house where everyone can see it.

Your job today is to talk to your partner and guess how many linking cubes long Curiosity's house is. I will write your guesses on the board.

T-P-S: How many linking cubes will it take to go from here (Indicate the starting point on the house.) **to here?** (Indicate the ending point.)

- Have one child in each partnership share their prediction. Encourage him or her to say a complete sentence such as, "We think Curiosity's house is (number) linking cubes long."
- Write the guess of each partnership on the board. Then use the sharing sticks to select a child to come up and help you measure the length of Curiosity's house.
- Award paw points if most of the guesses were near the actual measurement.
- Reinforce the concept of measurement by showing the "Katy's Growing" video.



TRANSITION

Have children play this week's brain game, I Spy. Remind children that I Spy is a game that will help them to focus.

Brain Game: I Spy

Select a child to find an object that can be seen from where the game is being played. The child provides a clue such as its color or size for others to guess what the object is. The child says, "I spy, with my little eye, something (descriptive word)." Children work with their partners to find objects that match the clue. Then they ask questions, such as "Is it the clock?"

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that people around the world live in different kinds of homes.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "kinds." Remember that "kinds" means **different types of something. For instance, there are many different kinds of people in the world.** T-P-S: **When did we hear the word "kinds" today?**

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



Theme Learning Extension



- Introduce and play the “Global Grover: Brick Making” video.

Today we learned that people around the world live in different kinds of homes. This video will show us how people in a country called Nicaragua make bricks to build their homes. Show Nicaragua on the globe.

T-P-S: How did the people in the video make the bricks?



- 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 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

People around the world listen to different kinds of music.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Maraca CC Activity Card: Wonderful Word picture card for "rhythm" CC Activity Card: Letter card for "Kk"
Getting Along Together	<ul style="list-style-type: none"> Chilly puppet Stay Cool poster (from unit 2)
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable) Small-group instruction: Blank paper and crayons
STaR	<ul style="list-style-type: none"> Trade book: <i>Madeline</i> by Ludwig Bemelmans
Math Moments	<ul style="list-style-type: none"> Curiosity's house Baggies of ten linking cubes, one per partnership Measure This House sheet (appendix), one per partnership
Question/Reflection	<ul style="list-style-type: none"> Maracas Tambourines Rhythm sticks and/or wooden pencils Other available musical instruments Cool Kid certificate and marker Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Measuring Station

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Around the World Class Book

- Same as day 6

Art Lab: Homes Around the World Mural

- Same as day 6

Science Lab: Life in the Desert

- 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 story, a girl named Sumax goes to find a magic lake. Some birds help Sumax on her journey to find the magic lake. T-P-S: What do the birds tell Sumax to make from the feathers that they give her? *They tell her to make a magic fan.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity, "Get on Up and Move Your Body."

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



- To encourage gross-motor activity and engagement, play the "Get on Up and Move Your Body" video.



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

Clues & Questions

Theme-related
word(s):
rhythm*

Curiosity's Clues

- Bring Curiosity to the group with a maraca. Have Curiosity shake the maraca in a steady rhythm.

Teacher: **Curiosity, I like that rhythm you are playing with your maraca. Why did you bring a maraca with you today?**

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

Teacher: **That's right! We've been talking about people from different places. Today we will learn about the different music that people listen to around the world.**

Learning with Curiosity



- Play the “Music Around the World” background video.

We can learn a lot about the different music that people listen to by watching this video.



- Debrief the video content.

T-P-S: Which musical instrument shown would you like to play? *The three instruments in the video are the koto (like a large guitar) from Japan, steel drums from the Caribbean, and the sarangi (like a violin) from India.*



- Play the “Global Grover: Russian Dance” video.

Sometimes when people listen to music, they like to move their bodies to the rhythm. We’re going to watch a video that shows us a little boy from Russia learning a Russian dance. Listen closely to the music the children are dancing to. Many people in Russia enjoy listening to this kind of music.

- After showing the video, have children discuss the music they heard in the segment.

T-P-S: How was the music you heard in the video different from the music you listen to?



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

Wonderful Word

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

Our Wonderful Word today is “rhythm.” Rhythm is the repeated beat that you hear in music.



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

What is your favorite kind of music?

- Point out the question mark at the end of the Daily Message. Remind children that a question mark goes at the end of a question.

Letter Links

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

- 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 “k” by showing the “Big K, Little K” video.



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

Getting Along Together

Active Instruction

- Review the Stay Cool steps.
 - Let's review the steps to stay cool.** Point to the Stay Cool poster, and review each step with children.
 - **I feel angry.** (Make a mad face.)
 - **I give myself a Chilly hug.** (Have children squeeze their own shoulders in a hug.)
 - **I breathe in—1, 2, 3, 4, 5—I breathe out.** (Have children take a big breath, hold it while you count to 5, and then slowly let out the air.)
 - **I am cool and ready for school.** (Smile.)
- Repeat the Stay Cool steps. Invite children to face their partners and repeat each step and do the actions in unison.

Let's practice the steps to stay cool now with your partners.

Partner Practice

- Have children practice showing Chilly the Stay Cool steps. Take out the Chilly puppet.

Chilly needs a reminder about the Stay Cool steps. Chilly is standing in line waiting to go home for the day. Chilly's friend runs over and pushes to get in front of Chilly in line. Chilly's face turns red, and he can feel

anger boiling up inside him. Chilly is about to push his friend out of line. Turn and show your partner how Chilly can stay cool.



- Use the sharing sticks to call on a few children to come up and show Chilly the Stay Cool steps.

What else could Chilly do? *Chilly could give an “I” Message to tell his friend how he feels when the friend pushes in front of him in line, or Chilly could get help.*



- Look for opportunities to award paw points to children who use the Stay Cool steps to stay calm.



TRANSITION

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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

Small-Group Instruction

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

Let's Celebrate!

- Encourage a discussion of special celebrations by having children share about a special day they have had with their families.
- Provide blank paper and crayons for children to write about and draw pictures of the occasions.
- Collect and save each child's page to be included in a class book entitled Let's Celebrate!



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):

disaster

scar

Madeline

Author and illustrator: Ludwig Bemelmans

Review

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

The title of the story we read yesterday is the name of the main character in the story. WGR: What is the name of the brave girl who goes to the hospital to have her appendix out? *Madeline* is the title of the story. The author and illustrator of *Madeline* is Ludwig Bemelmans.



- Review the story vocabulary that you introduced yesterday.

When the little girls go to see Madeline in the hospital, she shows them the scar on her stomach. T-P-S: How did she get this mark on her skin?

Miss Clavel is worried that there is a disaster in the girls' room. T-P-S: What terrible thing happened?

Story Retell

- Show the front cover of *Madeline*, and tell children that they will jump right in to fill in the rhyming words in the story.

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

- Read pages 2 and 3, pausing before the word “lines” so children can provide the word that rhymes with “vines.”

You finished this sentence with the word “lines” because it rhymes with “vines.” We'll read the rest of the story the same way.

