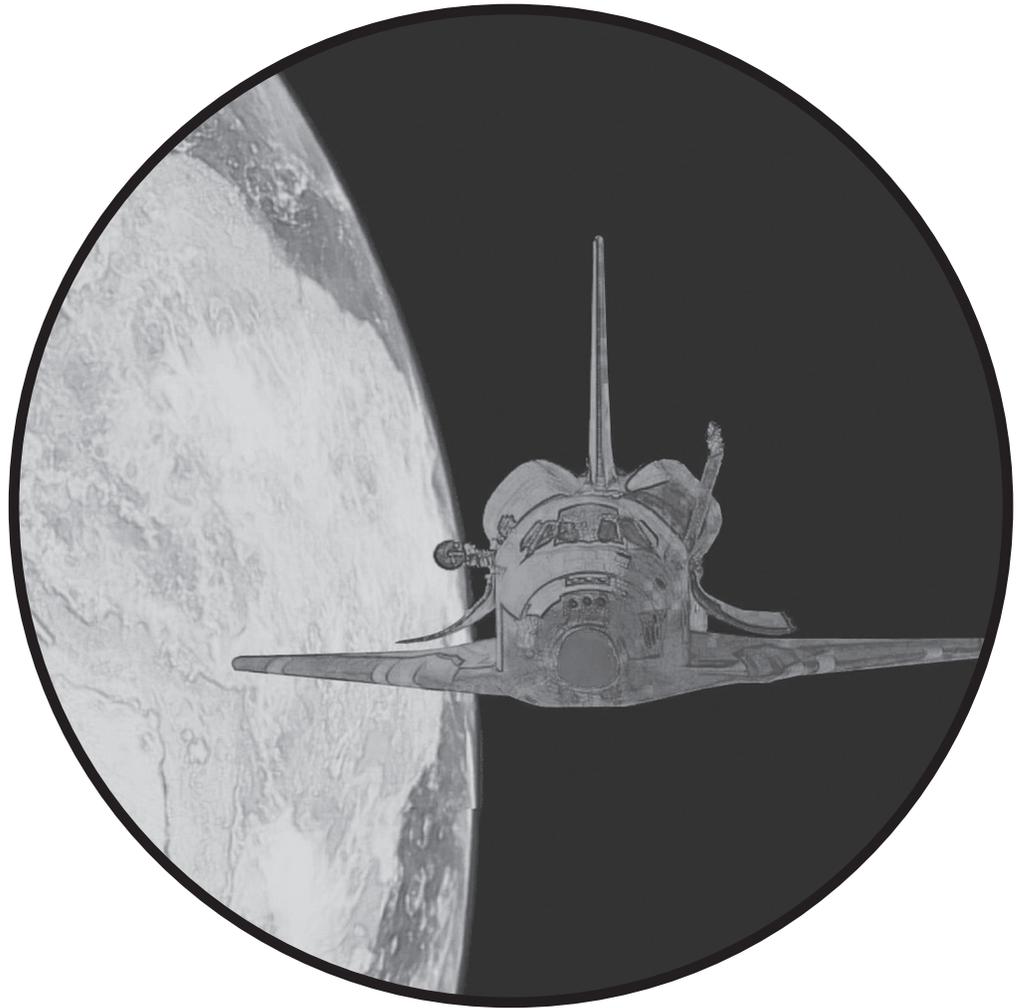


A theme guide for preschool | **Unit 17**

Our Big Beautiful Earth



Curiosity Corner
2nd Edition

***Curiosity Corner 2nd Edition Theme Guide:
Unit 17***

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Table of Contents

Setting the Scene

Standard Graphics Key	iv
<i>Why Our Big Beautiful Earth?</i>	v
Thematic Concepts and Objectives	vi
Vocabulary	viii
Peek at the Week	x
You Will Need	xiv

Daily Lessons

Day 1	1
Day 2	17
Day 3	31
Day 4	45
Day 5	57
Day 6	69
Day 7	83
Day 8	97
Day 9	109
Day 10	123

Appendix	135
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Standard Graphics Key

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

Why *Our Big Beautiful Earth*?

In unit 16, children learned that the world is a very big place, full of a variety of cultures and types of geography. *Our Big Beautiful Earth* builds upon this information by establishing that the earth is one of many planets in outer space. Children will learn that, aside from other planets, our neighbors in space include the sun, the moon, and stars. In the second part of the unit, we will shift our focus to taking care of the planet by reducing the amount of resources we use, reusing things when we can instead of throwing them away, and recycling plastic, metal, glass, and paper. Some children will be ready to fully comprehend these more abstract concepts. Others will remember only facts, which will provide a foundation for greater understanding later.

Children will have the opportunity to continue building phonemic awareness and their beginning reading skills as they produce rhyming words, manipulate sounds in words, and point to individual words while tracking text in the concepts-of-print book for the unit, *Reuse It!* Children will also use their beginning drawing and writing skills to make posters about taking care of the earth.

In math, we reinforce the order of numbers by counting back from a given number and review shapes by finding them in the environment and in a picture.

In this unit, children will develop a better understanding of our planet and the importance of taking care of it.

Our Big Beautiful Earth

thematic concepts

- learn and use new theme-related vocabulary words.
- speak in sentences.
- track memorized print with one-to-one correspondence.
- begin to recognize the sound and shape of the letter "o."
- review the sounds and shapes of the letters "p," "o," "k," "w," and "e."
- observe various letter shapes.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that some sentences have marks called commas.
- count the number of words in a sentence.
- observe that the first letter of a sentence is uppercase.
- observe that sentences end with a period.
- recite rhymes.
- recognize and produce rhyming words.
- substitute phonemes in words.
- 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.

Creative Domain

Children will:

- move their bodies in response to music.
- create a city by reusing materials.
- experiment with color.
- use writing and drawing to communicate a message.

Cognitive Domain

Children will:

- develop memory, focus, and response inhibition by playing brain games.
- assume roles as they engage in theme-related pretend play.
- solve mathematical problems.

Personal/Emotional Domain

Children will:

- self-select Learning Labs.
- use Getting Along Together strategies to control their emotions.

Mathematical Domain

Children will:

- count backward from 10 to 1 by rote.
- count backward from a given number to 1.
- review the characteristics of circles, triangles, squares, and rectangles.
- find circles, triangles, squares, and rectangles in the environment and in a picture.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- track memorized print with one-to-one correspondence.
- begin to recognize the sound and shape of the letter “o.”
- review the sounds and shapes of the letters “p,” “o,” “k,” “w,” and “e.”
- observe various letter shapes.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that some sentences have marks called commas.
- count the number of words in a sentence.
- observe that the first letter of a sentence is uppercase.
- observe that sentences end with a period.
- recite rhymes.
- recognize and produce rhyming words.
- substitute phonemes in words.
- 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:

- describe the role and responsibilities of astronauts.
- develop a beginning understanding of the positive environmental impact of reducing resource use and reusing and/or recycling materials.

Physical Domain

Children will:

- do physical motions as they sing songs.
- control their bodies while jumping and running.

Science Domain

Children will:

- develop beginning concepts about the planet Earth and its place in space.
- name objects found in outer space.
- learn facts about the moon, the sun, and the earth.
- develop a beginning understanding of the water cycle.

Interpersonal/Social Domain

Children will:

- work cooperatively with partners and other peers as they explore materials, participate in whole-group instruction, and engage in pretend play.

Vocabulary

Theme-Related Words	
air tank	paper
collect	plastic
crater	protect
day	recycling center
daylight	research
Earth	resources
electricity	rocket
examine	rotate
glass	solar energy
globe	space camp
light	space shuttle
litter	star
metal	trash
meteorites	water
night	

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

Wonderful Words	
Day 1	on
Day 2	sun
Day 3	moon
Day 4	space
Day 5	astronaut
Day 6	planet
Day 7	reuse
Day 8	recycle
Day 9	reduce
Day 10	everyone

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

circle
 corner
 count back
 curve
 line
 rectangle
 shape
 side
 sphere
 square
 triangle

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

Getting Along Together Words

brain games
 focus
 memory
 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

Astronaut Handbook
 prepare
Mae Among the Stars
 encourage
Biscuit's Earth Day Celebration
 celebration
Why Should I Recycle?
 garbage

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

Basic Words

can	feet	home	save
car	flashlight	lamp	surface
care	fork	leaf	travels
container	goggles	live	twinkle
face	heat	off	walk

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		Earth is the planet on which we live.	The sun provides light and heat for Earth.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Sand Letters	"O" Octopus
	Math Lab	Blast Off!	Blast Off!
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Where Will You Go on Your Rocket?	Where Will You Go on Your Rocket?
	Art Lab	Paint a Planet	Paint a Planet
	Science Lab	Our Place in Space	Our Place in Space
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"Sammy"	"Aloha 'Oe"	
 Clues & Questions	Name things in outer space. Introduce the letter "o."	Flashlight and globe demonstration Review the letter "o."	
 Rhyme Time	"Our Home"; Rhyme Recognition: Picture match game		
 Getting Along Together		Revisit Stop and Think brain games.	
 Plan & Play	Scenario Options: Space Shuttle Space Museum Let's Play House Construction Zone	Scenario Options: Same as day 1 Small-Group Instruction: Silly Picture: A Trip to the Moon!	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Astronaut Handbook</i> by Meghan McCarthy	<i>Astronaut Handbook</i> Story Retell: Dramatization	
 Math Moments	Count backward from 10–1. Count back from a given number (2–20) on number lines (whole group).	Count backward from 10–1. Count back from a given number (2–20) (partners).	
 Question/Reflection	Brain Game: Simon Says Space camp activities	Brain Game: Simon Says Classroom letter search for "o"	

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
The moon provides light for the earth at night.	Our neighbors in space include the moon, the stars, and other planets.	Astronauts work in space.
Enjoy a Story	Enjoy a Story	Enjoy a Story
"O" Octopus	"O" Octopus	"O" Octopus
Blast Off!	Blast Off!	Blast Off!
Exploring with Technology	Exploring with Technology	Exploring with Technology
Where Will You Go on Your Rocket?	Where Will You Go on Your Rocket?	Where Will You Go on Your Rocket?
Paint a Planet	Paint a Planet	Paint a Planet
Our Place in Space	Our Place in Space	Our Place in Space
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Shake Something"	"Get on Up and Move Your Body"	"The Gooney Bird Song"
Moon facts Review the letter "o."	Read the concepts-of-print book <i>Reuse It!</i> by Irene Baranyk. Review the letter "o."	Read <i>Roaring Rockets</i> by Tony Mitton and Ant Parker. Review the letter "o."
	"Our Home"; Rhyme Production: Make a Rhyme game	"Our Home"; Rhyme Production: Make a Rhyme game
Revisit Focus brain games.		
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>Mae Among the Stars</i> by Roda Ahmed	<i>Mae Among the Stars</i> Story Retell: Use illustrations.	Free-Choice Story Reading: Suggestion – <i>I Love Our Earth</i> by Bill Martin Jr. and Michael Sampson
Count backward from 10–1. Identify missing numbers on a number line (whole group).	Count backward from 10–1. Identify missing numbers on a number line (partners).	Count backward from 10–1. Problem Solving: Find the date of a birthday.
Brain Game: Simon Says "Twinkle, Twinkle, Little Star"	Brain Game: Simon Says Solar system dramatization	Brain Game: Simon Says Shared Writing Experience: Outer Space

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		We can take care of our planet.	We can protect the earth's resources by reusing things.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Gel Letters	Gel Letters
	Math Lab	What Can You Make with Shapes?	What Can You Make with Shapes?
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	We Take Care of Earth Posters	We Take Care of Earth Posters
	Art Lab	Recycle City	Recycle City
	Science Lab	Constructing with Caps	Constructing with Caps
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Jumping Bean	The Elmo Slide	
 Clues & Questions	Read <i>The Earth Book</i> by Todd Parr. Review the letter "p."	How can we reuse these items? Review the letter "o."	
 Rhyme Time	"Reduce, Reuse, Recycle"; Sound Substitution: New Sound game		
 Getting Along Together		Revisit Memory brain games.	
 Plan & Play	Scenario Options: Recycling Center Space Museum Let's Play House Construction Zone	Scenario Options: Same as day 6 Small-Group Instruction: If We Don't Take Care of the Earth...	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli	<i>Biscuit's Earth Day Celebration</i> Story Retell: Use illustrations.	
 Math Moments	Count backward from 10–1. Find circles within a picture.	Count backward from 10–1. Find triangles within a picture.	
 Question/Reflection	Brain Game: Copy Me Discuss items made so far for Recycle City; watch video to expand ideas.	Brain Game: Copy Me Identify items that can be reused.	

Day 8	Day 9	Day 10
We can protect the earth's resources by recycling.	We can protect the earth's resources by reducing the amount of things we use.	We can teach others how to keep the earth healthy.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Gel Letters	Gel Letters	Gel Letters
What Can You Make with Shapes?	What Can You Make with Shapes?	What Can You Make with Shapes?
Exploring with Technology	Exploring with Technology	Exploring with Technology
We Take Care of Earth Posters	We Take Care of Earth Posters	We Take Care of Earth Posters
Recycle City	Recycle City	Recycle City
Constructing with Caps	Constructing with Caps	Constructing with Caps
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Silent Ball	"Head, Shoulders, Knees, and Toes"	Follow the Leader
Discuss the recycling process. Review the letter "k."	Identify ways to reduce our use of resources. Review the letter "w."	Share Art Lab posters. Review the letter "e."
	"Reduce, Reuse, Recycle"; Sound Substitution: New Sound game	"Reduce, Reuse, Recycle"; Sound Substitution: New Sound game
Play favorite brain games.		
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>Why Should I Recycle?</i> by Jen Green	<i>Why Should I Recycle?</i> Story Retell: Use picture cards to listen for items named in the story.	Free-Choice Story Reading: Suggestion – <i>I Can Save the Earth!</i> by Alison Inches
Count backward from 10–1. Find squares within a picture.	Count backward from 10–1. Find rectangles within a picture.	Count backward from 10–1. Find shapes within the classroom.
Brain Game: Copy Me Reread the concepts-of-print book <i>Reuse It!</i>	Brain Game: Copy Me Read <i>I Can Save the Earth!</i> by Alison Inches	Brain Game: Copy Me Which Wonderful Word? game

You Will Need

Supplied by SFAF:

