

A theme guide for preschool | **Unit 18**

Splash into Summer!



Curiosity Corner
2nd Edition

Curiosity Corner 2nd Edition Theme Guide: Unit 18

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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 *Splash into Summer!*?

Throughout the year, children have experienced and observed firsthand the cyclical progression of the seasons. They have learned about changes in the weather, types of clothing, activities, animal behavior, and plants that occur according to the changes in the seasons. *Splash into Summer* provides children with the opportunity to acquire knowledge about seasonal conditions, activities, and sports that many people experience during the summer.

This is a perfect chance to give children invaluable hands-on learning opportunities outdoors. Incorporate the outdoors into your teaching as much as possible, taking advantage of the pleasant temperatures and children's natural sense of wonder to direct their learning experiences. Take every opportunity to explore the natural environment, and allow children to collect samples for the Science Lab. Encourage them to use their senses to identify the seasonal sounds, smells, and sights of summer. Let children's innate curiosity lead them in their exploration of the warm outdoor environment that is so characteristic of this lovely season!

In this unit, children will continue to build on their emerging phonemic-awareness and beginning reading skills by using auditory sound blending and syllabication to produce and manipulate sounds in words. They will also reinforce their developing one-to-one correspondence print-tracking skills by reading the concepts-of-print book *Swimming*.

This unit's Getting Along Together component emphasizes the importance of serving as helpers at home and in the community and encourages children to identify ways they can be helpful to others. Children will also have opportunities to seriate various theme-related items by length and to identify missing numbers from number sequences to 10 in Math Moments.

Enjoy this opportunity to provide children with engaging learning experiences as you explore the season of summer!

Splash into Summer!

thematic concepts

- Summer is the season that follows spring.
- Plants continue to grow in the summer.
- In most places, it is very hot during the summer.
- Many people like to go fishing during the summer.
- Many people like to go swimming during the summer.
- Many people like to go camping during the summer.
- Many people like to play sports during the summer.
- Many people like to go to the beach during the summer.
- Many people like to have picnics during the summer.
- Many people travel to visit family members and friends during the summer.

Creative Domain

Children will:

- explore a variety of media.
- use writing and drawing to communicate ideas.
- utilize paints to create summer scenes and landscapes.
- use their imaginations to initiate and extend dramatic play.
- take pleasure in creating.

Personal/Emotional Domain

Children will:

- recognize the importance of being helpful to others at home and in their community.
- identify ways to help their friends, family, and neighbors.
- use Getting Along Together strategies to control their emotions.
- self-select Learning Labs.
- follow classroom rules and routines.

Cognitive Domain

Children will:

- make and follow a plan when doing an activity.
- solve simple problems.
- participate in brain games to reinforce and develop memory and focus skills.
- compare and order objects by length.

Mathematical Domain

Children will:

- count by twos to 20.
- compare and seriate objects by length.
- identify missing numbers from number sequences to 10.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- track memorized print with one-to-one correspondence.
- review the sounds and shapes of the letters “s,” “g,” “i,” “l,” “d,” “z,” “x,” “y,” “q,” and “v.”
- observe that there are spaces between words.
- count the number of words in a sentence.
- observe that the first letter of a sentence is uppercase.
- observe various letter shapes.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that sentences end with a period.
- observe that there are spaces between words.
- observe that a question mark tells us that a sentence asks something.
- recite rhymes.
- practice auditory sound blending.
- segment sounds in a word.
- distinguish syllables in a word.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- sequence story events.
- experiment with writing to communicate meaning.

Physical Domain

Children will:

- use fine-motor control by manipulating writing tools and puzzles.
- utilize their large muscles to dramatize stories.
- exhibit bodily control while jumping and running.

Science Domain

Children will:

- observe and record seasonal environmental changes.
- use their senses and tools to explore the physical world.
- begin to develop a base understanding of temperature and seasonal effects on temperatures.

Interpersonal/Social Domain

Children will:

- work cooperatively with partners and other peers.
- continue to demonstrate anger-management strategies such as controlling breath and how posture affects deep breathing.
- begin to demonstrate and recognize ways to be helpful to others.