- Continue to read, pausing for children to supply rhyming words on various pages. Be sure to choose words that have a strong rhyme and connection to the illustrations.
- Conclude this activity by having children tell their partners their favorite part of the story and why they like that part.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction

- Show some linking cubes. Remind children how to measure with linking cubes.

Yesterday we measured to see how many linking cubes long Curiosity’s house is. We measured the length of her house.

- Point out tips for measuring to help children avoid making common mistakes.

Let’s review a few important things about measuring length.

Lay some linking cubes along the front of Curiosity’s house, but do not start at the end. **Can I measure it like this? What’s wrong?** *The linking cubes have to go from one end to the other.*

Lay linking cubes along the front of Curiosity’s house, but do not have them touching one another. Leave a different amount of space between each cube. **Can I measure it like this? What’s wrong?** *All the linking cubes have to be touching.*

Partner Practice

- Distribute a baggie of linking cubes and a Measure This House sheet to each partnership. Explain today's activity.

Today you and your partner will use linking cubes to measure the length of this house. Hold up a house picture, and point to the corners at the bottom of the house. **You will measure from here to here.**



- Monitor as children measure, and provide assistance as needed.
- Use the sharing sticks to select a child to share his or her partnership's measurement result. Award paw points if most children successfully measured the length of the bottom of the house.
- If time allows, children may wish to measure other parts of the house.
- Reinforce the concept of measurement by showing the "Mummy's Tape" video.

Have children play this week's brain game, I Spy. Remind children that I Spy 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. Today we learned that people around the world listen to different kinds of music.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is "rhythm." Remember that rhythm is the repeated beat that you hear in music. T-P-S: **When did we hear the word "rhythm" today?**



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

Theme Learning Extension

- Provide each child with a rhythm stick, wooden pencils, a maraca, a tambourine, or another available musical instrument.
- Tell children that they will explore different musical rhythms and patterns with their instruments.

Today we have been learning about the different music that people around the world listen to. Now let's make our own music using our musical instruments. Try to make different rhythms in your music. You might try a slow rhythm like this. Tap the rhythm sticks slowly to create a slow beat. **You can also make faster rhythms like this.** Tap the rhythm sticks together more rapidly to create a faster beat.

- Allow children to spend several minutes creating various musical rhythms and patterns with their partners. Encourage them to explore different volumes and beats with their musical instruments.
- Use the sharing sticks to select children to share the musical rhythms and beats they created. Encourage all children to copy the rhythms that each partnership shares. Award paw points for creative 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 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

People around the world do different kinds of jobs.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Fishing pole (or a stick with string attached) CC Activity Card: Wonderful Word picture card for "world" CC Activity Card: Letter card for "Kk"
Getting Along Together	<ul style="list-style-type: none"> Stay Cool poster (from unit 2)
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Mama Panya's Pancakes</i> by Mary and Rich Chamberlain Leaf for story tree
Math Moments	<ul style="list-style-type: none"> A scarf Crayons (all the same length), enough to measure the length of the scarf
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Where Are We Going? Japan</i> by Barbara Wasik Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Measuring Station

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Around the World Class Book

- Same as day 6

Art Lab: Homes Around the World Mural

- Same as day 6

Science Lab: Life in the Desert

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

In the math part of last night's show, three monster friends were trying to measure the length of a car. T-P-S: What did the monster friends decide to use to try to measure the car? They used a piece of tape from the mummy.



- 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):
world*

Basic word(s):
job
work

Curiosity's Clues

- Bring Curiosity to the group with a fishing pole.

Teacher: **Curiosity, why do you have a fishing pole today?**

Curiosity: **Well, my grandparents live very close to a huge lake, and many people in their town catch fish for their jobs. I love to go fishing, so I want to catch and sell fish as a job when I grow up too!**

Teacher: **Many people who live near water catch and sell fish or other seafood for a living. People do different kinds of jobs all over the world.**

Learning with Curiosity

- Explain why jobs vary in different places.

People in different places sometimes do different jobs because of the type of land in their area, the weather they usually have, the kinds of houses they live in, or the foods they eat. If you live at the beach in a hot tropical area, it wouldn't make much sense to sell winter coats, right?

- Introduce the videos.

To learn about the different jobs that people do around the world, we will watch two videos. Our first video is about a girl from Canada. Canada is the country right above the main part of the United States of America. Show Canada on the globe. This little girl from Canada is learning to do a special job. Watch the video so you can see what job she is learning to do.



- Play the “Canadian Cowgirl” video.

We saw a little girl from Canada learning to be a cowgirl. In Canada, there is a lot of open land for cattle. Many people have farms in parts of Canada. Now we will watch a video about a job some people in Mexico do. Mexico is the country just under the main part of the United States of America. Show Mexico on the globe. Mexico is very warm, and many people there work outside in the sun making things. Watch and see what job the people in the video are doing.



- Introduce and play the “Global Grover: Mexican Pottery” video.
- After watching the videos, have children talk to their partners about which job they would rather have and why.



T-P-S: Which job would you rather have, to be a cowgirl or cowboy or to make pottery? Why?



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

Wonderful Word

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

Our Wonderful Word today is “world.” When we talk about the world, we are talking about all the people and places on the planet Earth.



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

There are different kinds of jobs that people do in places all over the world.

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

The “t” in the word “there” is an uppercase letter because it is the first letter in the first word in our Daily Message.

Letter Links

- Have Curiosity show the letter card for “Kk.”
- 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 “k” by showing the “Worms in Space: K” video.



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

Getting Along Together

Active Instruction

- Review the Stay Cool steps.

Last time we reviewed the Stay Cool steps. Let’s look at the poster, face our partners, and do the steps together. Point to the poster as children do the steps.

- Sing a song about the steps to stay cool. Sing to the tune of “Hot Cross Buns,” and have children repeat or echo each line back to you. Add hand motions or facial expressions to make the song more interactive.

I feel mad. *I feel mad.*
What should I do? *What should I do?*
Give myself a hug. *Give myself a hug.*
Now breathe in and out. *Now breathe in and out.*
As I count to five. *As I count to five.*
Now I feel cool. *Now I feel cool.*
I'm ready for school. *I'm ready for school.*

Partner Practice

- Have children sing the song about the Stay Cool steps with their partners as they practice the steps.

Now sing the song with your partner.

- Have the Peanut Butters take a turn singing first with the Jellies repeating each line. Have children act out the Stay Cool steps as they sing. Then have the partners sing again, with the Jellies leading the song this time. Since children don't know the song yet, you will probably have to sing each line first and then have children repeat it in their partnerships.



- Look for opportunities to award paw points to children who use the Stay Cool steps to stay calm.



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.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.

- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

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):

invite

Mama Panya's Pancakes

Authors: Mary and Rich Chamberlin

Illustrator: Julia Cairns

Mama and Adika head off to the market to do their shopping with just enough money to purchase what they need to make pancakes for the two of them. Along the way and as they shop, Adika invites friends, some of whom are like family, to share their pancake meal. Mama worries that she doesn't have enough money to buy what she needs to make pancakes for all the people whom Adika invites. Through the generosity of this close-knit community, the meal turns out to be a feast.