Books	STaR	
S	<ul style="list-style-type: none"> • <i>Astronaut Handbook</i> by Meghan McCarthy • <i>Mae Among the Stars</i> by Roda Ahmed • <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli • <i>Why Should I Recycle?</i> by Jen Green • <i>I Can Save the Earth!</i> by Alison Inches • <i>I Love Our Earth</i> by Bill Martin Jr. and Michael Sampson 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Reuse It!</i> by Irene Baranyk (class set) 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>Roaring Rockets</i> by Tony Mitton and Ant Parker • <i>The Earth Book</i> by Todd Parr 	
Media		
M	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 17 • CD: <i>Getting to Know Myself</i> by Hap Palmer 	
	Cards/Card Sets	
C	Curiosity Corner Activity Cards for Unit 17	
	Letter Cards	<ul style="list-style-type: none"> • “Oo,” “Ii,” “Bb,” “Pp,” “Kk,” “Ww,” “Ee”
	Numeral Cards	<ul style="list-style-type: none"> • 1–20
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “on,” “sun,” “moon,” “space,” “astronaut,” “planet,” “reuse,” “recycle,” “reduce,” “everyone”
	Rhyme Time	<ul style="list-style-type: none"> • Day 1: fork, spoon, car, face, feet, leaf
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Space Shuttle, Space Museum, Let’s Play House, Construction Zone, Recycling Center
	Rhyme Cards	
	<ul style="list-style-type: none"> • “Our Home” • “Reduce, Reuse, Recycle” 	
	Other Card Sets	
	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1 • STaR story retell cards for <i>Why Should I Recycle?</i> 	

General — Used in Every Unit	
	<ul style="list-style-type: none"> • Puppets: Curiosity (cat) 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"> • Counting bears • Curiosity Corner Unit Record Form for unit 17 (generate with data-tools system)

Teacher Acquired:

General	
	<ul style="list-style-type: none"> • Flashlight and globe (if available) or ball (Clues & Questions, day 2) • White playdough (Clues & Questions, day 3) • Empty plastic water bottle, masking tape, and yarn (Clues & Questions, day 4) • A paper plate (or other object shaped like a circle) and a piece of chart paper (Math Moments, day 6) • Empty egg carton, yarn, and four or five items that can be reused, such as a plastic yogurt container, empty plastic CD case, or a shower curtain ring (Clues & Questions, day 7) • Toilet paper and/or paper towel rolls, one per child (Clues & Questions, day 7) • A paper triangle or object shaped like a triangle (Math Moments, day 7) • Clean empty aluminum soda can and a recycle bin (optional) (Clues & Questions, day 8) • A paper square or object shaped like a square (Math Moments, day 8) • A rectangular book or object shaped like a rectangle (Math Moments, day 9) • Green paper (for story tree leaves) • Wonder Box and supplies for Plan & Play prop creation (See the <i>Curiosity Corner 2nd Edition Teacher's Manual</i>, chapter 10, Getting Started for information about setting up a Wonder Box.) • Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> Books related to the earth, outer space, recycling, etc.
	Letter Lab	
	Sand Letters	<ul style="list-style-type: none"> Cookie sheets filled with sand, letter-blending cards for “Qq” and “Kk”
	“O” Octopus	<ul style="list-style-type: none"> Large letter “o”s cut from construction paper, strips of colored paper or streamers, wiggly eyes or markers, glue
	Gel Letters	<ul style="list-style-type: none"> Baggies filled with hair gel, letter cards for “Pp,” “Oo,” “Kk,” “Ww,” “Ee”
	Math Lab	
	Blast Off!	<ul style="list-style-type: none"> Blast Off! sheets (appendix), one per child; counting bears or other markers; large foam number cubes
	What Can You Make with Shapes?	<ul style="list-style-type: none"> Set of pattern blocks or several circles, triangles, squares, and rectangles cut from construction paper in a variety of sizes and colors
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, tablets, listening media, software
	Writing Lab	
	Where Will You Go on Your Rocket?	<ul style="list-style-type: none"> Picture books showing space and space-related objects, blank paper, pencils, crayons, markers
	We Take Care of Earth Posters	<ul style="list-style-type: none"> Poster title (optional – appendix), construction paper, crayons, markers
	Art Lab	
	Paint a Planet	<ul style="list-style-type: none"> White paper plates, paint or markers and crayons
	Recycle City	<ul style="list-style-type: none"> Various sizes of cardboard boxes, metal and/or plastic containers, cereal boxes, and any other recyclable items; glue; construction paper; scissors; markers
	Science Lab	
	Our Place in Space	<ul style="list-style-type: none"> Planet and sun cutouts (appendix), crayons, glue, large (11" x 7") sheets of construction paper, star and/or rocket stickers
	Constructing with Caps	<ul style="list-style-type: none"> Plastic and/or metal bottle caps, glue, blank paper, markers, crayons
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> Theme-related puzzles and games

Plan & Play		
Scenario	Suggested Classroom Space	Ideas for Props
Space Shuttle	Any area	<ul style="list-style-type: none"> Large cardboard box, toy control panel (old computer keyboards work well), air tanks made with empty soda bottles
Space Museum	Any area	<ul style="list-style-type: none"> Any space-related objects and/or artifacts; pictures of space, satellites, asteroids, planets, etc.; materials for making things
Let's Play House	Housekeeping area	<ul style="list-style-type: none"> Clothing items, suitcases
Construction Zone	Blocks area	<ul style="list-style-type: none"> Blocks
Recycling Center	Open area	<ul style="list-style-type: none"> Recyclable materials and objects, such as cereal boxes, scrap newspapers and papers, aluminum cans, plastic bottles and containers; large plastic containers; work gloves; clipboards; paper; pencils

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"> • Duplicate the Blast Off! sheet (appendix), one per partnership. • Duplicate and cut apart the Planets and Sun Cutouts sheet (appendix), three or four copies. • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Astronaut Handbook</i>. Page 2 begins “Welcome to astronaut school!”
Day 2	
P&P	<ul style="list-style-type: none"> • Small-group instruction: Duplicate the Silly Picture: A Trip to the Moon! sheet (appendix), five to seven copies.
Day 3	
C&Q	<ul style="list-style-type: none"> • Roll white playdough into a ball shape to replicate the moon. Use a pencil eraser to make small indentations on the ball to represent craters on the moon’s surface.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Mae Among the Stars</i>. Page 1 begins “Little Mae was a dreamer.”
Day 4	
C&Q	<ul style="list-style-type: none"> • Create an air tank for Curiosity by attaching yarn to an empty water bottle with masking tape. Use the yarn to attach the air tank to her back.
Day 5	
	<ul style="list-style-type: none"> • Prepare your materials, and review your lesson plans.
Day 6	
C&Q	<ul style="list-style-type: none"> • Letter Lab: Fill three or four baggies with hair gel. • Math Lab: If you do not have pattern blocks, cut several circles, squares, rectangles, and triangles from various colors of paper in an assortment of sizes.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Biscuit’s Earth Day Celebration</i>. Page 2 begins “Wake up, Biscuit.”
MM	<ul style="list-style-type: none"> • Create a Shapes Check chart by writing the following questions on chart paper: <ul style="list-style-type: none"> – Is the shape open or closed? – Does the shape have curved or straight lines? – How many lines are in the shape? – How many corners does the shape have? • Duplicate the Curiosity Goes for a Walk sheet (appendix), one per child.

Day 7	
C&Q	<ul style="list-style-type: none"> • Create a pair of goggles for Curiosity from two egg-carton cups and some yarn. Attach the goggles to Curiosity, and place her inside her box house.
	
Day 8	
	<ul style="list-style-type: none"> • Prepare your materials, and review your lesson plans.
Day 9	
	<ul style="list-style-type: none"> • Prepare your materials, and review your lesson plans.
Day 10	
C&Q	<ul style="list-style-type: none"> • Create a We Take Care of Earth poster for Curiosity similar to those made in the Art Lab this week.
MM	<ul style="list-style-type: none"> • Place items shaped like circles, squares, rectangles, and triangles around your classroom if you do not have at least two objects of each shape in the room already.

Day 1 | Ready, Set

Learning Focus

Earth is the planet on which we live.

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 17
<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"> • CD: <i>Getting to Know Myself</i> by Hap Palmer
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • CC Activity Card: Wonderful Word picture card for "on" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Oo," "Ii," and "Bb"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme Card for "Our Home" (optional) • CC Activity Cards: Picture cards for fork, spoon, car, face, feet, leaf
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Space Shuttle, Space Museum, Let's Play House, Construction Zone • 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>Astronaut Handbook</i> by Meghan McCarthy • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • Large number line 1–20 (from unit 16) • CC Activity Cards: Numeral cards 1–20 • Number lines 1–20 (from unit 16), one per child

Materials	
Question/Reflection	<ul style="list-style-type: none">• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 17• Home Link 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.

Available Activities

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

Classroom Library Lab: Enjoy a Story

- Include new books related to the planet Earth, outer space, and ways to care for the environment.

Letter Lab: Sand Letters

- Point out the trays of dry sand (or direct children to the sand table). Encourage children to form letters in the sand with their fingers using the letter cards as models.

Math Lab: Blast Off!

- Explain to children that they can play a game with the materials. First, they should roll the number cube and place a counting bear on the matching number on the Blast Off! sheet. They can then move the bear as they count back from the number rolled to the number 1.

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: Where Will You Go on Your Rocket?

- Invite children to write about where they would like to go if they could travel on a rocket. Encourage them to use the books you have placed in the lab for ideas.
- Consider collecting students' writing to be included in a class book.

Art Lab: Paint a Planet

- Explain that when scientists look at planets through a telescope, they see different colors on different planets. Invite children to use paint, crayons, or markers to decorate a paper plate to create a planet.

Science Lab: Our Place in Space

- Encourage children to use the planet and sun cutouts and other available materials to create a space scene on the large construction paper.

Puzzles & Games Lab: Free Exploration

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



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

**This is the way we tidy our labs,
tidy our labs, tidy our labs.
This is the way we tidy our labs,
all of us together.**
(Repeat if children need more time.)

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

 **Gathering Circle**

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

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



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE:

Yesterday our number was on a/an (name the shape for yesterday's date).
What shape do you think today's number will be on? *Replies. Yes, our pattern this month is* (describe your pattern).

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

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

Weather

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

Cool Kid

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



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

Move It!

- Invite children to move like Sammy in the song of the same name.

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

- Play the song "Sammy" from the CD *Getting to Know Myself* by Hap Palmer.



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

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

Clues & Questions

Curiosity's Clues

- Bring Curiosity to the group.

Teacher: **Hi, Curiosity! Did you bring anything to share with us today?**

Curiosity: **Well, I do have a riddle about the new unit we will start today. Listen carefully:**

**We learned that people live all around this planet, which is round.
There are ways to help take care of this planet that can be found,
In books and on the computer if you look up our planet's name.
If you know what planet we live on, then we can end this game!
Now I'm wondering if you can guess with me.**

WGR: **What planet could it possibly be? *Earth!***

Teacher: **That's right, Curiosity. Our new unit is about Earth and space and how we can help to take care of our planet.**

Theme-related word(s):

on*
rocket
star



Learning with Curiosity

- Play the "Planets, Moons, and Stars" video.



This week we will talk about the planet we live on, called Earth, and the things around it in space. Next week we will talk about what we can do to take care of Earth.

Earth is in space. Space is where we would go if we went way up high in the sky and then kept on going and going. We have a video about a trip that Elmo takes to outer space on a rocket. Let's watch it to find out what we can see in space besides Earth.

- Have children discuss what they saw in the video.



T-P-S: **What kinds of things can you see in space?** *Planets, stars, the moon, and the sun.*

- Ask children what questions they have about outer space. Record their questions on chart paper. Revisit the chart throughout the week as questions are answered.
- Use the sharing sticks to select children to share their responses. Award paw points for thoughtful responses.
- Invite children to share anything else they know about the planet Earth or outer space. Share the following facts if children do not mention them:
 - Planets are round like balls (or spheres).
 - There are many planets.
 - Earth is one of the planets.
 - The sun is actually a gigantic star in space.



Wonderful Word

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

Our Wonderful Word today is “on.” “On” is a word that tells where something is. We are on the planet Earth.



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

Letter Links

- Have Curiosity provide clues about the letter “o.” 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 “Oo,” “Ii,” and “Bb.”

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

- **Both of my letter shapes sit on the line.**
- **Both of my letter shapes have a circle.**
- **My uppercase and lowercase letter shapes look the same.**

WGR: What letter am I? “O.” “O” 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 “o” by showing the “Tutu Letter O” 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 where we live. It's called "Our Home." When we say this rhyme, listen carefully for the rhyming words.

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



Our Home

Out among the moon and stars, (Open your arms wide over your head.)

There is a place in space that's ours. (Open your arms in front of you to indicate the people around you.)

It's called the earth, and you can see,

That it's a home for you and me. (Point to someone, and then point to yourself.)

Develop Phonological Awareness—Rhyme Recognition

- Invite children to recall the rhyming words from the poem.

T-P-S: Which word rhymes with "see"? "Me." "See," "me." They both end with /ē/.

- Lead the picture match game. Show the first set of pictures. Point to and name each picture.



fork



spoon



car



WGR: Which word rhymes with "star": "fork," "spoon," or "car"? "Car."

- Use My Turn, Your Turn to have children say "car" and "star." Encourage them to think about how their mouths feel the same as they say the end of each word.

- Repeat the process with the second set of picture cards. Have children identify which picture rhymes with the words “place” and “space.” “Face.”



face



feet



leaf



- Award paw points if children successfully identified the rhyming 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.

EXAMPLES:

Space Shuttle: Point to the open area. **This is our space shuttle. Here you can be an astronaut working in the shuttle in outer space. Perhaps you are studying planets and stars.**

Space Museum: Show the area where children can create a museum. **In this area, you can create a space museum and make the things that people would see in the museum. You can use the materials from the Art Lab to make moon rocks, rockets, or other items. What will you make for the museum?**

Let's Play House: Point to the housekeeping area. **Here you can play house. You might pretend to be an astronaut in your house who is preparing for a trip to the moon. Maybe you could use the suitcases to pack the things you will need for your trip. Make sure that you water your plants and take care of everything before you leave.**

Construction Zone: **The blocks area is the construction zone. Here you will build things for space missions. Maybe you will build a space shuttle to take astronauts to the moon, or perhaps you will build a space station where astronauts will do research in space.**

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.



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):

prepare

Astronaut Handbook

Author and illustrator: Meghan McCarthy

If you want to be an astronaut, this is the book for you. Readers will learn everything they need to know before making the decision to become an astronaut.

Interactive Story Reading

Before Reading

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

The title of our story today is *Astronaut Handbook*. That’s the name of the story. The author and illustrator of this story is Meghan McCarthy. She wrote the words and drew the pictures for this story.

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



The title of this story is *Astronaut Handbook*. A handbook is a book that gives information about something. This handbook is about being an astronaut. An astronaut is someone who travels in space. T-P-S: What information might this handbook for astronauts give us?

Let’s read this story to find out about astronauts.

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 9: T-P-S: **Do you think it is hard to swim with your clothes on? Why (or why not)?**
 - Page 12: **Survival training teaches you how to live when you don’t have enough food or clothing or a place to stay warm. Astronauts have to know what to do if they are out in space for a long time and run out of food and supplies.**
 - Page 18: T-P-S: **Why do astronauts have to practice things like working with machines, flying, and floating in space?**
 - Page 39: T-P-S: **What will this astronaut do in space?**

After Reading

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

T-P-S: Would you like to be an astronaut? Why (or why not)?

***Astronaut Handbook* explains many of the things that people have to do when they prepare to be astronauts. T-P-S: What do you think the word “prepare” means? When you prepare to do something, you get ready to do it. People have to learn a lot to get ready to be astronauts. T-P-S: What is something astronauts do to prepare to go into space?**

- 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 back

Count with Curiosity

- Introduce the way that children will count this week.