Social Studies Domain

Children will:

- recognize, identify, and describe seasonal environmental changes.
- demonstrate an understanding of how the environment affects activities and how weather impacts the amount of time one can spend outdoors.

Vocabulary

Theme-Related Words	
air conditioning	sports
baseball bat	strawberry
beach towel	sun
blackberry	sunburn
blueberry	sunglasses
camping	sun hat
feet	sunscreen
fishermen	swim
fishing pole	swimming pool
flashlight	swimsuit
heat	T-shirt
pail	tank top
ripe	temperature
sand	tent
sandals	umbrella
shorts	vacation
shovel	

Wonderful Words	
Day 1	summer
Day 2	berry
Day 3	hot
Day 4	lake
Day 5	during
Day 6	zipper
Day 7	exercise
Day 8	beach
Day 9	picnic
Day 10	visit

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

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

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		
height	longest	shortest
length	missing number	tall
long	short	taller
longer	shorter	tallest

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

Getting Along Together Words
community
help
helpers

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











STaR Words
<i>Food Truck Fest!</i> hustle morsel
<i>Swimmy</i> swift
<i>Come On, Rain!</i> soak
<i>Beach Day</i> shore

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

Basic Words				
activities	boat	net	relatives	tennis
baseball	catch	ocean	river	travel
basket	cool	outside	soccer	trip
basketball	equipment	pond	straw	
blanket	football	postcard	stream	

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		Summer is the season that follows spring.	Plants continue to grow in the summer.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Clean-Shaven Letters	Clean-Shaven Letters
	Math Lab	Fish for the Missing Number	Fish for the Missing Number
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Summer Days Class Book	Summer Days Class Book
	Art Lab	Watercolor Landscapes	Watercolor Landscapes
	Science Lab	Outdoor Wonders	Outdoor Wonders
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"Elmo's Got the Moves"	Balloon Ball	
 Clues & Questions	Identify facts related to summer; share favorite summer activities. Review the letter "s."	Identify vegetables and fruits that become ripe in the summer. Review the letter "g."	
 Rhyme Time	"Summer Days"; Sound Blending: Say-It-Fast		
 Getting Along Together		Ways to be a good helper at home	
 Plan & Play	Scenario Options: Family Picnic Let's Go Fishing Trip to the Beach Bus Station	Scenario Options: Same as day 1 Small-Group Instruction: I'm Taking a Trip...	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Food Truck Fest!</i> by Alexandra Penfold	<i>Food Truck Fest!</i> Story Retell: Jump right in with rhyming text	
 Math Moments	Count by 2s to 20. Identify the missing number (whole class).	Count by 2s to 20. Identify the missing number (partners).	
 Question/Reflection	Brain Game: What's the Magic Word? Describe summer-related pictures.	Brain Game: What's the Magic Word? My summer plate	

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
In most places, it is very hot during the summer.	Many people like to go fishing during the summer.	Many people like to go swimming during the summer.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Clean-Shaven Letters	Clean-Shaven Letters	Clean-Shaven Letters
Fish for the Missing Number	Fish for the Missing Number	Fish for the Missing Number
Exploring with Technology	Exploring with Technology	Exploring with Technology
Summer Days Class Book	Summer Days Class Book	Summer Days Class Book
Watercolor Landscapes	Watercolor Landscapes	Watercolor Landscapes
Outdoor Wonders	Outdoor Wonders	Outdoor Wonders
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Head, Shoulders, Knees, and Toes	"Ain't No Bugs on Me"	Freeze
Read <i>One Hot Summer Day</i> by Nina Crews. Ways to keep cool on hot days Review the letter "i."	Discuss fishing and fishing equipment. Review the letter "l."	Read the concepts-of-print book <i>Swimming</i> by Barbara Wasik. Review the letter "d."
	"Summer Days"; Word Manipulation: Nonsense game	"Summer Days"; Word Manipulation: Nonsense game
Ways to be a good helper at home		
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>Swimmy</i> by Leo Lionni	<i>Swimmy</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>One Hot Summer Day</i> by Nina Crews
Count by 2s to 20. Identify the missing number; mystery number lines.	Count by 2s to 20. Identify and fish for the missing number.	Count by 2s to 20. Problem Solving: Curiosity's lost card
Brain Game: What's the Magic Word? Curiosity's suitcase	Brain Game: What's the Magic Word? Pantomime fishing.	Brain Game: What's the Magic Word? Identify swimming safety rules.