Interactive Story Reading

Before Reading

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

The title of our story today is *Mama Panya’s Pancakes*. That’s the name of the story. This book has two authors, Mary and Rich Chamberlin. They wrote the words for the story together. The illustrator is Julia Cairns. 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.



Look at the front cover of this book. T-P-S: What are these people doing?

Let’s see if the title gives a clue about what the people in the picture are doing. The title is *Mama Panya’s Pancakes*. T-P-S: When you hear the title of the story and look at the illustration, what do you think the story will be about?

Let’s read the book together to see if your ideas are in there.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 6: **Mama Panya doesn’t tell Adika what she will buy at the store, but she says she will buy a little bit and a little bit more. T-P-S: What does Mama Panya mean when she says she’s going to get “a little bit and a little bit more”? I think that means she will buy just what she needs to make pancakes for them to eat.**
 - Page 14: **Adika keeps inviting friends to have pancakes with his family tonight. T-P-S: How does Mama Panya feel when Adika invites all these people? I think Mama Panya is worried about having enough food for so many people.**
 - Page 19: Read the first three paragraphs on page 19. **Adika runs ahead to Rafiki Kaya’s spice table to get a pepper. T-P-S: What do you think will happen when he gets there?** Continue reading this page. If children predicted that Adika would invite Rafiki, confirm their predictions.
 - Page 25: T-P-S: **Do you think Mama Panya will have enough pancakes for everyone whom Adika invited to dinner? Why (or why not)?**
 - Page 29: T-P-S: **Why does Adika know that Mama will make pancakes again soon?**

After Reading

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

T-P-S: Have you ever eaten pancakes? Adika and his mama ate fish and plantains with their pancakes. What did you eat with your pancakes?

Adika invites many friends to eat pancakes. T-P-S: What might the word “invite” mean?

When Adika invites everyone to eat pancakes, he asks each person in a nice way to eat with them.

T-P-S: Have you ever invited someone to do something with you? What did you invite him or her to do?

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



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction

- Review measuring length.

We have been linking cubes to measure the length of different things. We can use linking cubes, or anything else, to measure length. Today we will measure length with crayons.

- Present the scarf and crayons.

This is a scarf. Many people around the world wear scarves. Scarves can be used to keep us warm or just to make our clothes look more interesting.

Partner Practice

- Lay the scarf out on the floor where everyone can see it.

We will use these crayons to measure the length of the scarf. Notice that my crayons are all the same size.

Your job today is to talk to your partner and guess how many crayons long this scarf is. I will write your guesses on the board.

T-P-S: How many crayons will it take to go from here (Indicate the starting point on the scarf.) **to here?** (Indicate the ending point.)



- Have one child in each partnership share their prediction. Encourage him or her to say a complete sentence such as, “We think the scarf is (number) crayons long.”
- Write the guess of each partnership on the board. Then use the sharing sticks to select a child to come up and help you measure the length of the scarf.
- Award paw points if most of the guesses were near the actual measurement.



- Reinforce the concept of measurement by showing the “Measure, Yeah, Measure” video.



Have children play this week’s brain game, I Spy. Remind children that I Spy 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. Today we learned that people around the world do all kinds of different jobs.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “world.” Remember that the world is the Earth, the planet that we all live on. T-P-S: When did we hear the word “world” 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 for the unit, *Where Are We Going? Japan*.

As we read our book again, let’s make sure that we touch each word as we say it aloud. Let’s read the title of the book together: *Where Are We Going? Japan*. Point to the question mark in the title.



WGR: What is this special mark called? *A question mark.*

Right! This is a question mark. Remember that a question mark comes at the end of a question. It tells the reader that there is a question that needs to be answered.

- Encourage children to reread the book aloud with you, tracking the text as they go from word to word.

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond 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

People around the world celebrate different occasions.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • Trade book: <i>Celebrating</i> by Gwenyth Swain • CC Activity Card: Wonderful Word picture card for "festival" • CC Activity Card: Letter card for "Kk"
Rhyme Time	<ul style="list-style-type: none"> • No additional materials needed
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> • Trade book: <i>Mama Panya's Pancakes</i> by Mary and Rich Chamberlin
Math Moments	<ul style="list-style-type: none"> • Crayons (all the same size), one per partnership • Strips of construction paper (see To Be Prepared), one per partnership and one for modeling
Question/Reflection	<ul style="list-style-type: none"> • Chinese new year mask (appendix) (See To Be Prepared.) • Blanket or large beach towel • Any available musical instruments • Cool Kid certificate and marker • Home Link animal stamp: cow

Day 9


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Measuring Station

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Around the World Class Book

- Same as day 6

Art Lab: Homes Around the World Mural

- Same as day 6

Science Lab: Life in the Desert

- 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.

Some girls did a cheer about the letter “k” in last night’s show. T-P-S: Can you remember one of the words from the cheer that starts with the letter “k”? *“Kite,” “key,” “kick,” “kangaroo,” “king,” and “kiss” are words from the cheer that start with the letter “k.”*



- 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 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):

celebrate
event
festival*
holiday
special

Curiosity's Clues

- Bring Curiosity to the group with the book *Celebrating* by Gwenyth Swain.

Teacher: Curiosity, I see that you brought a book with you. Is that a clue about what we will learn today?

Curiosity: Yes, it is! I brought this book because it shows people around the world having different celebrations. Today we will learn about festivals and celebrations that people have all around the world.

Teacher: How exciting! I've been to a festival before. It was a harvest festival. We rode on a hay wagon, and there were pumpkins and apples there. We also made scarecrows. The harvest festival was a celebration of the fall season. I wonder if other people around the world go to festivals. Let's read Curiosity's book and find out!

Learning with Curiosity

- Introduce and read the book *Celebrating* aloud.

The title of this book is *Celebrating*, and the author is Gwenyth Swain. As we read the book, look closely at the pictures that show the different celebrations the people are having.



- After reading the book, have children discuss a celebration they have attended.

T-P-S: Have you ever been to a festival or celebration? Tell your partner about it.



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



- Play the “Kids Far and Wide: Bali” video.

This video also shows a special celebration. Watch and see children celebrating at a special festival in Bali, which is a part of a country called Indonesia. Show Indonesia on the globe.

Wonderful Word



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

Our Wonderful Word today is “festival.” A festival is a celebration. People around the world have different festivals to celebrate different events.



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

People around the world celebrate for many different reasons.

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

This is called a period. It comes at the end of a sentence. The period is like a stop sign that tells us to wait for a second before we start reading again.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “k” by showing the “Human Letter K at the Beach” video.



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

Rhyme Time

Say the Rhyme



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

Develop Phonemic Awareness—Sound Blending and Segmenting

- Review Say-It-Fast.

We are going to play Say-It-Fast again today. I will say the sounds in 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.

- Invite children to play Say-It-Fast with words from “The Crooked Man.”

Listen carefully as I say the sounds from one of the words in our rhyme. When I say, “Say it fast!” you will tell me what the word is. Ready?