This week we will practice counting backward from 10 to 1. We will start with 10. Curiosity will help us remember how!



- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Review counting from 1 to 20. Invite children to count with you.

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

- Introduce today’s activity.

Now we are going to count backward from 20 to 1! Follow my finger as I point to each number on the number line. Point to each number on the large number line as children count backward from 20 to 1.

You are ready for our game today. We will play a game that we played a few weeks ago when we were counting on, except that we will count backward today! That is called counting back.

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 count back from that number to 1 in unison.



EXAMPLE:

Show the number 6. WGR: **What is this number called? 6. Put your finger on the number 6 on the number line. Check your partner to make sure that he or she is on the right number. Now we will start with 6 and count back until we get to 1. Ready? 6, 5, 4, 3, 2, 1.**



- Repeat the steps several times, randomly choosing a number 1–20 each time as the number from which children will count backward.
- Award paw points if most children help their partners when needed and are able to count back from a given number successfully.



- Reinforce counting backward by showing the “NASA Countdown to Space” video.



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

Brain Game: Simon Says

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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that Earth is the planet we live on.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “on.” Remember that “on” is a word that tells where something is. We are on the planet Earth. T-P-S: When did we hear the word “on” today?



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

Theme Learning Extension



- Play the “Postcard from Space Camp” video.

We have started learning about Earth and space. In Plan & Play, we are pretending to build space shuttles, examine items from space in a space museum, and prepare to be astronauts on a space mission. In this video, children go to a special camp, called space camp, to learn more about being astronauts and space researchers.

- After viewing the video, invite children to share their observations.

T-P-S: What were the children doing at space camp?



- Use the sharing sticks to select children to share their observations. Award paw points for thoughtful responses. If applicable, make connections between the video content and children’s pretend play in the Plan & Play scenarios today.

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

The sun provides light and heat for Earth.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Letter Lab: Large letter “o”s cut from construction paper, strips of colored paper or streamers, wiggle eyes or markers, glue
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"> Flashlight Globe (if available) or ball CC Activity Card: Wonderful Word picture card for “sun” CC Activity Card: Letter card for “Oo”
Getting Along Together	<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) Small-group instruction: Silly Picture: A Trip to the Moon! sheet (appendix), five or six copies
STaR	<ul style="list-style-type: none"> Trade book: <i>Astronaut Handbook</i> by Meghan McCarthy
Math Moments	<ul style="list-style-type: none"> Number lines 1–20 (from unit 16), one per child Number cards 1–20 (from unit 16), 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: "O" Octopus

- Invite children to use the materials to create an octopus from the letter "o" shape. Have them glue eight strips of paper to the bottom of the "o" to create the legs and use a marker to draw eyes or glue on wiggle eyes.

Math Lab: Blast Off!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Where Will You Go on Your Rocket?

- Same as day 1

Art Lab: Paint a Planet

- Same as day 1

Science Lab: Our Place in Space

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief

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



In the math part of last night's show, an astronaut was counting backwards. T-P-S: Can you count backwards from 10 to 1 with your partner?



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

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

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



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



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



Clues & Questions

Theme-related word(s):

day
light
night
solar energy
sun*

Basic word(s):

heat

Curiosity’s Clues

- Bring Curiosity to the group with a flashlight and a globe (or ball).

Teacher: **Hello, Curiosity! I see that you brought some things to share with us.**

Curiosity: **Yes, I did. I brought this flashlight and globe because I want to show you something special about the sun.**

Teacher: **Oh, that sounds like fun!**

Learning with Curiosity

- Introduce the learning activity.

Yesterday we said the sun is actually a huge star. The sun is very important to the earth because it gives us light during the daytime. Last week we talked about people all over the world. Do all the people in the world have daytime at the same time? Let’s find out how day and night work.

- Turn off the lights in the room, and shine the flashlight on the ball/globe.

- Show children how one side of the ball/globe is day and one side is night.

Pretend that this flashlight is the sun. This globe (or ball) is the earth. Point to the lit side. When the sun is shining on this half of the earth, it is daytime. The other side of the earth is dark because it is nighttime there. But it doesn't stay that way. We can't feel it, but the earth is actually moving around and around all the time.

- To further illustrate the concept, put a sticker on the lit side of the ball/globe.

Point to the sticker. **If we are on Earth right here, we are on the part that is having daytime. Point to the dark side. People who live on this part of Earth are probably asleep. It's nighttime to them.**

- Turn the globe (or ball) slowly as you narrate the earth's rotation into the path of the sun.

Let's see what happens. Watch the sticker as I move Earth around. As the day goes by, into the afternoon, Earth continues to go around. Now it is almost nighttime. As Earth moves around and around, we now move out of daylight and into the night. This part of Earth continues to stay dark until morning, and then it becomes daytime again.



- Turn the lights back on. Then play the "Good Morning, Morning" video.

Now let's watch a video that will show us how the sun comes up in the morning. When we see the sun come up, we know the part of Earth that we are on is moving into the sun's light.

Wonderful Word



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

Our Wonderful Word today is "sun." The sun is a very big star that gives light and heat to the earth.



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

Daily Message

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

The sun gives us light and keeps us warm in the daytime.

- Point out the tall letters in the message ("T," "l," "h," "k," and "d").

There are tall letters in our message today. As I touch the tall letters, point to each one with me.

Letter Links

- Have Curiosity show the letter card for “Oo.”
- 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 “o” by showing the “Break Dance Letter O” video.



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

Getting Along Together

Active Instruction

- Review Stop and Think brain games.

We will be playing many of our favorite brain games over the next two weeks. Today we will play Stop and Think brain games. Give the Stop and Think Signal. The brain game that we will play at the end of each day this week is Simon Says. It helps us practice stopping and thinking. We need to think about whether the leader says, “Simon says” before we move. Have you gotten better at playing Simon Says this year?



T-P-S: What are some times when we need to stop and think in the classroom? *When we want to call out an answer, when we want to interrupt a friend, when we don’t want to wait our turn, etc.*

By playing brain games, we get better at stopping and thinking.

- Have children vote for one other Stop and Think game they’d like to play.

We will play Simon Says before we go home. We will play another one of our Stop and Think games right now. You get to choose which one you’d like to play. The choices are Pass It Down! and Freeze. Raise your hand if you’d like to play Pass It Down! Count the number of raised hands. Raise your hand if you’d like to play Freeze. Count the number of raised hands.

Partner Practice

- Play the game selected by children.

Brain Game: Pass It Down!

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

Brain Game: Freeze

Explain that when the music starts, children should dance/sing along in place. When the music stops, children must freeze (be completely still) until you restart the music. This is not a game of elimination. Continue to start and stop the music several times to allow children to practice the stop and think skill.



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:

Space Shuttle: I remember that yesterday your air tanks were not working, and you could not leave the shuttle. You are wearing them today. What did you do to fix the problem?

Space Museum: Yesterday you were making these moon rocks to display in your museum. They look great! Will you be selling tickets to enter the museum soon?

Small-Group Instruction

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

Silly Picture: A Trip to the Moon!

- Distribute a copy of the silly picture to each child. Explain that the picture shows some astronauts on their trip to the moon.
- Have children identify what is silly in the picture and why. Encourage them to share their observations in complete sentences, providing assistance as needed.

EXAMPLE:

There is a tree growing on the moon. That's silly because plants cannot grow on the moon.



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):

prepare

Astronaut Handbook

Author and illustrator: Meghan McCarthy

Review

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

Yesterday we learned what a person has to do to be an astronaut in the book *Astronaut Handbook*. Meghan McCarthy is the author and illustrator of this book about people who go into space.

- Review the story vocabulary that you introduced yesterday.



We learned that it takes a lot of work to prepare to be an astronaut. T-P-S: Why do you have to do so much to learn how to do this job?

Story Retell

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

Today when I read this story, you will pretend that you are preparing to be an astronaut and act out the things we learn about in the story.

- You may want to use the following suggestions to guide children as they dramatize the story.
 - Page 7: Pretend to read books.
 - Page 9: Pretend to jump into a pool and swim.
 - Page 12: Pretend to light a campfire.
 - Page 15: Pretend to work on a machine.
 - Page 16: Pretend to fly a plane (space shuttle).
 - Page 18: Pretend to float in space.
 - Page 24: Pretend to climb into the space shuttle and wait for take-off.
 - Page 27: Count down from 3 for take-off.
 - Page 31: Pretend to walk on the moon.
- Conclude this activity by having children tell their partners what they would take with them if they could go to the moon.



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



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction



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

Yesterday we played a game in which I showed you a number card, and you counted back from that number to 1. 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 pointing to the right number. Now we will start with that number and count back until we get to 1. Ready?**

- Lead children in counting back from the number drawn to 1.

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 back from that number to 1. 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 successfully complete the activity’s steps.



- Review numbers up to 20 by showing the “Worms in Space: 9” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that the sun gives light, power, and warmth to the earth.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “sun.” Remember that the sun is a gigantic star that gives us light, solar power, and warmth. T-P-S: When did we hear the word “sun” today?



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

Theme Learning Extension



- Use the “Tutu Letter O” video to review the sound and shape of the letter “o.”

We live on the planet Earth. When we listen to the word “on,” we hear the sound /o/ at the beginning. Let’s watch a video that will remind us about the letter that makes the sound /o/.

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

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

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

Day 3 | Ready, Set

Learning Focus

The moon provides light for the earth at night.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Astronaut Handbook</i> by Meghan McCarthy
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> CD: <i>Getting to Know Myself</i> by Hap Palmer
Clues & Questions	<ul style="list-style-type: none"> Playdough moon (See To Be Prepared.) CC Activity Card: Wonderful Word picture card for "moon" CC Activity Card: Letter card for "Oo"
Getting Along Together	<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>Mae Among the Stars</i> by Roda Ahmed Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Large number line 1–20 (from unit 16) Paper large enough to hide the number line
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR book *Astronaut Handbook*. Invite children to explore the book.

Letter Lab: "O" Octopus

- Same as day 2

Math Lab: Blast Off!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Where Will You Go on Your Rocket?

- Same as day 1

Art Lab: Paint a Planet

- Same as day 1

Science Lab: Our Place in Space

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief

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



Last night's story was about two best friends who like to fish at a nearby pond. T-P-S: How did the friends help to keep the pond clean?
They cleaned up the trash around the pond.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

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

We will move our bodies to the song “Shake Something” again today. Remember, when we listen to this song, we’ll have to think about which of our body parts we can move in the way the singer tells us.

- Play the song “Shake Something” from the CD *Getting to Know Myself* by Hap Palmer.



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



Clues & Questions

Theme-related word(s):

crater
moon*

Curiosity's Clues

- Bring Curiosity to the group with the playdough moon.

Teacher: I see that you brought something made of playdough today. Did you make that?

Curiosity: Yes, I did! It's a moon. I made it because we are talking about the moon today.

Learning with Curiosity

- Show the playdough moon.

This looks like a moon because it is round like a ball. The moon is far away, so it looks like a circle to us. We can see the moon in the sky at night. Earlier this week, we said that the moon is one of the things in space. Let’s watch this video to learn more about the moon.



- Play the “Sun, Moon, Earth” background video.

T-P-S: The moon does not just sit still in space. How does it move? *It goes around and around the earth.*

- Use the sharing sticks to select children to share their ideas. Award paw points if they recalled from the video that the moon goes around the earth.
- Share other information about the moon.

The moon is very important to us. It gives us light at night, but it does not make its own light. It is not made of fire like the sun or other stars. The moon gives us light at night because the sunlight bounces off it.

When we cannot see the whole part of the moon that is lit by the sun, the moon does not look like a circle. Draw a crescent shape and a half circle where children can see them. **The moon looks different to us every day, but it is always a ball shape. Sometimes we can’t see the whole moon because of the way the sun is shining on it.**

Show the playdough moon model. **The moon has little holes on its surface called craters. The craters are made when big rocks in space crash into the moon.**

Wonderful Word

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

Our Wonderful Word today is “moon.” The moon is shaped like a ball. It goes around and around the earth. It gives us light at night.



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

Daily Message

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

The moon gives the earth light at night.

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

Our Wonderful Word today is “moon,” and it is in our message today. Both of these words say “moon.”

Letter Links

- Have Curiosity show the letter card for “Oo.”
- 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 “o” by showing the “Soul Letter O” video.



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

Getting Along Together

Active Instruction

- Review the focus skill.

Yesterday we practiced Stop and Think brain games. Today we will play brain games that help us focus. Show the Focus Signal.



T-P-S: What do we do when we focus? *We use active listening when someone is speaking to us and think about what he or she is saying.*

- Name the brain games that help children focus. Then have children select the game they’d like to play today. The Focus brain games include: Silly Sounds, I Spy, and What Is the Magic Word?

Partner Practice

- Play the game selected by children.

Brain Game: Silly Sounds

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

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?”

Brain Game: What Is the Magic Word?

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



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):
encourage

Mae Among the Stars

Author: Roda Ahmed

Illustrator: Stasia Burrington

When Mae Jemison was a little girl, she dreamed of becoming an astronaut and seeing Earth from space. She wasn't always encouraged to become an astronaut as a child because little girls were expected to go into other jobs, such as nursing. Mae decided to follow her dream and eventually became the first African American woman in space.

Interactive Story Reading

Before Reading

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

The title of our story today is *Mae Among the Stars*. That's the name of the story. The author is Roda Ahmed. She wrote the words for the story. The illustrator is Stasia Burrington. 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 *Mae Among the Stars* helps me know that this story will be about a girl named Mae and the stars or space.

Let's look at the illustration on the cover to get some ideas about the story. Move the book close so children can see the picture. T-P-S: **What do you notice about the little girl in this picture? I wonder why she's wearing this big, round helmet. T-P-S: Do you have any ideas about what she is wearing?**

Let's read the story to see if we can find out what these clothes have to do with space.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 5: T-P-S: **What does Mae's mother say she can become if Mae wants to see Earth from space?**
 - Pages 8–11: T-P-S: **How does Mae feel about becoming an astronaut? How can you tell?**
 - Page 26: **How did it make Mae feel when her teacher said she should be a nurse instead of an astronaut?**
 - Page 34: T-P-S: **Did Mae follow her dream and keep her promise to her parents?**

After Reading

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

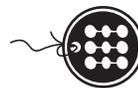
When Mae tells her parents that she wants to be an astronaut, they support and encourage her. They tell her, “if you can dream it, if you can believe it and work hard for it, anything is possible.” T-P-S: **What does the word “encourage” mean?** *To give hope or support. When you are encouraged to do something, people support you. They make you feel good about your decision, and they help you. In the middle of the story, Mae’s mother says she is sorry that Mae’s teacher did not encourage Mae.* T-P-S: **What did Mae’s teacher do that did not encourage Mae?** *She said Mae should be a nurse instead of an astronaut.*

T-P-S: **Have you ever felt encouraged to follow a dream? How did someone help you?**

- Point out to students that this story is based on a real person, Mae Jemison. Explain that it tells about her childhood, before she became the first African American woman astronaut.
- 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: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Review counting back from a given number to 1.