Peek at the Week 2



Lesson Component		Day 6	Day 7
Learning Focus for the Day		Many people like to go camping during the summer.	Many people like to play sports during the summer.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Sand Letters	Sand Letters
	Math Lab	Straw Line-up	Straw Line-up
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	A Place I'd Like to Visit	A Place I'd Like to Visit
	Art Lab	Summer Scenes	Summer Scenes
	Science Lab	Outdoor Wonders	Outdoor Wonders
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Follow the Leader	"Aloha 'Oe"	
 Clues & Questions	Discuss camping experiences, equipment, and safety. Review the letter "z."	Talk about summer sports; watch video. Review the letter "x."	
 Rhyme Time	"Two Little Blackbirds"; Syllable Identification: Clap-It-Out		
 Getting Along Together		Ways to be a good helper in the community	
 Plan & Play	Scenario Options: Family Picnic Let's Go Camping Bears at the Pool Bus Station	Scenario Options: Same as day 6 Small-Group Instruction: All About Summer	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Come On, Rain!</i> by Karen Hesse	<i>Come On, Rain!</i> Story Retell: Sequencing	
 Math Moments	Count by 2s to 20. Sieriate children by height.	Count by 2s to 20. Sieriate items by length.	
 Question/Reflection	Brain Game: Hot Potato Memory Camping safari	Brain Game: Hot Potato Memory Sports charades	

Day 8	Day 9	Day 10
Many people like to go to the beach during the summer.	Many people like to have picnics during the summer.	Many people travel to visit family members and friends during the summer.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Sand Letters	Sand Letters	Sand Letters
Straw Line-up	Straw Line-up	Straw Line-up
Exploring with Technology	Exploring with Technology	Exploring with Technology
A Place I'd Like to Visit	A Place I'd Like to Visit	A Place I'd Like to Visit
Summer Scenes	Summer Scenes	Summer Scenes
Outdoor Wonders	Outdoor Wonders	Outdoor Wonders
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Get on Up and Move Your Body"	Beanbag Pass	The Elmo Slide
Beach facts; pantomime beach activities. Review the letter "y."	Discuss what happens at a picnic. Review the letter "q."	Share family trip experiences. Review the letter "v."
	"Two Little Blackbirds"; Syllable Identification: Clap-It-Out	"Two Little Blackbirds"; Syllable Identification: Clap-It-Out
Ways to be a good helper in the community		
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>Beach Day</i> by Karen Roosa	<i>Beach Day</i> Story Retell: Jump right in with rhyming text.	Free-Choice Story Reading: Suggestion – <i>How I Spent My Summer Vacation</i> by Mark Teague
Count by 2s to 20. Seriate straws by length.	Count by 2s to 20. Seriate linking-cube sticks by length.	Count by 2s to 20. Problem Solving: Squeaky's challenge
Brain Game: Hot Potato Memory Reread <i>Swimming</i> .	Brain Game: Hot Potato Memory Identify items to pack for a picnic.	Brain Game: Hot Potato Memory Travel game


You Will Need

Supplied by SFAF:

Books	STaR	
1	<ul style="list-style-type: none"> • <i>Food Truck Fest!</i> by Alexandra Penfold • <i>Swimmy</i> by Leo Lionni • <i>Come On, Rain!</i> by Karen Hesse • <i>Beach Day</i> by Karen Roosa • <i>How I Spent My Summer Vacation</i> by Mark Teague 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Swimming</i> by Barbara Wasik (class set) 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>One Hot Summer Day</i> by Nina Crews 	
Media		
2	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 18 	
	Curiosity Corner Activity Cards for Unit 18	
3	Letter Cards	<ul style="list-style-type: none"> • “Ss,” “Gg,” “Ii,” “Ll,” “Dd,” “Zz,” “Xx,” “Yy,” “Qq,” and “Vv”
	Numeral Cards	<ul style="list-style-type: none"> • 1–10
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “summer,” “berry,” “hot,” “lake,” “during,” “zipper,” “exercise,” “beach,” “picnic,” “visit” • Day 1: Summer picture card set
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Family Picnic, Let’s Go Camping, Trip to the Beach, Bears at the Pool, Let’s Go Fishing, Bus Station • Day 7: Small-group instruction: Summer picture card set
	Rhyme Cards	
	<ul style="list-style-type: none"> • “Summer Days” • “Two Little Blackbirds” 	
	STaR Story Retell Cards	
	<ul style="list-style-type: none"> • <i>Come On, Rain!</i> 	
	Other Card Sets	
	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1 	