/m/ /ou/ /s/ (mouse)

/l/ /i/ /v/ /d/ (lived)

/l/ /i/ /t/ /l/ (little)

- Introduce sound segmentation.

Now let’s see if YOU can say the sounds in a word. I will say a word, and then you will say each sound that you hear in the word. Let’s try one together. The word is “cat.” Say “cat.” What sounds do you hear in “cat”? Say the sounds with the children if necessary. */c/ /aaa/ /t/.*

- Repeat the process with the following words:

found /fff/ /ou/ /nnn/ /d/

house /h/ /ou/ /sss/



- Award paw points if children successfully blended and segmented the 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.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

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):

invite

Mama Panya's Pancakes

Authors: Mary and Rich Chamberlin

Illustrator: Julia Cairns

Review

- Display the front cover of the book, and review the title and the names of the authors and illustrator of the story.

We read this story yesterday. Let's see if we can remember the title. The title of our story is *Mama Panya's Pancakes*. That's the name of the story. Mary and Rich Chamberlin are the authors of this story. Julie Cairns is the illustrator; she drew the pictures.

- Review the story vocabulary that you introduced yesterday.



We heard the word “invite” in the story yesterday. T-P-S: What do you do when you invite someone to do something? You ask him or her to do something in a nice way.

Story Retell

- Hold up the story *Mama Panya's Pancakes*, and tell children that they will help you read parts of the story today. Review the repetitive text “a little bit and a little bit more.”

When we read this story yesterday, there were many times that Mama Panya and Adika said, “A little bit and a little bit more.” They said this when they talked about what they would buy at the market and how much they would need to make pancakes. Today when I read, I will stop when Mama Panya or Adika says this, and you will say those words to help me read the story.

- As you reread the story, pause for children to jump right in with the phrase “a little bit and a little bit more.”

- Conclude this activity by having children tell whether they would like to eat pancakes with their friends.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Active Instruction

- Review measuring with crayons.

Yesterday we used crayons to measure the length of a scarf. We laid the crayons side by side and made sure they were touching. We started at the very end of the scarf and went all the way to the other end.

- Introduce the idea of using only one item to measure something. Show your paper strip.



T-P-S: What if I wanted to measure the length of this piece of paper, but I only had one crayon? Is it possible to do that? Talk to your partner about your ideas.

- Select a volunteer with an idea about how to measure the paper strip with only one crayon to come to the front and demonstrate his or her partnership’s thinking.
- If children have not already figured it out, show the class how they can place the crayon next to the paper strip, put their finger where the crayon ends, and then move the crayon to begin again where their finger is while keeping count of how many times they have placed the crayon next to the paper strip.
- To make it easier, have children make a mark on the paper where their fingers indicated the end of the crayon each time.

Partner Practice

- Distribute a paper strip and crayon to each partnership.

Now it’s your turn to try. Work with your partner to see if you can figure out how many crayons long this piece of paper is.

- Monitor as children measure, and provide assistance as needed.
- Award paw points if most children successfully determined the correct measurement.





- Reinforce the concept of measurement by showing the “Mummy’s Moving Measuring” video.



Have children play this week’s brain game, I Spy. Remind children that I Spy 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. Today we learned that people around the world celebrate for many reasons.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “festival.” Remember that a festival is a celebration. There are festivals for many different occasions around the world. T-P-S: When did we hear the word “festival” today?

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



Theme Learning Extension

- Explain the dragon dance that is celebrated as a part of the Chinese new year.

We have been talking about celebrations that people have all over the world. Many countries celebrate the beginning of a new year at a different time than the United States. One of those countries is China. Show China on the globe.

One of the things that Chinese people do to celebrate is called a dragon dance. One person wears a very fancy dragon mask. Other people line up behind the dragon underneath a cloth that looks like the dragon’s body. The dragon travels around as music is played. People believe that the dragon brings good luck.

- Have children simulate a Chinese new year’s dragon dance. Select one child to wear the dragon mask and others (as many as will fit) to line up behind him or her under the blanket. Give other children musical instruments to play. Have the dragon move around as the other children play rhythms and music with the instruments.
- If time allows, let the instrument players have a turn being part of the dragon.

Basic word(s):
parade

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

People around the world celebrate different occasions.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Madeline</i> by Ludwig Bemelmans
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> An apple (real or artificial) CC Activity Card: Wonderful Word picture card for "occasions" CC Activity Card: Letter card for "Kk"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> <i>Bread, Bread, Bread</i> by Ann Morris or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Curiosity and Squeaky puppets Three brand-new crayons for Curiosity Three crayons of various sizes for Squeaky A strip of paper the length of three new crayons
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Wonderful Word picture cards for "kinds," "rhythm," "world," "festival," and "occasions" Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Madeline* to the classroom library.
- Encourage children to think about the sequence of events in the story and to repeat the text they remember from the reading.

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Measuring Station

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Around the World Class Book

- Same as day 6

Art Lab: Homes Around the World Mural

- Same as day 6

Science Lab: Life in the Desert

- 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 you learned about the word “festival.” T-P-S: What do people do at a festival? *They celebrate by dancing, playing music, and eating.*



- 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.



- Introduce today's Move It! activity, the Boogie Shoes game.

Today we will play Boogie Shoes. Remember, we will all lie down and pretend to sleep. I will sing a little song that goes “Fast asleep, fast asleep, woke up with my boogie shoes on!” Then we will get up and dance!

- Remind children that you will hold up your hand for them to stop moving, and then they will lie down again.
- Play several times, changing the action to jumping shoes, skipping shoes, stomping shoes, etc.



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



Clues & Questions

Theme-related word(s):
occasions*

Curiosity's Clues

- Bring Curiosity to the group with an apple.
Teacher: **Curiosity, where did you get that delicious apple?**
Curiosity: **I got it at the apple festival that I went to yesterday.**
Teacher: **Oh, how fun! What kinds of things did you do at the apple festival?**
Curiosity: **I played games and ate food. There were lots of apples there that people could buy.**
Teacher: **I'm glad you had the chance to go to the apple festival, Curiosity. I'm glad you shared that with us because today we will learn about the different occasions that people around the world celebrate. People all over the world celebrate special occasions such as festivals and holidays. They celebrate for many different reasons.**

Learning with Curiosity

Discuss any festivals that occur in your area.

- Review what children have learned about celebrations in different places.
We have been talking about celebrations that people have all over the world. We learned that people celebrate many different kinds of occasions and in different ways.
An occasion is a special event such as your birthday, a wedding, or a change in the seasons of the year.
- Introduce the videos.
Today we will watch two more videos about the way people celebrate in other places. Our first video shows children from the country of Korea who are having a special celebration. Show Korea on the globe.
- Play the “Korean Customs with Kids” video. Then introduce the next video.
Now let’s watch a video about a special occasion that is celebrated in the island nation of Trinidad. As you watch, see if you notice things that are the same about this celebration and the one in the video we just watched about Korea.
- Play the “Global Grover: Trinidad Stilts” video.
- Have children discuss the videos with their partners.
T-P-S: How are the celebrations in the videos the same? How are they different?
- Use the sharing sticks to select children to share their ideas. Award paw points for thoughtful responses.