We have been using number lines to help us count back to 1, sometimes starting at 20 and sometimes starting with other numbers. Let’s see if you can start with the number 6 and count back without looking at a number line. Have children count back from 6 to 1. **Now let’s start at 11.** Have children count back from 11 to 1.

Partner Practice

- Show the large number line that you have made.

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



- Use construction paper to cover a section of the number line from any number all the way back to 1.

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, starting with the lowest number showing and counting back to 1. For example, if you have covered 1–4, then children would count, “5, 4, 3, 2, 1.”



- Repeat this process with several other groups of numbers on the number line.



- Award paw points if most children successfully identified the missing numbers.

- Review numbers up to 20 by showing the “Worms in Space: 14” video.



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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that the moon gives light to the earth at night.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “moon.” Remember that the moon is round, travels around the earth, and gives us light at night. T-P-S: When did we hear the word “moon” today?



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

Theme Learning Extension

- Introduce the “Twinkle, Twinkle, Little Star” video and the extension activity.

Today we have been learning about the moon. When we look up at the sky at night, we see other things in space besides the moon. We can see stars twinkling in the night sky. Let’s sing the song “Twinkle, Twinkle, Little Star” along with this video. As we sing, let’s pretend that we are looking at all the twinkling stars in the night sky.



- Play the “Twinkle, Twinkle, Little Star” video. If time allows, play the video a second time, and encourage children to sing along.

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

Our neighbors in space include the moon, the stars, and other planets.

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"> Water bottle air tank for Curiosity (See To Be Prepared.) Concepts-of-print book: <i>Reuse It!</i> by Irene Baranyk (class set) CC Activity Card: Wonderful Word picture card for "space" CC Activity Card: Letter card for "Oo"
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>Mae Among the Stars</i> by Roda Ahmed
Math Moments	<ul style="list-style-type: none"> Large number line 1–20 (from unit 16) Number lines 1–20 (from unit 16), one per partnership Construction paper, one sheet per partnership
Question/Reflection	<ul style="list-style-type: none"> 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: "O" Octopus

- Same as day 2

Math Lab: Blast Off!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Where Will You Go on Your Rocket?

- Same as day 1

Art Lab: Paint a Planet

- Same as day 1

Science Lab: Our Place in Space

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief

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



In last night's show, you heard a song about words that start with the letter "o." T-P-S: **Can you remember one of the words from this song that starts with the letter "o"?** *"Open," "OK," "old," "oboe," and "octopus" all start with "o."*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today’s Move It! activity, “Get on Up and Move Your Body.”

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



- Encourage gross-motor activity as children watch the video.



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

Clues & Questions

Theme-related word(s):

air tank
space*

Curiosity’s Clues

- Bring Curiosity to the group wearing the air tank that you created with an empty water bottle.

Teacher: Curiosity, why are you wearing a water bottle on your back?

Curiosity: It’s not a water bottle anymore. Now it’s an air tank! I am pretending to be an astronaut, and I need an air tank so I can breathe in outer space. It’s also a clue about what we will learn today.

Teacher: Well, that makes perfect sense because we have to take care of the planet Earth, and one way we can do that is by reusing things instead of throwing them away. In fact, we have a new story to read today, and it’s all about reusing things.

Note: As an alternative or addition, Curiosity could bring in a paper towel tube to use as a telescope.

Learning with Curiosity

- Distribute and introduce the concepts-of-print book *Reuse It!* by Irene Baranyk.

The title of this story is *Reuse It!* Irene Baranyk is the author.

- Reinforce the concept of one-to-one correspondence by having children point to each word on the page as they read the sentence. Have children open their books to the first page.

This page asks a question. It says, “What can I do with a box?” Watch how I touch each word as I read it. Read the page again, pointing to each word individually as you read.

Now you try it. Let’s point to the words as we say them together. Ready? “What can I do with a box?”



The next page answers the question. It tells us what we can do with a box. WGR: How many words do you see on the page? *Two*. There are two words. They say “Reuse it.” Let’s point to the words and say them.

- Read the remainder of the book in the same way. Have children use the pictures to determine what the words say, and then encourage them to point to the individual words as you read them together.



- Play the “Rockin’ Rockets” video.

You did such a great job of pointing to the words in our story! Let’s celebrate by dancing to a rockin’ song about rockets. Invite children to stand and dance as they watch the video.

Wonderful Word



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

Our Wonderful Word today is “space.” The earth, the moon, the sun, other planets, and stars are all in space.



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

Our neighbors in space are the moon, the sun, stars, and other planets.

- Point out the commas in the Daily Message.

This is a comma. Sometimes we see commas in a sentence when it names a lot of things. This sentence names the moon, the sun, stars, and other planets.

Letter Links

- Have Curiosity show the letter card for “Oo.”
- 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 “o” by showing the “Majestic O” 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 “Our Home” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Production

- Introduce the game, Make a Rhyme.

Today we are going to play Make a Rhyme. I will tell you a word from our rhyme, and you will think of a word that rhymes with it.

Let’s think of some words that rhyme with the word “moon” in the rhyme “Our Home.” “Soon” rhymes with “moon.” Rhyming words are words that end with the same sound. These two words, “moon” and “soon,” both end with /oon/. Now you can try to make some rhymes. Think of a word that rhymes with “moon” and “soon.” Tell your partner the word you thought of that rhymes with “moon.” It can be a real or an imaginary word.



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



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

- Award paw points if children successfully produced rhyming words.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- 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):
encourage

Mae Among the Stars

Author: Roda Ahmed

Illustrator: Stasia Burrington

Review

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

Yesterday we read this book, *Mae Among the Stars*. Roda Ahmed is the author, and Stasia Burrington is the illustrator.

- Review the story vocabulary that you introduced yesterday.

Mae’s teacher did not “encourage” her when she said she wanted to be an astronaut. Luckily, Mae’s parents did “encourage” her to follow her dreams. She did become an astronaut.

Story Retell

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

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

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

<u>Teacher reads:</u>	<u>Children read illustrations on:</u>
Pages 1–7	Pages 8–11
Pages 12–15	Pages 16–19
Pages 20–23	Pages 24 and 25
Pages 26 and 29	Pages 30–35

- Conclude this activity by having children tell whether they would like to go into space in a rocket and why.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction



- Review the hidden-number activity.

Yesterday I hid parts of this number line, and you had to tell which numbers were hidden. Let’s do one together. Close your eyes. Hide a section of numbers, beginning at the number 1. Now open your eyes. WGR: Which numbers are missing? Let’s say them together. Start with the first visible number, and then count back to 1.

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 which 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 complete the activity’s steps.
- Review numbers up to 20 by showing the “Martian Beauty 9” video.



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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that the sun, the moon, stars, and other planets are our neighbors in space.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "space." Remember that there are many things in space. The moon, the sun, the earth, other planets, and stars are all in space. T-P-S: When did we hear the word "space" today?

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



Theme-related
word(s):

rotate

Theme Learning Extension

- Introduce the activity.

We have been learning that the sun is actually a big star and that all the planets go around and around it. Let's have our Cool Kid be the sun and stand in the middle of the room. The rest of us will be planets and stars. We will rotate, or go around and around, the sun. Remember to be careful as you rotate, planets and stars. You don't want to have a space collision, or you could explode!

- Allow children to act out the movements of the solar system for several minutes.

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 watch to 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

Astronauts work in space.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Mae Among the Stars</i> by Roda Ahmed
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>Roaring Rockets</i> by Tony Mitton and Ant Parker CC Activity Card: Wonderful Word picture card for "astronaut" CC Activity Card: Letter card for "Oo"
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>I Love Our Earth</i> by Bill Martin Jr. and Michael Sampson or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> No additional materials needed
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker

Day 5

Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: "O" Octopus

- Same as day 2

Math Lab: Blast Off!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Where Will You Go on Your Rocket?

- Same as day 1

Art Lab: Paint a Planet

- Same as day 1

Science Lab: Our Place in Space

- 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.

**You heard a silly song called “Hey Diddle, Diddle” in last night’s show.
T-P-S: In this song, what did the cow jump over? *The moon.***



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 **Move It!**

- Invite children to dance with you.

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



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



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

 **Clues & Questions**

Theme-related word(s):

astronaut*
rocket

Curiosity’s Clues

- Bring Curiosity to the group with the book *Roaring Rockets* by Tony Mitton and Ant Parker.

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

Curiosity: It sure is! We will talk about the job these animals are doing. I will give you a few clues to help you guess.

- **If you do this job, you could travel in a space shuttle.**
- **People who do this job might work in outer space.**
- **You have to go to a special camp or school to learn how to do this job.**

WGR: What job do you think Curiosity is talking about? *An astronaut!*

Yes! Today we will learn about astronauts and the work they do in space.



Learning with Curiosity



- Read *Roaring Rockets* to children, calling attention to the astronaut activities that the animals are doing in the book.
- Play the “Suzie Kabloozie the Astronaut” video.

Let’s watch a video about a girl named Suzie Kabloozie who is pretending to be an astronaut.

Wonderful Word



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

Our Wonderful Word today is “astronaut.” An astronaut is someone who works in space. Astronauts travel into space on space shuttles and do research.



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

An astronaut is someone who travels on a space shuttle and does work in space.

- Have children count the words in the Daily Message with you.

Our Daily Message has a lot of words today. Let’s count the words together!

Letter Links

- Have Curiosity show the letter card for “Oo.”
- 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 “o” by showing the “Break Dance Letter O” 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 “Our Home” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Production

- Review the game, Make a Rhyme.

We’re going to play Make a Rhyme again today. I will tell you a word from our rhyme, and you will think of a word that rhymes with it.

Let’s think of some words that rhyme with the word “that’s” in the rhyme “Our Home.” “Hats” rhymes with “that’s.” Rhyming words are words that end with the same sound. These two words, “that’s” and “hats,” both end with /ats/. Now you can try to make some rhymes. Think of a word that rhymes with “that’s” and “hats.” Tell your partner the word that you thought of that rhymes with “that’s.”



- Play the game. Use Think-Pair-Share to have children tell their partners words that rhyme with the given word. Remind them that the words can be real or imaginary.

- **earth**
- **can**
- **home**

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



- Award paw points if children successfully produced rhyming words.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- 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 *I Love Our Earth* by Bill Martin Jr. and Michael Sampson.
- 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: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Problem Solving

- Bring out Curiosity and a calendar. Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity cannot remember the date of her mother’s birthday. She is upset because Squeaky knows his mother’s birthday, and Chilly knows his mother’s birthday too.

Curiosity knows that her mother’s birthday was three days ago, but she doesn’t know the date. She has a calendar, but she needs help using it to solve her problem.

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



T-P-S: We know that today is (current month and day), and we know that Curiosity’s mother had her birthday three days ago. How can we use the calendar to help us figure out the date of her mother’s birthday? Start at today’s date, and count back three days.



- Use the sharing sticks to select children to share their responses. Award paw points if children can figure out the correct date.



- Review numbers up to 20 by showing the “Worms in Space: 17” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that astronauts work in space.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “astronaut.” Remember that an astronaut is someone who works in space. Astronauts travel on space shuttles and research space and other planets. T-P-S: When did we hear the word “astronaut” today?



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

Theme Learning Extension

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

Sample questions:

- What can we find in outer space?
- Would you like to visit outer space?

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

We can take care of our planet.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Classroom Library Lab: Books related to caring for the planet, conservation, reusing, reducing, and recycling • Letter Lab: Sealed baggies filled with hair gel, letter-blending card for “Pp” • Writing Lab: We Take Care of Earth poster titles (appendix), construction paper, crayons, markers • Art Lab: Various sizes of cardboard boxes, metal and/or plastic containers, cereal boxes, and any other clean empty reusable items • Math Lab: Pattern blocks or various shapes cut from construction paper • Science Lab: Bottle caps, glue, construction paper • Puzzles & Games Lab: Any theme-related puzzles or games
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–20
Clues & Questions	<ul style="list-style-type: none"> • Trade book: <i>The Earth Book</i> by Todd Parr • CC Activity Card: Wonderful Word picture card for “planet” • CC Activity Card: Letter card for “Pp”
Rhyme Time	<ul style="list-style-type: none"> • Rhyme Card for “Reduce, Reuse, Recycle” (optional)
Plan & Play	<ul style="list-style-type: none"> • CC Activity Card: Scenario card for Recycling Center
STaR	<ul style="list-style-type: none"> • Trade book: <i>Biscuit’s Earth Day Celebration</i> by Alyssa Satin Capucilli • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • A paper plate (or other object shaped like a circle) • Shape Check chart (See To Be Prepared.) • Curiosity Goes for a Walk sheets (appendix), one per child • Blue crayons, one per child
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Gel Letters

- Encourage children to use their fingers to write the review letter “p” in the gel using the letter-blending card as a model.

Math Lab: What Can You Make with Shapes?

- Encourage children to use pattern blocks or paper shapes to build different figures.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: We Take Care of Earth Posters

- Have children paste a We Take Care of Earth title to a piece of construction paper and draw a picture or write about something they could do to protect the environment. You may need to help with ideas early in the week.

Art Lab: Recycle City

- Invite children to use the boxes and other available materials to build Recycle City, a city made of all reused items.

Science Lab: Constructing with Caps

- Encourage children to use the bottle caps to construct an object. Encourage them to use their creativity to build something with the caps. If they want, they can glue the caps together or glue them onto a piece of construction paper.

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

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



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



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

We're going to play Jumping Bean again. I will show you a number card. You will say the number on the card. After you say the number, jump in place the number of times that matches the number on the card. Watch out, though, because today we are using numbers all the way to 20!

- Allow children to play Jumping Bean for several minutes.



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

Clues & Questions

Theme-related word(s):

litter

planet*

Basic word(s):

care

Curiosity's Clues

- Bring Curiosity to the group with *The Earth Book* by Todd Parr.

Teacher: **I see that you brought a book with you today, Curiosity. What is the book about?**

Curiosity: **This book is about our planet. The title of this book is *The Earth Book*. It was written by Todd Parr. This book will give us some ideas about ways we can help to take care of the earth.**

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

Curiosity: **Yes! Today we will learn about different ways we can help to care for our planet.**

Learning with Curiosity

- Read the book to children, calling attention to the various things we can do to take care of the earth.
- After reading the book, have children share what they remember.

T-P-S: **What is one thing you could do to help take care of the earth?**

- Use the sharing sticks to select children to share their ideas. Award paw points for thoughtful responses.
- Play the “Noodles and Ned: No Littering” video.

In our story, it says that we should throw our trash in the trash can. WGR: What is it called if we throw trash on the ground? *Littering*. Litter keeps our world from being a beautiful place. Let’s watch this video about littering.

Wonderful Word

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

Our Wonderful Word today is “planet.” A planet is a large body in space shaped like a ball. We live on the planet Earth. There are many ways that we can take care of our planet.

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



Daily Message

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

We can take care of our planet.

- Point out to the children that the daily message ends with a period.