General — Used in Every Unit	
	<ul style="list-style-type: none"> • Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal stamps and ink pad
Other SFAF Items	
	<ul style="list-style-type: none"> • Lacing and tracing sea life cards • Magnetic fishing game • Linking cubes • Curiosity Corner Unit Record Form for unit 18 (generate with data-tools system)

Teacher Acquired:

General	
	<ul style="list-style-type: none"> • Small pool toy, personal fan, or other summer-related object (Clues & Questions, day 1) • Inflated balloon (Move It!, day 2) • Telephone (toy or disconnected) (Clues & Questions, day 2) • Paper plates, one per partnership (Question/Reflection, day 2) • Suitcase or overnight bag packed with sunscreen, shorts, T-shirt, sunglasses, sun hat, water bottle (Question/Reflection, day 3) • Small fishing pole (real or toy) (Clues & Questions, day 4) • Chart paper and markers (Question/Reflection, day 5) • Flashlight (Clues & Questions, day 6) • Soccer ball (Clues & Questions, day 7) • Beach towel and pair of sunglasses (Clues & Questions, day 8) • Plastic drinking straws cut to different lengths, five pieces per partnership (Math Moments, day 8) • Beanbag (Move It!, day 9) • Photo album (Clues & Questions, day 10) • 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 about summer, vacationing, traveling, camping, sports, fishing, the beach, etc.
	Letter Lab	
	Clean-Shaven Letters	<ul style="list-style-type: none"> Shaving cream, flat surface (tabletop or large cookie sheets), letter-blending cards for “Ss,” “Gg,” “Ll,” and “Dd”
	Sand Letters	<ul style="list-style-type: none"> Sand, large cookie sheets
	Math Lab	
	Fish for the Missing Number	<ul style="list-style-type: none"> Numbered fish cutouts (appendix) with a paper clip on each fish’s mouth, magnetic fishing rods from magnetic fishing game, Before and After number lines (from unit 13)
	Straw Line-Up	<ul style="list-style-type: none"> Eight to ten straws, cut to different lengths
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, laptops, tablets, printers
	Writing Lab	
	<i>Summer Days</i> Class Book	<ul style="list-style-type: none"> Blank paper, crayons, markers, pencils
	Art Lab	
	Watercolor Landscapes	<ul style="list-style-type: none"> Art picture books showing landscapes, watercolor picture books, art easels, large chart or bulletin board paper, tempera paints in summer hues, paintbrushes, art smocks, clean-up rags
	Summer Scenes	<ul style="list-style-type: none"> Summer picture books, art easels, large blank paper, tempera paints in summer hues, paintbrushes, art smocks, clean-up rags
	Science Lab	
	Outdoor Wonders	<ul style="list-style-type: none"> Magnifiers, green leaves, flowers, grass, sand, dirt, blank paper, pencils, crayons
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> Lacing and tracing sea life cards, magnetic fishing game

Plan & Play			
	Scenario	Suggested Classroom Space	Ideas for Props
	Family Picnic	Open area	<ul style="list-style-type: none"> Tablecloths, plastic utensils, large baskets, paper napkins, paper plates, plastic cups
	Let's Go Camping	Housekeeping area	<ul style="list-style-type: none"> Small tent, blankets
	Trip to the Beach	Sand table	<ul style="list-style-type: none"> Small plastic buckets and shovels, beach towels, empty sunscreen containers, sun hats, sunglasses
	Bears at the Pool	Water table	<ul style="list-style-type: none"> Counting bears, towels
	Let's Go Fishing	Open area	<ul style="list-style-type: none"> Small fishing poles (with no lines or hooks present), fishing lures (with no hooks), small buckets, fishing hats, fishing vests
	Bus Station	Blocks area	<ul style="list-style-type: none"> Paper bus tickets, small empty suitcases