Wonderful Word

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

Our Wonderful Word today is “occasions.” Occasions are special events such as holidays, festivals, and celebrations.



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

People around the world celebrate different festivals and special occasions.

- Count the words in the message aloud. Encourage children to count aloud with you.

There are a lot of words in today’s message. Let’s count the words together.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “k” by showing the “Cookie’s Letter of the Day: K” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “The Crooked Man” 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’ll say parts of a word very slowly so you can hear the sounds, and you will figure out the word.

- Invite children to play Say-It-Fast with words from “The Crooked Man.”

Listen carefully as I say the sounds from one of the words in our rhyme. When I say, “Say it fast!” you will tell me the word. Ready?

/mmmm/ /aaaa/ /nnn/ Say it fast! man

/h/ /ē ē ē/ Say it fast! he

/b/ /ōōō/ /t/ Say it fast! bought

- Introduce sound segmentation.

Now let’s see if YOU can say the sounds in a word. I will say a word, and then you will say each sound that you hear in the word. Let’s try one together. The word is “mile.” Say “mile.” What sounds do you hear in “mile”? Say the sounds with the children if necessary. /mmm/ /īīī/ /llll/.

- Repeat the process with the following words:

mouse /mmm/ /ou/ /sssss/

cat /c/ /aaa/ /t/



- Award paw points if children were able to successfully blend sounds to make words and segment the sounds within 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.
- Have children think about what was happening in their scenario from the previous day. Encourage them to play in the same scenario again today, but allow them to choose an alternate scenario if they wish.
- 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.

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

- Acknowledge any instances of play activities that have carried over from previous days.

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 *Bread, Bread, Bread* by Ann Morris.
- 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: 5s to 100” video. Invite children to count by 5s to 100 with Curiosity as they are able.

Problem Solving

- Introduce today’s problem. Place Curiosity and Squeaky where everyone can see them. Put the three new crayons in front of Curiosity and three crayons of various sizes in front of Squeaky.

Today we will help Curiosity and Squeaky solve a problem. Show the paper strip. **Curiosity and Squeaky each used crayons to measure this strip of paper. Curiosity says that the paper is three crayons long, but Squeaky insists that it has to be more than that.**

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



T-P-S: Who do you think is correct and why? Can you help them figure out the problem? *Curiosity is correct. Squeaky did not use crayons that were all the same size.*



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



- Allow a volunteer to come up and help you measure the paper strip with Curiosity's crayons to show that she is correct.
- Reinforce the concept of measurement by showing the "Math's Measuring Stick" video.



Have children play this week's brain game, I Spy. Remind children that I Spy 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. Today we learned that people all around the world celebrate different festivals and special occasions.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "occasions." Remember that occasions are special events that we celebrate, such as holidays and festivals.

T-P-S: When did we hear the word "occasions" today?

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



Theme Learning Extension

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

We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is the word something that has to do with music? Have Curiosity give an appropriate response.

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

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



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

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Give a copy of the concepts-of-print book *Where Are We Going? Japan* 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.
- 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.

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Unit Record Form

Unit 16: Around the World

Teacher: _____ Class Age: _____ Date: _____


Students	Expressive Vocabulary			Oral Expression*	Read & Respond	GAT Behaviors** (N, P, I)		GAT Behaviors Individual Focus
	Expectations: Use 5 words expressively. Mark words that each student is heard using sometime during the unit.	Total Expressive Words (0-5)	Receptive Words (Optional)	(N,E,T,S,A)	# Nights (0-10)	Gives "I" Messages to share feelings	Uses Stay Cool steps when excited or angry	
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* Use these abbreviations for oral-language development stages: **N** = nonverbal; **E** = emergent speech (single words); **T** = telegraphic sentences; **S** = simple sentences; **A** = advanced sentences.


** Use the following abbreviations for GAT behaviors: **N** = not evident; **P** = evident with prompting; **I** = uses independently.


Learning Labs Facilitation Guide


Week 1


 Classroom Library Lab	Enjoy a Story Children explore books related to people and places around the world and other books in the classroom library.
Engage all children:	Are there any people in this book who live in another country? How do you know?
Offer support:	Can you show me a character in the story? What is the character's name?
Challenge:	Invite the child to compare characters from the book that he or she is exploring with characters from another book. How are the characters in each story the same? How are they different?

 Letter Lab	Clean-Shaven Letters Children experiment with writing letters with their fingers in trays of shaving cream.
Engage all children:	Show how the letter is written by tracing your finger on a letter card as the child watches. Then invite them to form the letter next to you as you write one side-by-side in the shaving cream.
Offer support:	Gently hold the child's hand as you form the letter together.
Challenge:	If the child is adept at forming letters in the shaving cream, challenge him or her by inviting him or her to try writing the letter on paper.
Tip: Letter writing in preschool is for exposure and experimentation.	


 Math Lab	Counting On Children count on from a given number to 20.
Engage all children:	Demonstrate mixing up the numeral cards and laying them face down. Draw a numeral card and count from that number to 20. Tell children to follow the same procedures as they engage in the lab activity.
Offer support:	Encourage children to use the available manipulatives (e.g., linking cubes, plastic bears, buttons, beads, pattern blocks) to assist them in counting on.
Challenge:	For children who demonstrate marked success with the activity, encourage them to count on to a greater number, such as 25 or 30.


 Writing Lab	A Place I'd Like to Go Children write to identify and describe a place that they would like to visit in another part of the world.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	


 Art Lab	My Own Country Flag Children create flags for their own imaginary countries.
Engage all children:	Show sample flags. Explain that each country has a flag. Each country decides what colors and designs will be on its flag. Invite children to create flags for their own individual countries by coloring white paper or by cutting and gluing shapes cut from colored paper to another rectangular piece of paper.
Offer support:	Help children utilize the art materials as needed. Assist with cutting and gluing if necessary. Have picture books of flags, if available, for children to reference.
Challenge:	Encourage children to discuss the colors, patterns, and shapes that they used in the design of their flags. Ask children to explain why they chose to use those specific details in the construction of their flags.


 Science Lab	Where in the World? Children explore and examine maps and globes through the use of magnifiers.
Engage all children:	Invite children to use the magnifiers to explore the maps and globes provided.
Offer support:	Encourage children to discuss their observations with one another.
Challenge:	Ask children about the locations of certain places on the map or globe. Encourage the use of directional words such as north, south, east, and west. Point out specific components of the map and globe, such as the map's key, legend, and compass rose and the equator and poles on the globe.



Week 2

 Classroom Library Lab	Enjoy a Story Children explore books related to people and places around the world and other books in the classroom library.
Engage all children:	This looks like an interesting book. Why did you select this book?
Offer support:	Could this story happen in real life, or is it just pretend? How do you know?
Challenge:	Where does this story take place? Does it take place near where we live or in another part of the world?