Our message has a little dot at the end. The dot is called a period. We see a period at the end of sentences. The period tells us that the sentence is over.

Letter Links

- Have Curiosity present the letter “p.” Show the letter card for “Pp.”

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

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

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

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

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



- Reinforce the sound and shape of the letter “p” by showing the “Stores on the Street: P” video.



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

Rhyme Time

- Introduce the new song.

Today we will begin to learn a new song about taking care of the earth. It’s called “Reduce, Reuse, Recycle.” When we sing this song, listen for words that begin with the same sound.



- Start the video so children can hear the audio and see the motions.



- Use My Turn, Your Turn to teach the song and motions to children, one line at a time.

Reduce, Reuse, Recycle

(Tune: “The More We Get Together”)

**Reduce, reuse, recycle,
recycle, recycle.**

Reduce, reuse, recycle

It’s easy to do.

**‘Cause your world is my world,
and my world is your world.**

Reduce, reuse, recycle.

It’s easy to do!

(From *Reduce, Reuse, Recycle* by Rozanne Lanczak Williams, © 1994 Creative Teaching Press, Inc. Huntington Beach, CA. Reprinted with permission.)

Develop Phonemic Awareness—Sound Substitution

- Introduce the New Sound game in which you substitute a new sound (phoneme) for one that is repeated in the words of the song.
- Invite children to sing “Reduce, Reuse, Recycle” with you.

I heard the same sound at the beginning of many words in this song. Listen carefully while I sing the song again to see if you can hear the sound that is the same in some words.

- Sing the song again, emphasizing the /r/ at the beginning of the words “reduce,” “reuse,” and “recycle.”

The words “reduce,” “reuse,” and “recycle” all begin with /r/. We’re going to sing the song again, and this time we will say /b/ for the /r/ in the words that start with /r/.

- Sing the song with children using the substitution.

**Beduce, beuse, becycle,
becycle, becycle.**

Beduce, beuse, becycle

It’s easy to do.

**‘Cause your world is my world,
and my world is your world.**

Beduce, beuse, becycle.

It’s easy to do!

- Play the game several times, substituting other initial sounds for the alliterative words in the rhyme. You may want to use the following suggestions: /d/, /t/, /m/, /l/.



- If children are successful with phoneme substitution in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the rhyme with their substitutions to a partner.
- Award paw points if children successfully substituted phonemes.

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.

Recycling Center: We have a new scenario this week called the recycling center. The recycling center is a place where we can use old materials to make new things. What can you make with the materials here today?

Scenario Selection

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

Plan

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

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.



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):
celebration

Biscuit’s Earth Day Celebration

Author and illustrator: Alyssa Satin Capucilli

Readers learn about taking care of the environment as they follow Biscuit and his owner through a day of preparations for an Earth Day celebration.

Interactive Story Reading

Before Reading

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

The title of our story today is *Biscuit’s Earth Day Celebration*. That’s the name of the story. The author and illustrator is Alyssa Satin Capucilli. She 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.



The title of the story is *Biscuit’s Earth Day Celebration*. T-P-S: Who do you think this puppy is?

The title tells us this story is about a celebration. T-P-S: What do you think a celebration is? A celebration is a kind of party. People can celebrate many different things. This story is about an Earth Day celebration. What do you think the people and puppy in this story will do at an Earth Day party?

Let’s read and find out.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 7: T-P-S: **Why does the girl turn off the water while she brushes her teeth?** T-P-S: **Can you think of some other ways to help save water?**

- Page 11: T-P-S: **How can Biscuit help the children plant a garden?**
- Page 17: T-P-S: **What will the girl do with the plastic bottle that Biscuit finds?**
- Page 22: T-P-S: **Where is Biscuit going?**

After Reading

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

What are some things from the story that we can do to take care of the earth?

The girl in the story takes her puppy Biscuit with her to the Earth Day celebration. Before we read the story, we said that a celebration is a kind of party. How is the celebration in the story different from parties you've been to?

- 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):

circle
corner
curve
line
shape
side



Count with Curiosity

- Introduce the way that children will count with Curiosity this week.

This week we will continue to practice counting backward from 10 to 1. Are you ready?

- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Use the paper plate to review the circle shape.

This week we will review flat shapes and places where we see them in the world around us. Hold up the plate. T-P-S: **What shape is this paper plate?** *A circle.*

- Use Whole-Group Response to review the characteristics of a circle, referencing the questions on the Shape Check chart.
 - **Is the shape open or closed?** (Explain, if necessary, that a closed shape has no doors, or openings.) *Closed.*
 - **Does the shape have curved or straight lines?** *One big curved line.*
 - **How many sides does the shape have?** *None.*
 - **How many corners does the shape have?** *None.*



Partner Practice

- Give each child a Curiosity Goes for a Walk sheet and a blue crayon. Have children write their names on their sheets because they will use them all week. Explain the partner activity.

We have looked in our classroom before for things that are shaped like circles. Circles are all around us. The picture on your page shows Curiosity going for a walk. Your job is to work with your partner to find the circles on the page. You will use your crayon to color the circles blue.

- After children have found and colored the circles, have them check their partners' papers.

T-P-S: **What items did you find that are shaped like a circle?** *The sun, two of the doorknobs, and one window.*



- Use the sharing sticks to select children to share the circular objects they found in the picture. Encourage them to express their responses in complete sentences. Provide help with vocabulary if needed. Award paw points if the items that children name are circular.



- Reinforce the concept of shapes by showing the “Worms in Space: Shapes” video.



TRANSITION

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

Brain Game: Copy Me

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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that there are ways we can help to take care of our planet.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “planet.” Remember that a planet is a large body in space shaped like a ball. We live on the planet Earth. T-P-S: When did we hear the word “planet” 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 “Box City Recycling Rap” video.

In the Art Lab this week, you can reuse items to build a city. This video shows another group of children who made a city from boxes. Watch carefully, and you can get some ideas to use in our city.

T-P-S: What kinds of things did you see the children in the video using to build their city?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Invite children to find clean empty boxes, plastic containers, etc. to bring for use in the Art Lab this week.

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 watch tonight's Home Link episode online what they learned today with their family members. They will find today's episode when they click on the goat.
- Use the goat stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Day 7 | Ready, Set

Learning Focus

We can protect the earth's resources by reusing things.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter-blending card for “Oo”
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"> • Egg-carton goggles for Curiosity (See To Be Prepared.) • Four or five items that can be reused (e.g., plastic yogurt container, empty plastic CD case, plastic shower curtain ring, toilet paper or paper towel rolls) • CC Activity Card: Wonderful Word picture card for “reuse” • CC Activity Card: Letter card for “Oo”
Getting Along Together	<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) • Small-group instruction: Trade book: <i>The Earth Book</i> by Todd Parr
STaR	<ul style="list-style-type: none"> • Trade book: <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli
Math Moments	<ul style="list-style-type: none"> • A paper triangle (or object shaped like a triangle) • Shape Check chart (from day 6) • Curiosity Goes for a Walk sheets (from day 6) • Green crayons, one per child
Question/Reflection	<ul style="list-style-type: none"> • 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: Gel Letters

- Encourage children to use their fingers to write the review letter “o” in the gel using the letter-blending card as a model.

Math Lab: What Can You Make with Shapes?

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: We Take Care of Earth Posters

- Same as day 6

Art Lab: Recycle City

- Same as day 6

Science Lab: Constructing with Caps

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief

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



Last night's story was about Leora. Leora didn't like to clean up or help put things away. T-P-S: What did they call Leora because she didn't help out? They called her Lazy Leora.



- 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. 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):

reuse*

Curiosity’s Clues

- Bring Curiosity to the group wearing the egg-carton goggles.

Teacher: **Curiosity, those goggles are really neat! How did you make those?**

Curiosity: **Well, my mom had an empty egg carton, so instead of throwing it away, I made some goggles with it. My mom says we should try not to throw a lot of things away because the earth will fill up with trash. So we try to reuse things at our house to help take care of the earth.**

Teacher: **What a great idea, Curiosity! Today we will learn about reusing things to help care for our planet.**

Learning with Curiosity

- Explain what we mean by reusing items.

Reusing things means that we use something again. If we reuse things, we don’t throw away as much trash, which helps the earth. I brought some things for us to look at. Let’s think of some ways we could reuse these things instead of throwing them away.



- Show each item, one at a time. Have partners think of ways to reuse each item.
T-P-S: This is a (name of item). Instead of throwing it away, what could I use it for?
- Use the sharing sticks to select children to share their ideas. Award paw points for creative responses.
- Play the “Use It Again” video.
Let’s watch this video for other ideas about things that can be reused.

Wonderful Word



- Show the Wonderful Word picture card for “reuse.”
Our Wonderful Word today is “reuse.” “Reuse” means to use something again. We can reuse things to reduce the amount of trash we throw away. We help save and protect the earth by reusing things.
- Play the digital dictionary video for “reuse.”
- Remind children that they can earn paw points when they use or hear the word “reuse” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

- Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.
We can reuse things instead of throwing them away.
- Count the words in the Daily Message.
There are a lot of words in our Daily Message. Let’s count the words in the message together.

Letter Links

- Show the letter card for “Oo”
Today we will review a letter that we have already learned. Our letter today is “o.”
The letter “o” makes the /o/ sound. T-P-S: What are some words that begin with /o/?
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the day and put their hands down again when it’s not.
We’re going to use our letter goggles to see if we can find the letter of the day in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the day.

Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

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



- Reinforce the sound and shape of the letter “o” by showing the “Majestic O” video.



Have children stand and recite “Reduce, Reuse, Recycle” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review Memory brain games.

This week Copy Me is the brain game that we will play at the end of each day. This game helps us build our memory muscles. We will play some other brain games today to work on our memory skills.



T-P-S: How do you try to remember something? *I say it over and over in my head, or I sing a song about what I need to remember.*

As we play Memory brain games today, think about what you are doing to try to remember. Give the Remember Signal.

- Name the other brain games that help children with memory skills. Then have children select the game they’d like to play today. The Memory brain games include Hot Potato Memory and What Is Missing?

Partner Practice

- Play the game selected by children.

Brain Game: Hot Potato Memory

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

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.



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.

EXAMPLE:

Space Shuttle: I remember that yesterday you were collecting rocks from the moon to study back on Earth. What did you learn about the moon rocks?

Small-Group Instruction

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

If We Don't Take Care of the Earth...

- Invite children to think about what could happen if we did NOT take care of the earth.
- Encourage children to share their ideas in complete sentences, providing assistance with vocabulary as needed.
- Reread sections of *The Earth Book* by Todd Parr if children have difficulty thinking of ideas.



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):
celebration

Biscuit's Earth Day Celebration

Author and illustrator: Alyssa Satin Capucilli

Review

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

Yesterday we read the story *Biscuit's Earth Day Celebration*. Alyssa Satin Capucilli is the author and illustrator of this story.

- Review the story vocabulary that you introduced yesterday.



When we read this story yesterday, we saw the things that the girl and her puppy do at an Earth Day celebration. T-P-S: What happens at the Earth Day celebration?

Story Retell

- Display the cover of *Biscuit's Earth Day Celebration*, and tell children that they will use the illustrations to help you read the story today.

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

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

<u>Teacher reads:</u>	<u>Children read illustrations on:</u>
Pages 2–5	Pages 6 and 7
Page 8	Page 9
Page 10	Page 11
Pages 12–16	Page 17
Pages 18–21	Page 22

- Conclude this activity by having children tell what they would like to do at an Earth Day celebration.



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

Math Moments

Math word(s):
triangle

Count with Curiosity



- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction



- Use the paper triangle to review the triangle shape.

Yesterday we talked about circles. Today we will review another flat shape. Hold up the paper triangle. T-P-S: **What shape is this piece of paper?**
A triangle.



- Use Whole-Group Response to review the characteristics of a triangle, referring to the questions on the Shape Check chart.
 - **Is the shape open or closed?** *Closed.*
 - **Does the shape have curved or straight lines?** *Straight lines.*
 - **How many sides does the shape have?** *Three.*
 - **How many corners does the shape have?** *Three.*

Partner Practice

- Give each child a Curiosity Goes for a Walk sheet and a green crayon. Explain the partner activity.

Yesterday you worked with your partner to find the circles in this picture. Today you will look for triangles. You will use your crayon to color the triangles green.

- After children have found and colored the triangles, have them check their partners' papers.

T-P-S: What items did you find that are shaped like a triangle? *The roofs, the top part of the curtains, and the top window panes.* (Some children may also notice that although they are open, many of the tree branches form part of a triangular shape.)



- Use the sharing sticks to select children to share the triangular objects they found in the picture. Encourage them to express their responses in complete sentences. Provide help with vocabulary if needed. Award paw points if the items that children name are triangular.



- Reinforce the concept of triangles by showing the “Dancing with Triangles” video.



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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that we can help the earth by reusing things.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “reuse.” Remember that when you reuse something, you use it again. You can help to save our planet by reusing things instead of throwing them in the trash. T-P-S: When did we hear the word “reuse” 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 “Bathtub Water Comes from Rain” video.

Today we have been learning that we can help the earth by reusing things instead of throwing them away. In this video, you will see what happens to water that goes down the drain in our sinks and bathtubs.

- After showing the video, have children talk to their partners about things they can reuse instead of throwing them away.

T-P-S: What kinds of things could you reuse instead of throwing them away?



- Use the sharing sticks to select children to share their responses. Award paw points for appropriate responses.
- If children have difficulty generating ideas, be sure to mention additional things that can be reused, such as metal and plastic food containers, water bottles, and cardboard boxes.

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

Day 8 | Ready, Set

Learning Focus

We can protect the earth's resources by recycling.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Biscuit's Earth Day Celebration</i> by Alyssa Satin Capucilli Letter Lab: Letter-blending card for "Kk"
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Ball
Clues & Questions	<ul style="list-style-type: none"> Clean, empty aluminum soda can Recycle bin (optional) CC Activity Card: Wonderful Word picture card for "recycle" CC Activity Card: Letter card for "Kk"
Getting Along Together	<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>Why Should I Recycle?</i> by Jen Green Leaf for story tree
Math Moments	<ul style="list-style-type: none"> A paper square (or object shaped like a square) Shape Check chart (from day 7) Curiosity Goes for a Walk sheets (from day 7) Red crayons, one per child
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Reuse It!</i> by Irene Baranyk Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR book *Biscuit's Earth Day Celebration* by Alyssa Satin Capucilli. Encourage children to use the illustrations to retell the story.

Letter Lab: Gel Letters

- Encourage children to use their fingers to write the review letter “k” in the gel using the letter-blending card as a model.

Math Lab: What Can You Make with Shapes?

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: We Take Care of Earth Posters

- Same as day 6

Art Lab: Recycle City

- Same as day 6

Science Lab: Constructing with Caps

- 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.



The first part of last night's show talked about reusing things instead of throwing them away? T-P-S: Can you tell me something that you could reuse? *I could reuse a box, a paper cup, or a bag.*



- 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):

glass
metal
paper
plastic
recycle*
resources

Curiosity's Clues

- Bring Curiosity to the group with the empty aluminum soda can.