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"> Copy and cut out two sets of numbered fish (1–10) from the Numbered Fish Cutouts page (appendix). Place a paper clip on each fish's mouth. 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>food Truck Fest!</i>. Page 2 begins “Over at the depot...”
Day 2	
MM	<ul style="list-style-type: none"> If you no longer have the numeral cards 1–10 used in units 13 and 16, create a new set for each partnership by duplicating the Number Cards 1–10 sheet (appendix) and cutting the cards out.
Q/R	<ul style="list-style-type: none"> Duplicate the Summer Foods sheet (appendix), one set of foods per partnership.
Day 3	
MM	<ul style="list-style-type: none"> Duplicate a Mystery Number Lines sheet (appendix) for each partnership.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Swimmy</i>. Page 2 begins “A happy school of little fish...”
Q/R	<ul style="list-style-type: none"> Pack a suitcase for Curiosity with a bottle of water, sunscreen, a sun hat, sunglasses, a pair of shorts, and a T-shirt.
Day 4	
C&Q	<ul style="list-style-type: none"> Hide the Squeaky puppet and a fishing pole inside Curiosity's house.

Day 5	
C&Q	<ul style="list-style-type: none"> • Duplicate Curiosity’s postcard (appendix).
MM	<ul style="list-style-type: none"> • Mix the order of the numeral cards 1–10 from the CC Activity Card box. Place all but one of the cards inside Curiosity’s bag.
Day 6	
GR&W	<ul style="list-style-type: none"> • Cut eight to ten straws in various lengths. Put them in a baggie, and place it in the Math Lab. • Partially fill cookie sheets with sand. Place them in the Letter Lab.
STaR	<ul style="list-style-type: none"> • Number the pages of the book <i>Come On, Rain!</i> Page 2 begins “Come on, rain, I say.”
Day 7	
MM	<ul style="list-style-type: none"> • Duplicate and cut out the Baseball Bats sheet (appendix). Create one set of bats for each partnership.
Day 8	
MM	<ul style="list-style-type: none"> • Cut drinking straws so each partnership will have a set of five straws of different sizes. Place each set in a resealable plastic baggie.
Day 9	
MM	<ul style="list-style-type: none"> • Connect linking cubes to make one stick each of two cubes, three cubes, four cubes, and so on until you are unable to make another stick.
Day 10	
MM	<ul style="list-style-type: none"> • Cut five strips of paper to the following lengths: 4 inches, 7 inches, 9 inches, 12 inches, and 16 inches. Place each strip of paper inside an envelope. Label each envelope to indicate the length (in inches) of the paper inside it (e.g., the envelope containing the paper strip that is 4 inches long would be labeled “4 inches”).

Day 1 | Ready, Set

Learning Focus

Summer is the season that follows spring.

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 18
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar plus calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • No new materials needed
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Pool toy or other seasonal object • CC Activity Card: Wonderful Word picture card for "summer" • Daily Message board or IWB access • CC Activity Card: Letter card for "Ss"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme card for "Summer Days" (optional)
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Family Picnic, Let's Go Fishing, Trip to the Beach, Bus Station • 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>Food Truck Fest!</i> by Alexandra Penfold • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–10

Materials	
Question/Reflection	<ul style="list-style-type: none">• CC Activity Cards: Summer picture card set• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 18• Theme introduction letter for unit 18 (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 summer activities, vacations, or hot weather.

Letter Lab: Clean-Shaven Letters

- Invite children to use their index fingers to make letter shapes in the shaving cream using the letter cards for “Ss,” “Gg,” “Ii,” “Ll,” and “Dd” as references.

Math Lab: Fish for the Missing Number

- Invite children to work with a friend in this lab. Explain that one friend will fold one of the flaps on the number line down to cover up a number. The other friend should then use the magnetic fishing rod to catch the fish with the missing number.