 Letter Lab	Sand Writing Children experiment with writing letters with their fingers in trays of sand or at the sand table.
Engage all children:	Show how the letter is written by tracing your finger on a letter card as the child watches. Then invite the child to form the letter next to you as you write a letter side-by-side in the sand.
Offer support:	Gently hold the child's hand as you form the letter together.
Challenge:	If the child is adept at forming letters in the sand, challenge him or her by inviting him or her to try writing the letter on paper.
Tip: Letter writing in preschool is for exposure and experimentation.	

 Math Lab	Measuring Station Children measure objects with a variety of measurement tools.
Engage all children:	Encourage children to use measuring tapes and rulers to measure the objects at the lab. Tell children to record their observations and measurements for each object.
Offer support:	If necessary, demonstrate how to use the various measurement tools properly to aid in children's comprehension of the task.
Challenge:	Have children discuss their findings. Encourage the use of accurate measurement terminology and vocabulary whenever possible.

 Writing Lab	Around the World Class Book Children write and illustrate a page for a class book of dream travel destinations from around the world.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

 <p>Art Lab</p>	<p>Homes Around the World Children create a class mural of different kinds of homes from around the world.</p>
<p>Engage all children:</p>	<p>Invite children to use the drawing materials and the long paper provided to create a class mural of various types of homes from around the world.</p>
<p>Offer support:</p>	<p>Use picture books showing different kinds of homes to help children with their designs. Encourage children to discuss what they notice about the homes in the pictures.</p>
<p>Challenge:</p>	<p>Ask children to compare and contrast the homes represented in the class mural. How are the homes alike? How are the homes different? Would this type of home be in a warm place or a cold place? How do you know?</p>
 <p>Science Lab</p>	<p>Life in the Desert Children explore life in desert regions of the world.</p>
<p>Engage all children:</p>	<p>Explain that some people live in tents in the desert. Show children how they can create tents by folding the construction paper in half and standing it in the sand with the folded side up. Invite children to make trees by gluing or taping the palm tree cutouts to craft sticks and sticking them in the sand. Encourage them to engage in pretend play by having the counting bears (or other figures) go in and out of the tents, etc.</p>
<p>Offer support:</p>	<p>Assist children with folding and gluing as necessary. Help children to manipulate the objects in the sand table as needed.</p>
<p>Challenge:</p>	<p>Provide magnifiers for children to examine the sand particles. Encourage children to discuss their observations of the grains of sand.</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

- All the colors of the rainbow: Layer strawberry slices, mandarin orange segments, pineapple chunks, blueberries, and sliced grapes in rainbow-shaped lines on a plate.
- Around the world mini parfaits: Layer fruit, vanilla yogurt, and granola in small plastic cups.
- We are all shining stars: Slice a whole apple, and cut out star shapes with a star-shaped cookie cutter.
- We are all different trail mix: Combine o-shaped dry cereal, mini chocolate chips, mini marshmallows, and raisins into 1/2 cup servings.

***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.

Sombrero Hat Game (Spain)

- Invite children to sit in a large circle. Place a sombrero in the middle of the circle with objects such as balls, blocks, and small toys around it. Name an object or color, or both, and ask a child to run to the hat to find that item. Once the child has found the object, tell him or her to run back to his or her place in the circle. Continue the game until all children have had a turn to collect an item. Repeat the activity as time allows.
- Closely monitor the game to ensure children's safety and fair play.

Mexican Hat Dance (Mexico)

- Encourage children to join hands in a large circle. Play Mexican music, if available (the "Mexican Hat Dance" song is ideal). Have children first dance to the right until the music changes, and then everyone turns and dances to the left. Children should then dance to the center of the circle with their hands still linked and held up high. Then everyone dances, bending down low to the ground. Repeat the dance as time allows.
- Children can move into and out of the dance as they wish.

The Tarantella Dance (Italy)

- This is a favorite dance in Italy. It can be played to any music, but Italian music is ideal. Have children repeat the verses with you as they dance together.

Step to the right; and hop.

Step to the left; then hop.

Now swing your foot to the front.

Repeat.

- Children can move into and out of the activity as they wish.

Pet the Elephant (India)

- Select one child to be the elephant and crouch down on all fours. The child should then pantomime an elephant's actions, swinging its trunk (one arm) back and forth. The other children approach the elephant and try to gently pet its back without getting touched by the swinging trunk.
- Children can move into and out of the activity as they wish.

Stuck in the Mud (Australia)

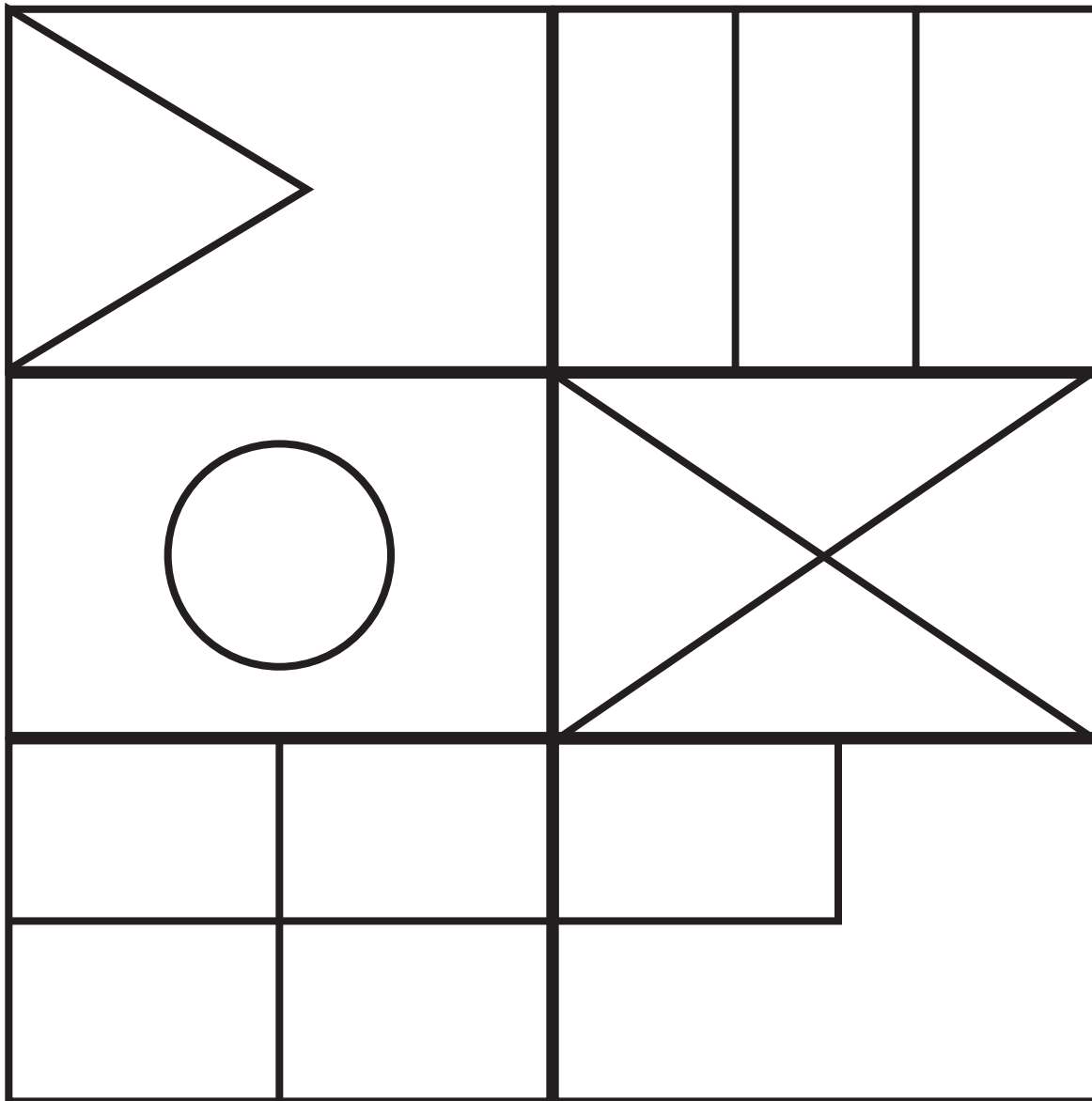
- This game is essentially a version of freeze tag. One child is the tagger. When the tagger gently touches another child, that child becomes frozen in place and cannot move. He or she should stand with his or her feet apart. To become unfrozen, another child must crawl through the frozen child's legs. The game continues until all children are frozen, and another tagger is selected.
- Closely monitor the game to ensure children's safety and fair play.
- Children can move into and out of the game as they wish.