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

Curiosity: **Well, yesterday we talked about reusing things instead of throwing them away. I wanted to reuse my mom's soda can, but I couldn't think of any way to reuse it. Should I just throw it away?**

Teacher: **No, Curiosity, you don't have to throw it away. There is something else you can do with the can that will help to protect and save the earth. You can recycle that can. Some things that are made of glass, paper, plastic, or metal, like this can, can be recycled. When we recycle something, it gets picked up by a truck that looks like a trash truck. The truck takes the cans, glass, paper, and metal to the recycling center. At**

the recycling center, the items are sorted and processed. Then the items are turned into something else that we can use again.

Curiosity: Wow! That sounds really exciting! I'm so glad I don't have to throw this can away. Can we learn more about recycling today?

Teacher: Yes, Curiosity. Today we will talk about how recycling is one way we can help to protect the earth.

Show the recycle bin if you are able to bring one in.

Learning with Curiosity



- Play the “Recyclebot: Metal” and “Recyclebot: Plastic” videos.

Let's watch these videos to learn more about recycling!

- After showing the videos, have children talk to their partners about recycling.

T-P-S: Have you ever seen a recycling bin where people put things that can be recycled? Do you recycle anything at your house?

- 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 “recycle.”

Our Wonderful Word today is “recycle.” We can help our planet by recycling some things instead of throwing them away. When you recycle something, it gets turned into something else.



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

Daily Message

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

We can recycle plastic, metal, glass, and paper.

- Circle the uppercase “w” at the beginning of the Daily Message.

Our Daily Message starts with an uppercase “w.” The first letter of a sentence should always be uppercase.

Letter Links

- Show the letter card for “Kk.”

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

The letter “k” makes the /k/ sound. T-P-S: What are some words that begin with /k/? If a child gives a word that begins with a hard “c,” acknowledge that the word begins with the correct sound, but it is spelled with another letter that makes the /k/ sound.

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

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

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



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



Have children stand and recite “Reduce, Reuse, Recycle” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Tell children about the brain game celebration today.

Today we are having a brain game celebration. We are celebrating our strong brain muscles. We have worked hard to build our stop and think, focus, and memory muscles this year. We will celebrate by playing our favorite brain game.

Partner Practice

- Have children choose their favorite brain game to play. Decide the best way to choose which game to play. You can have children vote, or you can choose a game randomly.

Let’s play our brain game. We did a great job building our brain muscles this year!

- Play the selected game.



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):
garbage

Why Should I Recycle?

Author: Jen Green

Illustrator: Mike Gordon

One morning on the way to school, two children observe their teacher, Mr. Jones, putting items to be recycled outside his gate. When the children ask him what he’s doing, he tells them he’ll explain at school. Mr. Jones’s lesson on recycling includes a trip to the recycling center and landfill, which in turn, gets the children in his class excited about recycling in their homes.

Interactive Story Reading

Before Reading

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

The title of our story today is *Why Should I Recycle?* That’s the name of the story. Turn to the title page, and point out the names of the author and illustrator. **The author is Jen Green. She wrote the words for the story. The illustrator is Mike Gordon. 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.



In the illustration on the front cover, there are boxes of cans and bottles and stacks of paper. T-P-S: **What are the children in this illustration going to do with these things?**

The title of this story, *Why Should I Recycle?*, asks a question. T-P-S: **Who is asking the question about recycling? If someone asked you the question “Why should I recycle?” what would you say?**

Let’s read the story and find out how the author answers the question.

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 is Mr. Jones doing with the box of cans, bottles, and papers?**
 - Page 11: T-P-S: **How can garbage be used again?**
 - Page 17: T-P-S: **What new things could be made from paper and plastic?**

- Page 23: Display this page so all children can see the small illustration of the flower pot made from the plastic bottle. **This illustration shows an idea the girl has for turning a plastic bottle into a flower pot as a way to reuse the plastic bottle.**
- Page 26: **Compost is garbage that comes from food scraps such as banana and orange peels, coffee grounds, and eggshells. When these things get mixed up in a compost heap, they turn into rich soil to grow plants.** T-P-S: **How does the compost heap help Mom’s vegetables grow so big?**

After Reading

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

The title of the story asks the question “Why should I recycle?” T-P-S: What ideas did you get from this book that you could tell someone who asks this question? You may want to take a Picture Walk through the book to help children remember some of the reasons to recycle.

In the story, the children in Mr. Jones’s class are surprised to learn about all the things that come from the garbage they throw away. T-P-S: **What do you think the word “garbage” means?**

Trash that the children in the story throw away can be used to make other things. T-P-S: **What is something you throw in the garbage? Is there something else that can be made from this garbage?**

- 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):
square

Count with Curiosity



- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Use the paper square to review the square shape.



We have talked about circles and triangles this week. Today we will review another flat shape. Hold up the paper square. T-P-S: **What shape is this piece of paper?** *A square.*



- Use Whole-Group Response to review the characteristics of a square, referring to the questions on the Shape Check chart.

- **Is the shape open or closed?** *Closed.*
- **Does the shape have curved or straight lines?** *Straight lines.*
- **How many sides does the shape have?** *Four.* Point out that all the sides of a square are the same length.
- **How many corners does the shape have?** *Four.*

Partner Practice

- Give each child a Curiosity Goes for a Walk sheet and a red crayon. Explain the partner activity.

You have worked with your partner this week to find the circles and triangles in this picture. Today you will look for squares. You will use your crayon to color the squares red.

- After children have found and colored the squares, have them check their partners' papers.

T-P-S: **What items did you find that are shaped like squares?** *The windows.*

- Use the sharing sticks to select children to share the square-shaped objects they found in the picture. Encourage them to express their responses in complete sentences. Provide help with vocabulary if needed. Award paw points if the items that children name are square.
- Reinforce the concept of squares by showing the “It’s Hip to Be Square” video.

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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that we can help protect Earth’s resources by recycling things made of glass, paper, plastic, and metal. Recycling reduces the amount of trash thrown away.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “recycle.” Remember that we can help to take care of the earth by throwing away less trash. When we recycle things like paper, plastic, metal, and glass, we help to protect our planet.

T-P-S: **When did we hear the word “recycle” 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 *Reuse It!* by Irene Baranyk. Remind children to track the print in the text by touching each word as they say the words on each page aloud with you.
- Monitor children to ensure that they are demonstrating an emerging understanding of one-to-one correspondence within the text.

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

We can protect Earth's resources by reducing the amount of things we use.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter-blending card for “Ww”
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • CC Activity Card: Wonderful Word picture card for “reduce” • CC Activity Card: Letter card for “Ww”
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>Why Should I Recycle?</i> by Jen Green • STaR story retell cards for <i>Why Should I Recycle?</i>
Math Moments	<ul style="list-style-type: none"> • A rectangular book (or object shaped like a rectangle) • Shape Check chart (from day 8) • Curiosity Goes for a Walk sheets (from day 8) • Purple crayons, one per child
Question/Reflection	<ul style="list-style-type: none"> • Trade book: <i>I Can Save the Earth!</i> by Alison Inches • 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: Gel Letters

- Encourage children to use their fingers to write the review letter “w” in the gel using the letter-blending card as a model.

Math Lab: What Can You Make with Shapes?

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: We Take Care of Earth Posters

- Same as day 6

Art Lab: Recycle City

- Same as day 6

Science Lab: Constructing with Caps

- 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.

The math part of last night's show was about a shape with four sides. Each side of the shape is the same size. T-P-S: What is the name of this shape with four equal sides? *It is a square.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Explain that for today's Move It! activity, we will sing “Head, Shoulders, Knees, and Toes.”

When we sing “Head, Shoulders, Knees, and Toes,” we will touch parts of our bodies as we sing about them. Elmo will show us how.



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



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

Clues & Questions

Theme-related
word(s):
reduce*

Curiosity's Clues

- Bring out Curiosity with her head down.

Teacher: **What's wrong, Curiosity? It looks like something is bothering you.**

Curiosity: **Yes, I'm feeling really frustrated. My dad took me to the movies last night, and he was driving so slowly that we were almost late. We could have missed the beginning! He said he wanted to drive slowly to save gasoline.**

Teacher: **That's true, Curiosity. We make gasoline from oil that is found deep inside Earth. Once it all gets used up, there will not be any more, so we have to be careful not to use too much. That's what we are talking about today—reducing the amount of things we use that Earth gives us.**

Learning with Curiosity

- Introduce the learning focus. Keep Curiosity out to include her in the conversation.

Gasoline is one thing we can use less of to help take care of the things that Earth gives us. Another thing we should reduce is our use of electricity. Many things we use every day need electricity to work. Let's look around the classroom for some of them.

T-P-S: What items in our classroom work only with electricity?

T-P-S: What can you do to use less electricity at school or home?



- Use the sharing sticks to select children to share. Award paw points for thoughtful responses.
- Share the following power-saving strategies if children don't mention them:
 - Turn off lights that aren't in use.
 - Turn off televisions, stereos, electronics, and video games when not in use.
 - Do not stand with the refrigerator door open for a long time.

- Bring Curiosity into the conversation as you discuss using less water.

Teacher: We talked about reducing our use of gasoline and electricity, but we should also be careful not to use too much water.

Curiosity: Why is that important? Yesterday we saw a video about how water just goes back into the lakes and rivers and then becomes rain, so we aren't using it up. We use water over and over again.

Teacher: That's true, but the problem is that the water does not go directly from your bathtub or sink to the river. That water is dirty and full of soap and shampoo that would hurt the fish. So first the dirty water goes to a special place where it is cleaned before it is returned to the rivers and lakes. It takes a lot of electricity to make the water clean again.

Curiosity: Oh! That makes more sense. So when we waste water, we are really wasting electricity too!



- Play the "Water Conservation" and "Fur Jam: Don't Waste the Water" videos.
Here are some videos about reducing the amount of water we use.

Wonderful Word



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

Our Wonderful Word today is "reduce." "Reduce" means to use less of something. When we reduce the amount of electricity, gas, and water that we use, we help to take care of the things that Earth gives us.



- Play the digital dictionary video for "reduce."

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

Daily Message

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

We can reduce the amount of things we use.

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

I see a little dot at the end of the message. It’s called a period. A period comes at the end of a sentence.

Letter Links

- Show the letter card for “Ww.”

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



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

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

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

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



- Reinforce the sound and shape of the letter “w” by showing the “Play Inside: The Letter W” 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 sing “Reduce, Reuse, Recycle” along with children in the video. Encourage children to do the physical motions that accompany the song.

Develop Phonemic Awareness—Sound Substitution

- Review the New Sound game in which you substitute a new sound (phoneme) for one that is repeated in the song.

We sang this song the other day in a silly way. We changed the beginning sound in the words that start the same. Let’s see if we can sing the song today with some other sounds at the beginning of the words that start the same.

- Sing the song again, emphasizing the /r/ at the beginning of the words “reduce,” “reuse,” and “recycle.”

The words “reduce,” “reuse,” and “recycle” all begin with /r/. We’re going to sing the song again, and this time we will say /p/ for the /r/ in these words and others that start with /r/.

- Recite the rhyme with children using the substitution.

**Peduce, peuse, pecycle,
pecycle, pecycle.
Peduce, peuse, pecycle
It’s easy to do.**

**‘Cause your world is my world,
and my world is your world.
Peduce, peuse, pecycle.
It’s easy to do!**

- Play the game again, substituting other initial sounds for the alliterative words in the rhyme. You may want to use the following suggestions: /k/, /n/, /s/.
- If children are successful with phoneme substitution in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the rhyme with their substitutions to a partner.
- Award paw points if children successfully substituted phonemes.



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):
garbage

Why Should I Recycle?

Author: Jen Green

Illustrator: Mike Gordon

Review

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

In the story *Why Should I Recycle?*, the children in Mr. Jones’s class learn what to do with garbage so it can be used again. The author of this story is Jen Green, and Mike Gordon is the illustrator.

- Review the story vocabulary that you introduced yesterday.



The children in Mr. Jones’s class take a trip to the recycling center and landfill to see what happens to the garbage they throw away. T-P-S: What happens to the things that the children throw in the trash?

Story Retell

- Display the front cover of *Why Should I Recycle?*, and tell children that they will use picture cards to help you retell the story.

Yesterday when we read this story, we learned about recycling glass, paper, metal, plastic, and clothing. Today when I read the story, you will each have a card that shows one of these kinds of trash.

- Distribute a card that depicts a recyclable item to each child. Display the recycle containers where all can see them. You may want to have children name the item on their cards to be sure they know what to listen for while you read.

When you hear me read about the picture on your card, hold it up, and we will decide how it can be recycled.

- Read the story. Pause when you come to the part of the story depicted on the picture cards so children with that item can show their cards to the class and place them in the designated area.
- When you finish reading the story, review the items in each recycling category.

- Conclude this activity by having children tell their partners something in the classroom they can recycle.



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

Math word(s):
rectangle



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Use the book to review the rectangle shape.



We have talked about flat shapes this week. Today we will review another flat shape. Hold up the book. T-P-S: **What shape is this book?**
A rectangle.



- Use Whole-Group Response to review the characteristics of a rectangle, referring to the questions on the Shape Check chart.
 - **Is the shape open or closed?** *Closed.*
 - **Does the shape have curved or straight lines?** *Straight lines.*
 - **How many sides does the shape have?** *Four.* Point out that two of the sides of a rectangle are long, and two sides are short.
 - **How many corners does the shape have?** *Four.*

Partner Practice

- Give each child a Curiosity Goes for a Walk sheet and a purple crayon. Explain the partner activity.

You have worked with your partner this week to find the circles, triangles, and squares in this picture. Today you will look for rectangles. You will use your crayon to color the rectangles purple.

- After children have found and colored the rectangles, have them check their partners’ papers.

T-P-S: **What items did you find that are shaped like a rectangle?** *The doors and the sections of the sidewalk.*



- Use the sharing sticks to select children to share the rectangular objects they found in the picture. Encourage them to express their responses in complete sentences. Provide help with vocabulary if needed. Award paw points if the items that children name are rectangular.



- Reinforce the concept of rectangles by showing the “Two-Headed Monster: What’s a Rectangle?” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that we can help to save and protect Earth’s resources by reducing the amount of things we use, such as electricity, water, and gas.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “reduce.” Remember that reducing the amount of stuff we use can help to take care of the things Earth gives us. T-P-S: When did we hear the word “reduce” today?



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

Theme Learning Extension

- Introduce the book *I Can Save the Earth!* by Alison Inches.

Today we have been learning that we can help protect Earth by reducing the amount of things we use. This book will give us more information about ways that we can help to save and protect our planet. The title of this book is *I Can Save the Earth!* The author is Alison Inches.

- Read the book to children, calling attention to the different ways the character helps to protect and save Earth.
- Use Think-Pair-Share to have partners identify something that they learned about helping Earth.

T-P-S: What is one thing you can do to help Earth that you learned this week?