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: *Summer Days* Class Book

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children's writing journals should also be easily accessible.

- Encourage children to write and illustrate things they like to do on summer days. Collect each child's page to create a *Summer Days* class book.

Art Lab: Watercolor Landscapes

- Encourage children to use the watercolor paints to create landscape paintings.

Science Lab: Outdoor Wonders

- Invite children to use magnifiers to explore natural objects and to record their observations and findings.

Puzzles & Games Lab: Free Exploration

- Invite children to explore the lacing and tracing sea life materials.
- If you have any other theme-related puzzles or games, make them available.



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

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

(Repeat if children need more time.)

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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE:

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

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

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

Weather

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

Cool Kid

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



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

Move It!

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

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



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



TRANSITION

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

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

Clues & Questions

Theme-related word(s):

air conditioning
summer*
temperature

Basic word(s):

cool
outside

Curiosity’s Clues

- Bring Curiosity to the group with a pool toy.

Teacher: **What is that you have with you, Curiosity?**

Curiosity: **It’s a clue about what we will learn in our new unit.**

Teacher: **Oh, how exciting! Well, Curiosity, that looks like something you might play with in a swimming pool.**

Curiosity: **It’s a pool toy. I brought this pool toy because our new unit is about summer. We will learn about the weather in the summer and the activities that people do in the summer for fun and exercise.**

Learning with Curiosity

- Share information about the season of summer.

Summer is the season that comes after spring. Our part of the earth is closer to the sun during the summer, so it is much hotter outside. Most people spend a lot of time outside in the summer, and they wear shorts, T-shirts, and sandals to help keep their bodies cool. Swimming is something fun that many people do in the summer.

T-P-S: **What kinds of things do you like to do in the summer?**



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



- Play the “Grover: Weather Monster” video.

Now let’s watch this video to learn more about the seasonal changes that happen outside in the summer.



Wonderful Word

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

Our Wonderful Word today is “summer.” Summer is the season that follows spring.



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

Summer is the season that comes after spring.

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

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

Letter Links

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

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

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

- 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 “s” by showing the “Seymore the Snail” video.



TRANSITION

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 summer. It’s called “Summer Days.” When we say this rhyme, listen carefully for the sounds in the rhyming words.



My Turn

Your Turn

- 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.

Summer Days

On summer days when it is hot,
(Fan face with hand.)

I wear my sandals quite a lot.
(Point to feet.)

And when I play my favorite sports,
(Pretend to swing a baseball bat.)

I wear my T-shirt and my shorts.
(Point to upper body when you say “T-shirt;” point to lower body when you say “shorts.”)

Develop Phonemic Awareness—Sound Blending and Segmenting

- Introduce Say-It-Fast.

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

- Play the game. Say a word from today’s rhyme by separating the individual sounds in the word, e.g., *hot*. Make a clear pause between each sound. Repeat the sounds: /h/, /o/, /t/. Say the sounds one more time.

You can figure out the word I’m saying by saying the sounds fast. Repeat the word a few times, shortening the pause between the sounds: /h.../o.../t/, /h.../o.../t/, /h.../o.../t/.

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

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

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

/l/ /o/ /t/ (lot)

/s/ /u/ /m/ /er/ (summer)

/p/ /l/ /ā/ (play)

- Invite children to segment the sounds.

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

- Repeat the process with the following words:

and /aaa/ /nnn/ /d/

hot /h/ /ooo/ /t/

- Award paw points if children successfully blended the individual sounds in segmented 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.

Family Picnic: Point to the open area with the scenario props. **This is where you can have a family picnic. You can pack your food in the baskets and spread out a blanket or tablecloth to eat on. You might want to plan some activities to do at your picnic.**

Let's Go Fishing: **Here is the fishing area. Think about what you will need to use when you are fishing so you don't forget anything. Be careful with your fishing pole, and make sure that you are quiet so you don't scare the fish away! If you catch a big fish, maybe you could take it home to cook it for dinner.**

Trip to the Beach: Refer to the sand table. **This is our beach area. You can take a trip to our beach and dig in the sand. You might want to use the sand toys to make a sand castle or sand sculpture. Remember to use sunscreen and wear a hat and sunglasses to keep the sun out of your face.**

Bus Station: Show the blocks area. **This is our bus station. Many people take vacations and trips in the summer. You might travel to see friends or family who live far away. Remember to bring your suitcases, and watch your step when you get on the bus.**

Scenario Selection

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

Plan

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

Play

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

Coaching

- Engage children in the new scenarios by joining in yourself.