Futbol, Football (Worldwide)

- Invite children to play soccer in pairs. Encourage children to kick the soccer balls back and forth to one another. Tell children that this game uses only their feet, which is why it is called football in most other countries.
- Closely monitor the game to ensure children's safety and fair play.
- Children can move into and out of the game as they wish.

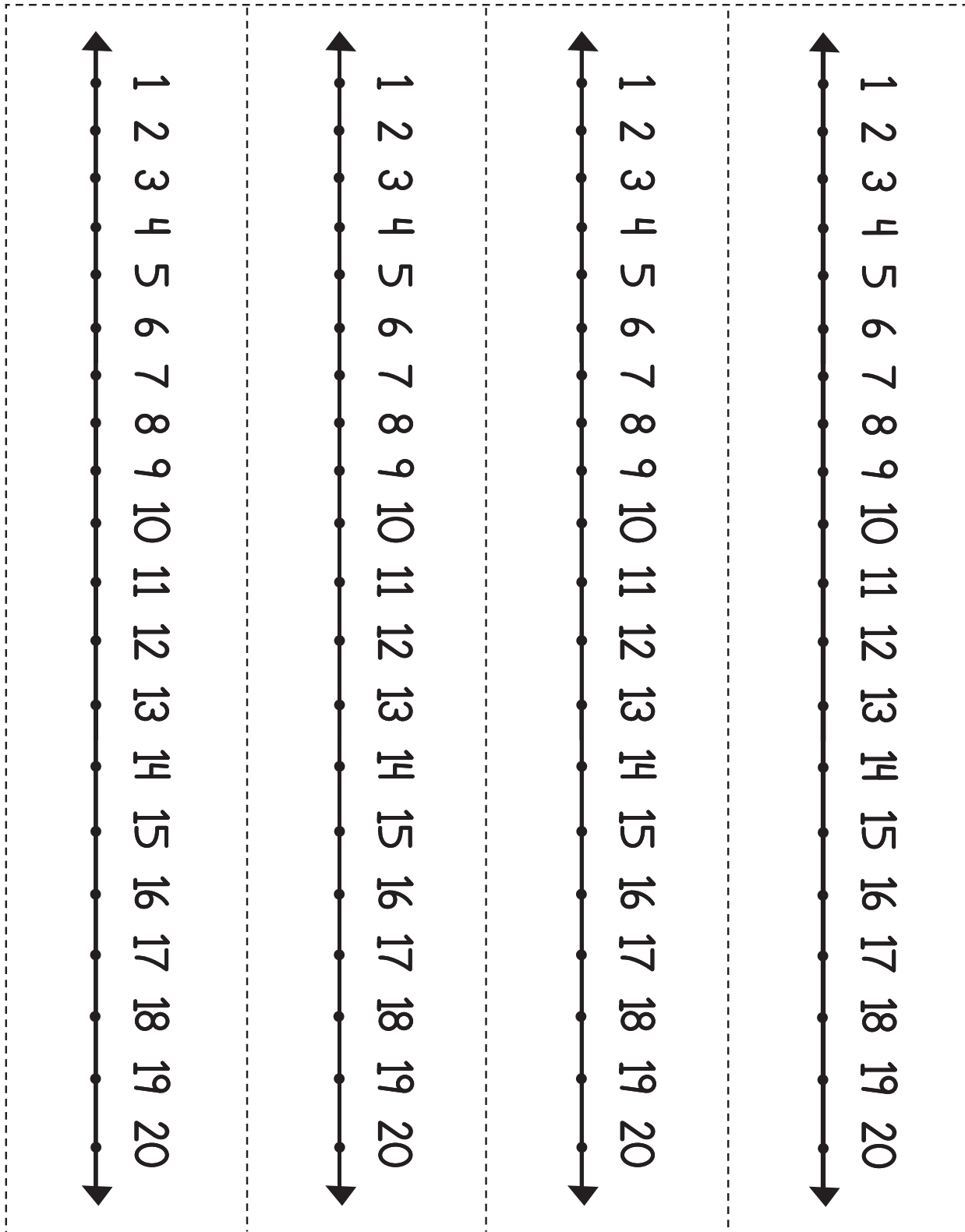
Flag Samples

Make one copy of each flag. Color the flags to demonstrate real or imaginary designs around the world.



Number Lines

Copy and cut apart the number lines. You will need one number line per partnership.



Number Cards 1–10

Copy and cut the number cards apart, one set of cards per partnership.



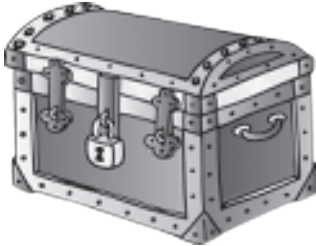
Number Cards 11–20

Copy and cut the number cards apart, one set of cards per partnership.

11	12	13	14	15
16	17	18	19	20
11	12	13	14	15
16	17	18	19	20

Curiosity's Treasure Map

Make one copy. Cover each of the squares with a 1.5" x 2" sticky note. Follow Curiosity's clues to find the hidden treasure.