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

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 10 | Ready, Set

Learning Focus

We can teach others how to keep Earth healthy.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Why Should I Recycle?</i> by Jen Green Letter Lab: Letter-blending card for “Ee”
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"> Curiosity’s We Take Care of Earth poster (See To Be Prepared.) Children’s posters made in the Art Lab this week CC Activity Card: Wonderful Word picture card for “everyone” CC Activity Card: Letter card for “Ee”
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>I Can Save the Earth!</i> by Alison Inches or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Curiosity and Squeaky puppets
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Wonderful Word picture cards for “on,” “sun,” “moon,” “space,” and “astronaut” 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 book *Why Should I Recycle?* Encourage children to use the picture cards to name items in the story.

Letter Lab: Gel Letters

- Encourage children to use their fingers to write the review letter “e” in the gel using the letter-blending card as a model.

Math Lab: What Can You Make with Shapes?

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: We Take Care of Earth Posters

- Same as day 6

Art Lab: Recycle City

- Same as day 6

Science Lab: Constructing with Caps

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief

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



Last night's song was called "Belly Breathe." T-P-S: What strategy do we use in Getting Along Together when we take deep breaths to calm down?
We use the Stay Cool strategy.



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



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

Clues & Questions

Theme-related word(s):
everyone*

Curiosity's Clues

- Bring Curiosity to the group with her We Take Care of Earth poster.

Teacher: **Good morning, Curiosity! Did you make that poster?**

Curiosity (excitedly): **Yes! I have seen the wonderful posters that the boys and girls have made all week long. I wanted to make one too! I want everyone to know the things they can do to help take care of Earth. If we all work together, we can make a bigger difference.**

Teacher: **That's right, Curiosity. We can share what we have learned about taking care of Earth with everyone in our school today by making posters and hanging them up for everyone to see.**

Learning with Curiosity

- Take out any posters that children have made in the Art Lab this week. Invite children to tell the class about their posters.
- If possible, hang the posters around the school so all the students can see them.
- Play the “Mayonnaise Jar Glass Factory” video.



We have learned about many ways we can take care of our amazing planet, Earth. This video will show us how we can reuse and recycle empty jars that we have at home.

Wonderful Word



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

Our Wonderful Word today is “everyone.” We can share what we have learned about saving and protecting Earth with everyone around us.



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

Daily Message

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

We can teach everyone ways to take care of Earth.

- Have children identify the letter in the message that goes below the line.

**One of the letters in our message today dips way down low, below the others. We can find the letter in two different words. Do you see it?
WGR: What letter is it? “Y.”**



- Circle the letter “y” in the words “everyone” and “ways.”

Letter Links

- Show the letter card for “Ee.”

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



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

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

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

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



- Reinforce the sound and shape of the letter “e” by playing the “Underwater E” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “Reduce, Reuse, Recycle” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Sound Substitution

- Review the New Sound game in which you substitute a new sound (phoneme) for one that is repeated in the rhyme.

When we sang this song before, we changed the beginning sound in the words that start the same. Let’s see if we can sing the song today with some other sounds at the beginning of the words that start the same.

- Invite children to suggest a new initial sound to substitute for /r/ in the song. Sing the song again using the substitution.
- Continue to play the game, substituting other initial sounds that children suggest for the alliterative words in the rhyme.
- Award paw points if children successfully substituted phonemes.



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 *I Can Save the Earth!* by Alison Inches.
- 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: 10–1” video. Invite children to count backward from 10 to 1 with Curiosity.

Problem Solving

- Bring out Curiosity and Squeaky, and explain their problem.

Today we will help Curiosity and Squeaky solve a problem. Curiosity and Squeaky have entered a shapes contest in their after-school club. To win the contest, they each have to bring two things that have certain shapes to the club. Curiosity is in charge of bringing an item shaped like a circle and something shaped like a square. Squeaky needs to bring one thing shaped like a triangle and one thing shaped like a rectangle. They both keep forgetting which shape is which.

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



T-P-S: How can we help Curiosity and Squeaky? Look around the classroom for objects.

- If children don't suggest looking around the classroom, present the idea yourself. Assign each partnership a shape to look for, and give them a minute or two to walk around the classroom and find an object with the assigned shape. Once they find the shape, they should stand next to it.
- When time is up, call on partnerships that have found an item to tell what they found. Award paw points if children can correctly identify objects in the classroom with the assigned shape.
- Reinforce the concept of shapes by showing the "Ziggysaurus Shape Rap" video.



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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that we can share what we know about ways to save Earth with everyone around us.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is "everyone." Remember that telling everyone about the ways that they can reduce, reuse, and recycle will help more people to help our planet. T-P-S: When did we hear the word "everyone" 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 week.
- 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 you are thinking of a person's job? Have Curiosity give an appropriate response.

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

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



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

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Give a copy of the concepts-of-print book *Reuse It!* 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 bookmark today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

Appendix

Curiosity Corner Unit Record Form	137
Learning Labs Facilitation Guide	138
Snack Time!	141
Outside/Gross-Motor Play	142
Blackline Masters	
Blast Off!	143
Silly Picture: A Trip to the Moon!	144
Planet and Sun Cutouts	145
We Take Care of Earth Poster Title	147
Curiosity Goes for a Walk	148
Theme Introduction Letter (English version)	149
Theme Introduction Letter (Spanish version)	150

Learning Labs Facilitation Guide

Week 1

 Classroom Library Lab	Enjoy a Story Children explore books related to Earth and other books in the classroom library.
Engage all children:	This looks like an interesting book. Why did you select this book?
Offer support:	Where can I find the title, or the name, of this story? What is the story about?
Challenge:	What is the setting for this story? Where does the story take place? Does it take place on our planet or another place?

 Letter Lab	Sand Letters 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.	

 Letter Lab	"O" Octopus Children create an octopus from the letter "O" shape.
Engage all children:	 Invite children to use the materials to create an octopus from the letter "o" shape. Have them glue eight strips of paper to the bottom of the "o" to create the legs and use a marker to draw eyes or glue on wiggle eyes.
Offer support:	Assist children with the using and manipulating the materials as needed.
Challenge:	Ask children to describe the octopus and what they know about an octopus. Where does an octopus live? What does an octopus eat? How does an octopus move?

 Math Lab	Blast Off! Children play a game to reinforce counting back.
Engage all children:	Encourage children to play the game with the materials. Tell the children to roll a number, put the counting bear on that number, and then move the bear and count back to 1 from that specific number.
Offer support:	Model rolling the number cube and placing a counting bear on the matching number on the Blast Off! sheet. Demonstrate moving the bear as you count back from the number rolled to the number 1. Have children count back aloud with you.
Challenge:	If children successfully demonstrate counting back, invite them to start with a higher number such as 15 or 20. Encourage children to challenge themselves to count back mentally, without the use of visual reinforcement.

 Writing Lab	Where Will You Go on Your Rocket? Children write about traveling on a rocket.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.	

Week 1, cont.

 Art Lab	Paint a Planet Children color and create a paper-plate planet.
Engage all children:	Invite children to use paint, crayons, or markers to decorate and create their planets.
Offer support:	Encourage children to look at the planet picture books for ideas for creating their planets. Have children describe the colors of the planets that they see in the pictures.
Challenge:	Have children name and describe the planets that they created. What is the name of your planet? Is there life on your planet? If so, what lives there? How would we get there? What would we see if we visited your planet?

 Science Lab	Our Place in Space Children use planet and sun cutouts to create a scene from space.
Engage all children:	Encourage children to use the planet and sun cutouts and other available materials to create a space scene on the large construction paper.
Offer support:	Assist children with arranging and attaching the materials for their space scene. Ask children to describe what is happening in their space scene.
Challenge:	Ask children to discuss the galaxy in their space scene. What is included in the galaxy?

Week 2

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

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

Week 2, cont.

 <p>Math Lab</p>	<p>What Can You Make with Shapes? Children manipulate blocks or shapes to construct different figures.</p>
<p>Engage all children:</p>	<p>Encourage children to use pattern blocks or paper shapes to build various figures.</p>
<p>Offer support:</p>	<p>Model how to move and manipulate the blocks or shapes to make different figures. Assist children as needed.</p>
<p>Challenge:</p>	<p>Ask children to describe their figures. What shapes did you use to create this figure? How many shapes did you use? How many points are on your figure? How many sides?</p>

 <p>Writing Lab</p>	<p>We Take Care of Earth Posters Children identify and describe strategies to help protect and preserve Earth's environment.</p>
<p>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.</p>	

 <p>Art Lab</p>	<p>Recycle City Children create and build a city consisting of all reused materials.</p>
<p>Engage all children:</p>	<p>Tell children that we help Earth when we reuse things instead of throwing them away. Encourage children to use the available materials to create and build Recycle City, a city made of reused materials.</p>
<p>Offer support:</p>	<p>Ask children to name and describe some buildings that they might see in a city. Show picture books of a city, if available, and assist children in manipulating and attaching materials as needed.</p>
<p>Challenge:</p>	<p>Have children describe the transportation systems in their city. How do people in Recycle City get around to the places that they need to go? If we wanted to visit Recycle City, what form of transportation might we use to get there?</p>

 <p>Science Lab</p>	<p>Constructing with Caps Children use bottle caps to construct an object.</p>
<p>Engage all children:</p>	<p>Invite children to use the bottle caps and other available materials to build an object.</p>
<p>Offer support:</p>	<p>Encourage children to use their creativity to imagine and build something with the caps. Suggest that children may want to glue the caps together or glue them onto a piece of construction paper.</p>
<p>Challenge:</p>	<p>Ask children to describe their objects and explain how and why they created each particular object.</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

- Rockets: Use four square crackers to form the body of the rocket. Place a cheese triangle at the top and on each side of the bottom of the rocket.
- Cheese stars: Use a cookie cutter to cut cheese slices into star shapes.
- Rocket fruit: Place a very small wedge of watermelon at the top of a skewer. Add a quarter of a banana to the skewer with a ring of pineapple at the bottom.
- Starwiches: Prepare a cheese sandwich using two slices of bread and a slice of cheese. Then use a star-shaped cookie cutter to cut the sandwich into a star shape.
- Meteorites: Fill a baggie with round dry cereal and raisins.
- Astronaut trail mix: Combine mini marshmallows, mini chocolate chips, granola, and dried fruits.

***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.

Moon Walking

Tell children that they will pretend to be astronauts taking a walk on the moon. Tell them that since there is no gravity on the moon, astronauts can bounce gently and slowly on its surface. Demonstrate a moon walk, emphasizing the large, laborious steps. Encourage children to join in the moon walk with you.

Closely monitor the activity to ensure children's safety and fair play.

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

Planet Hop

Place markers around the area. Tell children that the markers are planets, and remind them that there are many planets in outer space. Encourage them to pretend to take large hops to travel from planet to planet.

Be sure to watch children closely to ensure that they are hopping safely and respecting others around them.

3, 2, 1, Blast off!

Have children line up alongside one another. Tell them that you will count back from 3, and when you say, "Blast off!" they can pretend to be rockets blasting off into outer space. Repeat the activity several times as time allows.

Closely monitor the game to ensure children's safety and fair play.

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

Freeze Tag

One child is the tagger. When the tagger gently touches another child, that child becomes frozen in place and cannot move. That child 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 then 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.

Space Shuttle Race

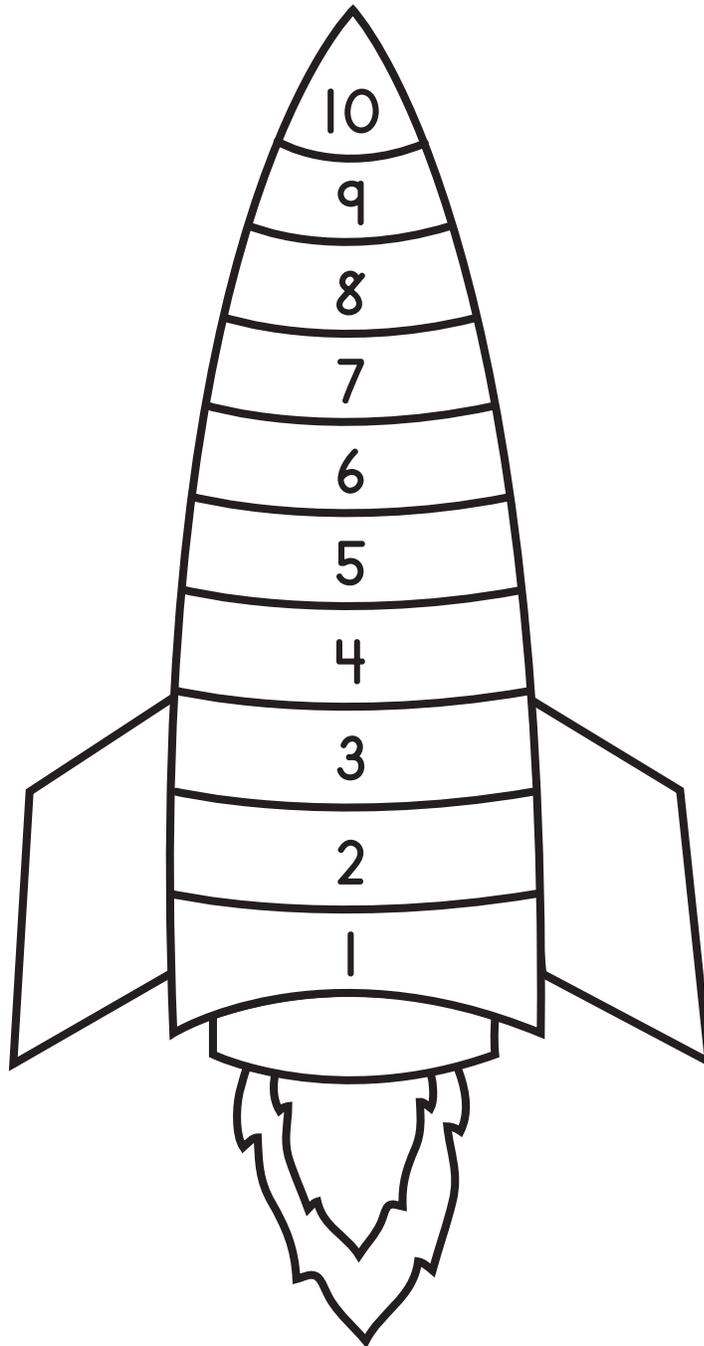
Children race around as space shuttles. Encourage them to make the noises of a shuttle as they travel safely through space.

Closely monitor the game to ensure children's safety and fair play.

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

Blast Off!