EXAMPLES:

Let's Go Fishing: Join children who are pretending to fish. **Have you caught any fish here? I was fishing in the lake on the other side of town, and I had no luck at all!**



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):

hustle

morsel

Food Truck Fest!

Author: Alexandra Penfold

Illustrator: Mike Dutton

This is a story about an upcoming food truck festival that a family and many other people are excited to attend. Food truck festivals and gatherings have become popular summertime events. They last all day, there is usually a variety of different foods to choose from so that everyone is happy, and there may be live music and other activities for children and adults to enjoy. Food truck festivals have become true summer traditions.

Interactive Story Reading

Before Reading

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

The title of our story today is *Food Truck Fest!*. That's the name of the story. The author is Alexandra Penfold. She wrote the words for the story. The illustrator is Mike Dutton. 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.



Look at the front cover of this book. T-P-S: What do you see people doing?

- Show the back cover of the book, and ask children who the people pictured there might be.

T-P-S: Who do you think these people are?

The title is *Food Truck Fest!*. T-P-S: What hint does the title give you about what might happen in the story?

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

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Pages 4–5: **The workers are loading boxes of groceries into their trucks to get ready for the day. T-P-S: What do you think they are going to do with all these groceries?**
 - Page 12: **T-P-S: What does it look like the family is bringing with them for the food truck fest?**
 - Pages 16–17: **T-P-S: Why can't everyone cross the bridge? What is a ferry, and how will it get everyone to the food truck fest?**

- Pages 20–27: **In this part of the story, everyone is at the food truck fest. T-P-S: What do you see people doing? What kinds of food are they eating? Is eating the only thing that you can do at a food truck fest?**
- Page 31: **T-P-S: When the food truck fest is over, is work done for the food truck workers?**

After Reading

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

T-P-S: Do you think an event like a food truck festival is fun for everyone involved? How can you tell?

When the food truck workers are getting their trucks and groceries ready, they say it’s time to hustle because there is work to do. T-P-S: What does it mean to hustle?

At the food truck fest, customers are asked to taste a morsel called falafel. Falafel is a fried dough patty often made from chickpeas that is popular to eat in the Middle East. T-P-S: What do you think a morsel is, now that you know what falafel is?

- Invite children to tell what kinds of food they would like to eat at a food truck festival.

T-P-S: What are some of your favorite foods? What would you like to eat at a food truck festival?

T-P-S: Would you like to go to a food truck festival, or even run a food truck at one? Why (or why not)?

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



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

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 word(s):

missing number

Count with Curiosity

- Introduce the way children will count this week.

This week and next week, we will count in a new way. We will count by 2s all the way to 20! We will start with the number 2. Curiosity will show us how!



- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity as they are able.

Active Instruction

- Introduce the week’s objective.

We’ve been practicing our counting in many different ways. We have counted forward and backward. We have even counted without starting at the number 1. This week we will use our counting skills to figure out which number is missing.



- Use the sharing sticks to select five children and their partners to come up to the front of the room. Give each child a numeral card. (Try to do this in a mixed order.) Have children look at the numbers on their cards and line themselves up in order from 1 to 10.
- Ask children who are still seated to close their eyes. While they are not looking, have one of the ten children with numeral cards hide in the classroom. The other children should move together to close the gap in the line left by the hidden child.
- Announce that children may open their eyes now.

Partner Practice



- Have partners work together to figure out which number is missing. When everyone has an answer, use Whole-Group Response to have children share.
- If children say the name of the missing child instead of the number, encourage them to count in unison as you point to the numeral cards to discover the missing number.
- Repeat the process with a few other numbers.
- Reinforce the concept by showing the “Missing Number, Video 1” video.