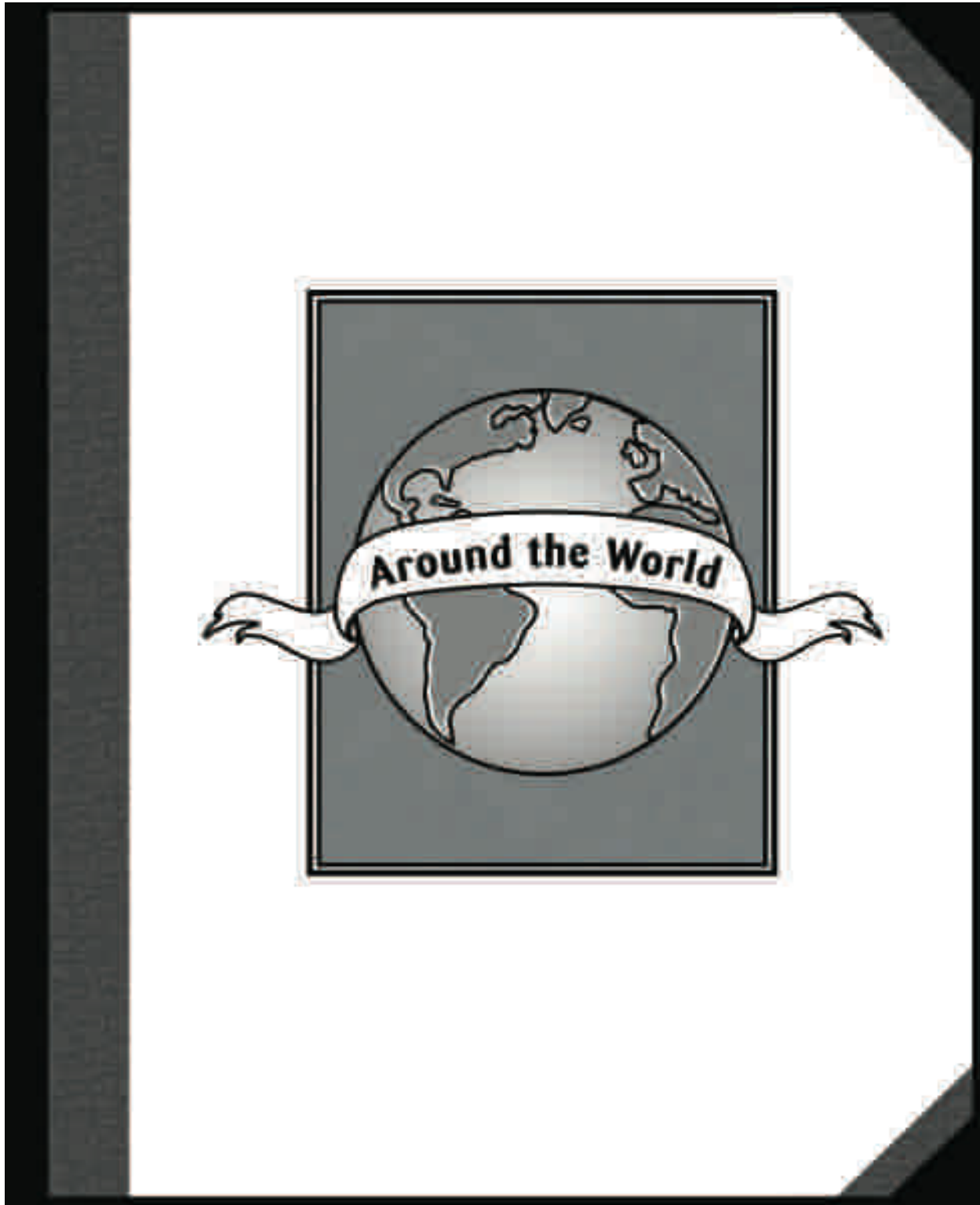
16	17	18	19	20
				

Curiosity's Treasure Hunt Clues

Make one copy.

1. Start with the number that comes just after 18.
2. Go down 3 boxes.
3. Go to the left 3 boxes.
4. Go down 1 box.
5. Lift the sticky note.

Around the World Class Book Cover



Around the World Student Page

Make one copy for each child.

wants to go to

Palm Tree Cutouts

Make two or three copies of this page. Cut out the palm trees, or allow children to cut them out in the Science Lab.



Measure This House

Make one copy for each partnership.



Chinese New Year Dragon Mask

Make one copy of the mask, and color it (or allow children to color it).



Dear Family,

In the unit *Around the World*, your child will begin to learn about people from many different places. We will explore languages, homes, jobs, games, music, clothing, food, and celebrations from all over the world.

The Getting Along Together component of this unit focuses on respecting individuals, as children learn about the qualities of a good friend and how to be inclusive with others. Your child will learn how to invite others to join in his or her play and how to make new friends. During Plan & Play scenarios, your child can incorporate his or her learning about differences among cultures into familiar activities. Stories in this unit are set in various countries around the world and depict themes common to all cultures, such as sharing meals with friends and a mother's concern for her child.

In math, we will count on from a given number to 20. Play a game with your child by naming a number and then having your child begin at that number and count to 20. We will also practice measuring length with blocks and crayons. This is another activity that you can reinforce at home. Find an object, such as a pen, and measure how many pens long pieces of furniture or other items in your house are.

As you talk with your child about the day's activities, you may be surprised to hear some words from other languages. Your child may be excited to tell you about the various kinds of homes in which people from other parts of the world live or the types of games that children in other countries play. Maybe your child will tell you how much he or she likes listening to music from another culture or about the kinds of celebrations people from other parts of the world have. Perhaps your child's interest in these things will prompt you to share some of the celebrations and social events from your family's culture with him or her. Enjoy this opportunity to engage your child in learning that people around the world are more alike than different.



Estimada familia,

En la unidad *Around the World*, su niño aprenderá sobre personas y lugares de todo el mundo. Exploraremos idiomas, hogares, trabajos, juegos, música, ropa, comida, y celebraciones de muchas culturas del mundo.

El componente de Progresamos Juntos de esta unidad se centra en las personas, respetando, las cualidades de un buen amigo, y la forma de ser incluyente. Su niño aprenderá cómo invitar a otros a jugar y hacer nuevos amigos. Durante escenarios de Plan & Play, su niño incorporará las diferencias culturales en las actividades familiares. Los cuentos en esta unidad se encuentran en varios países alrededor del mundo y representan temas comunes a todas las culturas, tales como compartir las comidas con los amigos y el amor de una madre.

En matemáticas, vamos a contar a partir de un número aleatorio a 20. Jugar a un juego con su niño por el nombramiento de un número y luego tener que cuente a partir de ese número a 20. Practicaremos medir longitudes con bloques y lápices de colores, y se puede realizar esta actividad en casa. Encontrar un objeto común y lo utilizan para medir una larga pieza de los muebles u otros artículos en su casa.

Cuando hable con su niño acerca de la jornada escolar, es posible escuchar algunas palabras de otras lenguas. Su niño le puede decir acerca de los tipos de casas, juegos infantiles, música o celebraciones de otras partes del mundo. Usted podría compartir algunas de las celebraciones y eventos sociales de la cultura de su familia con su niño. Disfruta de esta oportunidad de participar a su niño en el aprendizaje que los de todo el mundo son más parecidos que diferencias.