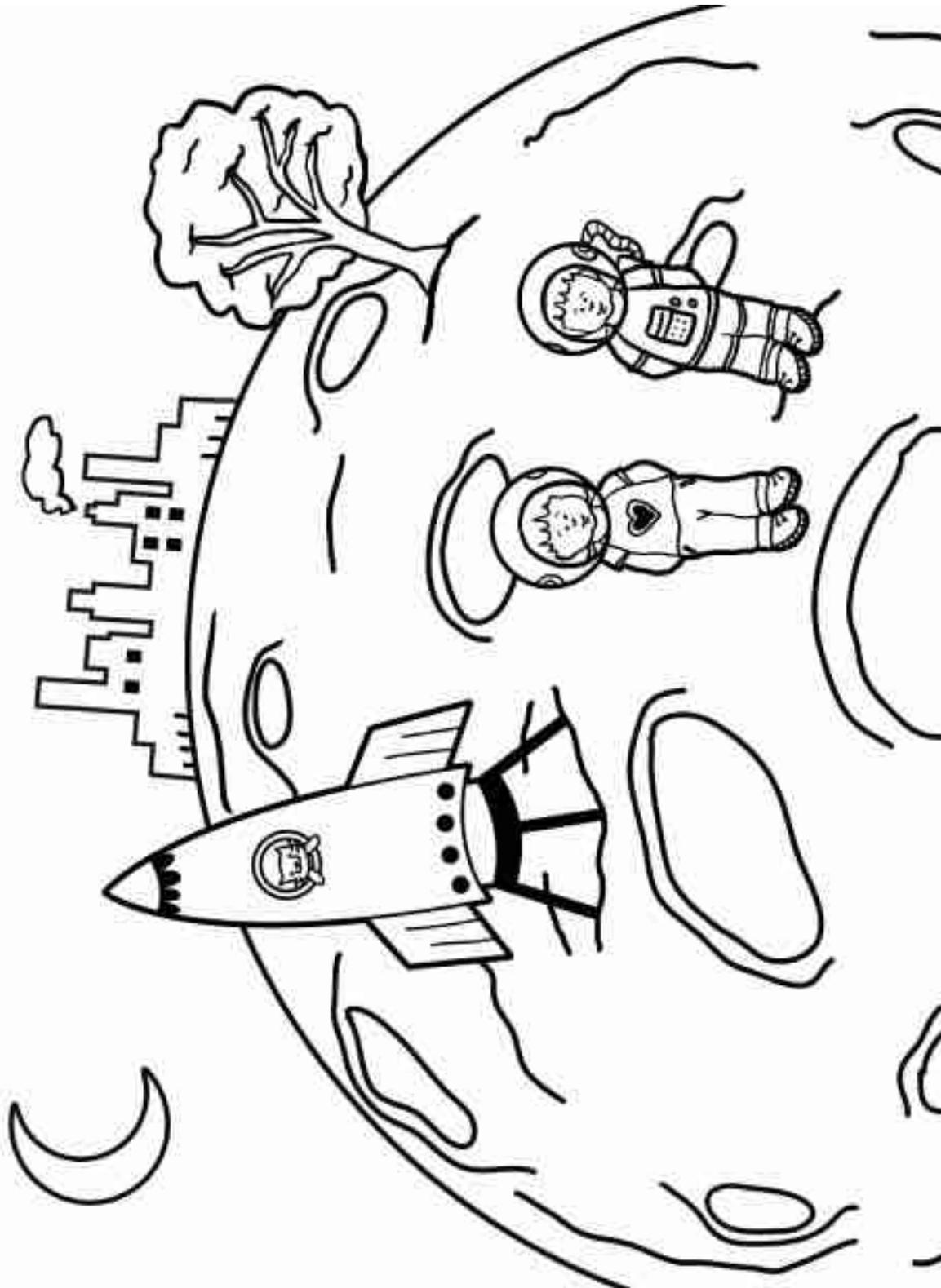
Make one to three copies. Place the game boards in the Math Lab.



Blast Off!

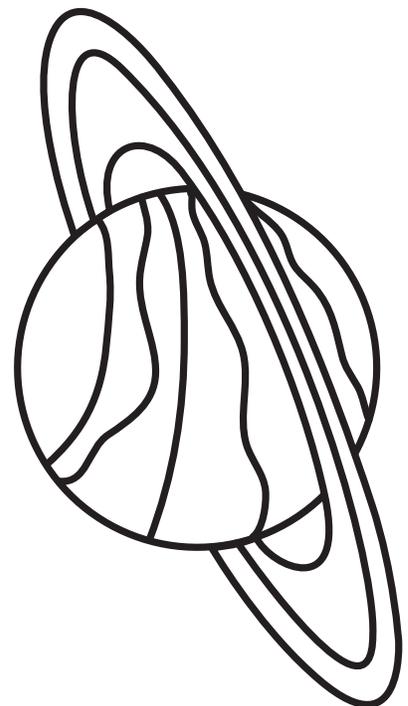
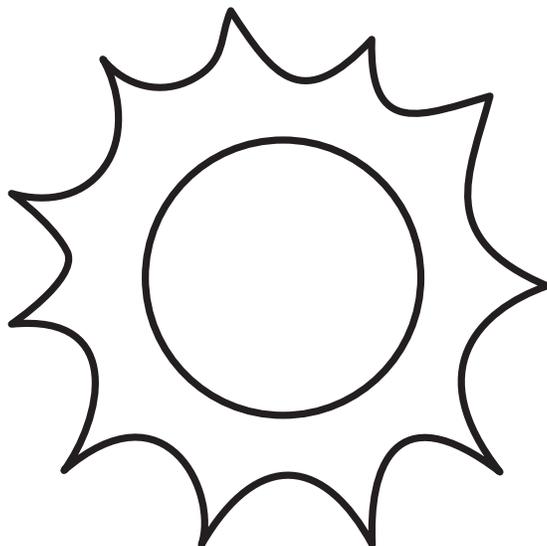
Silly Picture: A Trip to the Moon!

Make five to seven copies.



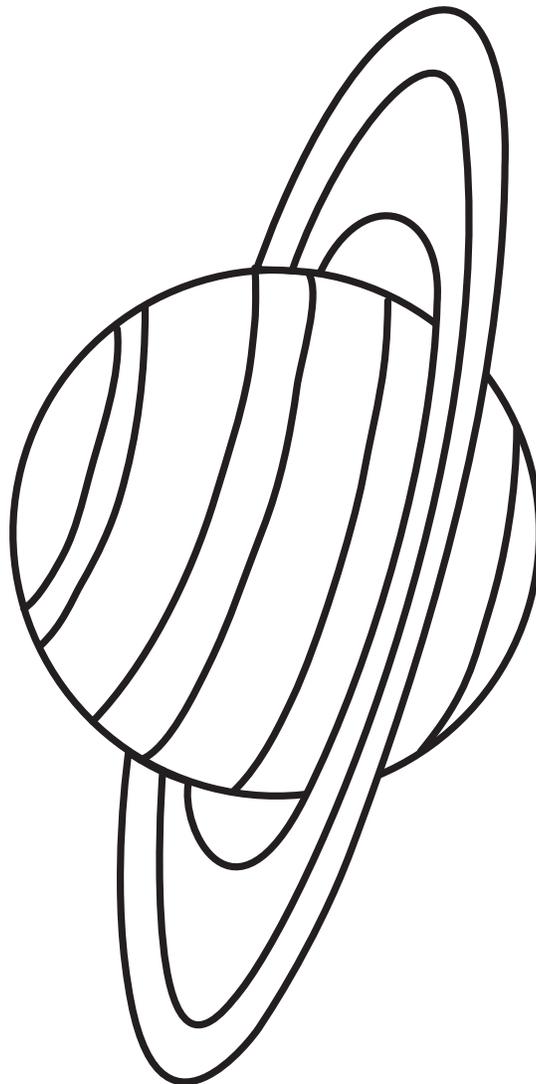
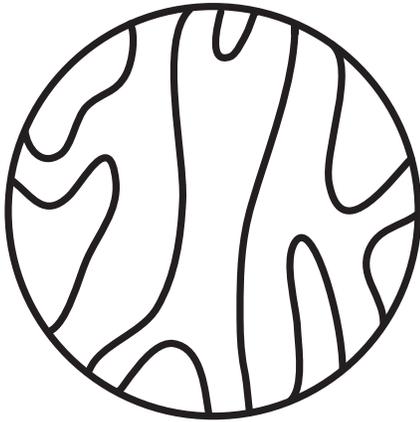
Planet and Sun Cutouts

Make one copy per child.



Planet and Sun Cutouts

Make one copy per child.



We Take Care of Earth Poster

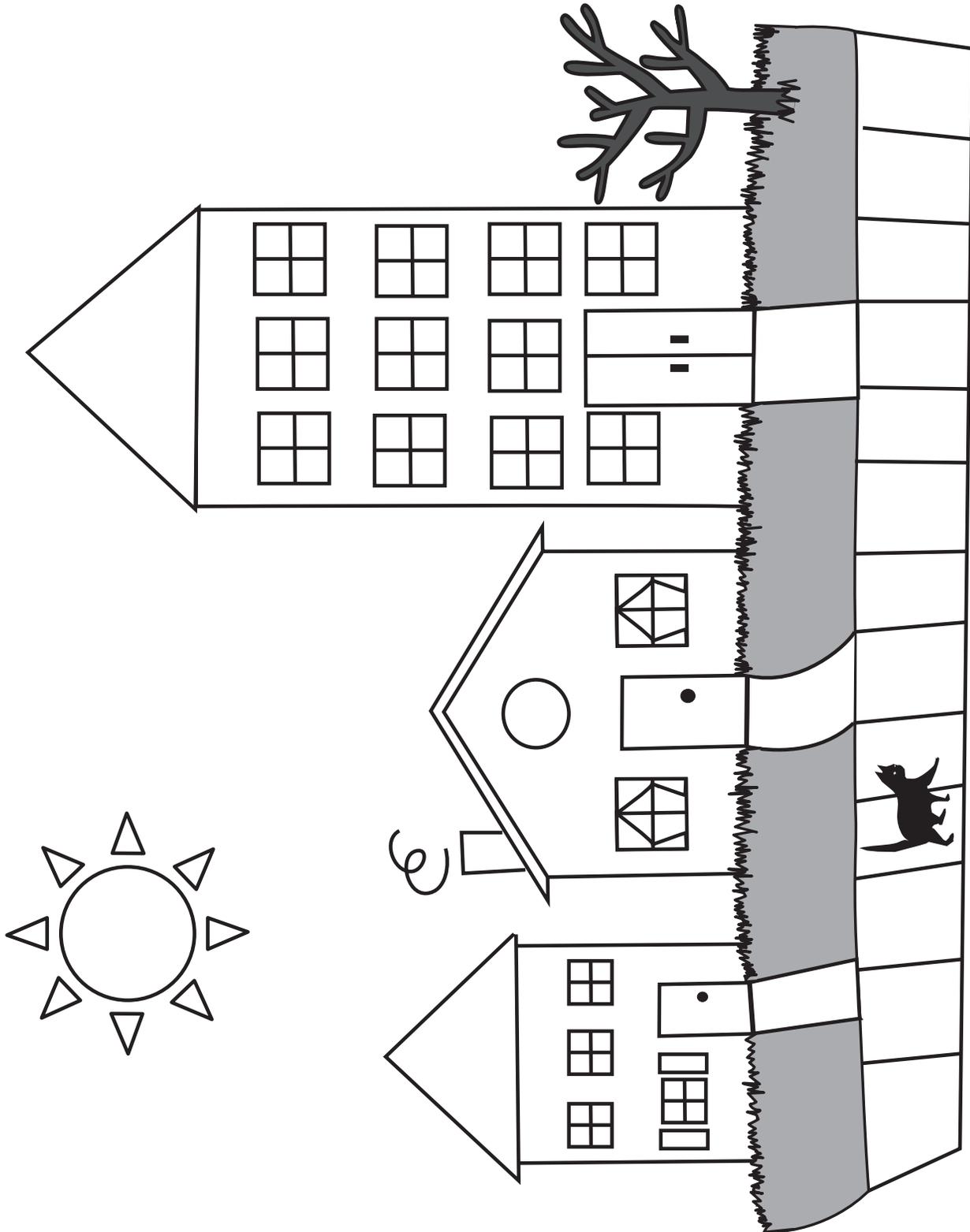
Make enough copies so each child gets a title. Cut out the title boxes for children to glue on construction paper.

We Take
Care of Earth

We Take
Care of Earth

Curiosity Goes for a Walk

Make one copy for each child.



Dear Family,

We are starting a new unit called *Our Big Beautiful Earth*. In this unit, we will talk about the fact that we live on Earth, and that Earth is one of many planets in outer space. We will talk about our neighbors in space, including the sun, moon, and stars. In the second part of the unit, we will shift our focus to taking care of our planet by reducing the amount of resources that we use, reusing things instead of throwing them away, and recycling plastic, metal, glass, and paper.

You can help your child develop an initial understanding of these concepts by reading stories about outer space. You can also talk to him or her about ways to conserve energy at home, such as turning off lights and not holding the refrigerator door open for long periods of time. If your family participates in a recycling program, talk to your child about what items are recycled and how they are collected.

Your child will continue to work on his or her beginning-reading skills as he or she produces rhyming words, manipulates the sounds in words, and points to individual words while tracking text in the concepts-of-print book for the unit, *Reuse It!* Your child will also use his or her beginning drawing and writing skills to make a poster about taking care of Earth.

In math, we reinforce the order of numbers by counting back from a given number. To support this skill, name a number from 1–10, and ask your child to start with that number and count backward to 1. We will also review circles, squares, triangles, and rectangles by finding them in the environment and in a picture. You can help your child find these shapes in your home as well.

During this unit, your child will develop a better understanding of the planet on which we live and the importance of taking care of it.



Estimada familia,

Estamos comenzando la unidad *Our Big Beautiful Earth*. En esta unidad, vamos a hablar sobre el hecho de que vivimos en la Tierra, y que la Tierra es uno de muchos planetas en el espacio exterior. Vamos a hablar de nuestros vecinos en el espacio, incluyendo el sol, la luna y las estrellas. En la segunda parte de la unidad, nos centraremos en el cuidado de nuestro planeta mediante la reducción de los recursos que utilizamos, la reutilización de las cosas, y el reciclaje de plástico, metal, vidrio y papel.

Usted puede ayudar a su hijo a desarrollar una comprensión básica de estos conceptos mediante la lectura de cuentos sobre el espacio exterior. También puede hablar con él acerca de maneras de ahorrar energía en el hogar, tales como apagar las luces y cerrar la puerta del refrigerador. Si su familia participa en un programa de reciclaje, hable con su hijo acerca de qué elementos son reciclados y la forma en que se recogen.

Su hijo seguirá trabajando en sus habilidades de comienzo de lectura mientras se produce palabras que riman, manipula los sonidos de las palabras, y apunta a las palabras individuales mientras que la lectura del libro para la unidad, *Reuse It!* Su hijo también usará sus inicios dibujando y escribiendo habilidades para hacer un cartel sobre el cuidado de la Tierra.

En matemáticas, reforzamos el orden de los números contando hacia atrás. Para apoyar esta habilidad, elige un número entre 1–10, y pídale a su niño a comenzar con ese número y contar hacia atrás a 1. En esta unidad también revisaremos círculos, cuadrados, triángulos y rectángulos encontrándolos en el ambiente y en una imagen, y usted puede ayudar a su hijo a encontrar estas formas en su hogar.

Durante esta unidad, esperamos que su hijo va a desarrollar una mejor comprensión acerca de nuestro planeta y la importancia de cuidar de la tierra.