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

Brain Game: What’s the Magic Word?

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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that summer is the season that comes after spring.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “summer.” Remember that summer is the season of the year that comes right after spring. T-P-S: When did we hear the word “summer” today?



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

Theme Learning Extension

- Provide each partnership with a picture card from the Summer picture card set.

Talk to your partner about the picture on your card. Tell your partner what the picture shows and what the picture has to do with summer.



- Allow partners time to discuss their picture cards. Use the sharing sticks to select children to share their ideas. Award paw points for reasonable responses.



- Introduce and play the “Tree Fashion Report” video.

This video will show us what trees look like in the summer. Watch to see how the hot summer weather affects trees.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

I'll Miss You

(Tune: "This Old Man")

I'll miss you. (Point to class)

You'll miss me. (Point to self)

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

Day 2 | Ready, Set

Learning Focus

Plants continue to grow in the summer.

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"> Inflated balloon
Clues & Questions	<ul style="list-style-type: none"> Telephone (toy or disconnected) Squeaky the puppet CC Activity Card: Wonderful Word picture card for "berry" CC Activity Card: Letter card for "Gg"
Getting Along Together	<ul style="list-style-type: none"> No materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Food Truck Fest!</i> by Alexandra Penfold
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10 Number Cards 1–10 (appendix or unit 16), one set per partnership
Question/Reflection	<ul style="list-style-type: none"> Paper plates, one per partnership Summer Foods sheet (appendix), one set of foods per partnership Glue sticks, one per partnership Scissors, one per child Crayons Cool Kid certificate and marker Home Link animal stamp: dog

Day 2


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Fish for the Missing Number

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: *Summer Days* Class Book

- Same as day 1

Art Lab: Watercolor Landscapes

- Same as day 1

Science Lab: Outdoor Wonders

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In last night's story, *A Day on the Water*, the kids go out fishing. T-P-S: What were they trying to catch by using chicken necks as bait? They were trying to catch crabs.



- 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!

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

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

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



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



Clues & Questions

Theme-related word(s):

berry*

ripe

vacation

Curiosity's Clues

- Bring Curiosity to the group looking anxious and worried.

Teacher: **Curiosity, you look very worried. Is something wrong?**

Curiosity: **Well, I am going on vacation with my family and will be gone for a few days. I am really worried about my plants. There will be no one to water and care for them.**

Teacher: **I understand that you are worried about your plants, Curiosity. Plants continue to grow in the summer, and they need to be watered a lot because it is so hot outside. But I have an idea! How about if you ask Squeaky to take care of your plants while you are gone? You can call him right now on this phone.** Pretend to call Squeaky, and hand the phone to Curiosity.

Curiosity (speaking into the phone): **Hello, Squeaky, this is Curiosity. I am going on vacation with my family, and I was wondering if you could come over and take care of my plants for me while I am gone.** (Pauses briefly and quickly nods head) **Yes, that's right. Could you please water them and make sure my berries are in the sun so they will get nice and ripe?**

(Pauses briefly.) **You will? Oh, thank you so much, Squeaky! See you soon. Good-bye!**

Teacher: **Is your problem solved, Curiosity?**

Curiosity: **Yes, Squeaky said he will come over and take care of my plants for me while I am gone. I feel so much better now!**

Learning with Curiosity



- Play the “City Garden” video.

Curiosity said her berries were going to get ripe. That means they will soon be ready to eat. Now we will watch a video that shows different kinds of vegetables and fruits that get ripe in the summer. As you watch, see how many plants you can name.



T-P-S: What kinds of vegetables and fruits did you see in the video?

Grapes, corn, tomatoes, cucumbers, peppers, lettuce, green beans, and apples.



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

Wonderful Word

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

Our Wonderful Word today is “berry.” A berry is a delicious fruit that gets ripe in the summer. Strawberries, blueberries, and blackberries are all examples of berries.



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

Daily Message

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

Many fruits and vegetables become ripe in the summer.

- Point out that today’s message has many words. Encourage children to count the words in the message with you.

Our Daily Message today has many words. Let’s count the words as I point to each one.

Letter Links

- Show the letter card for “Gg.”

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

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

- 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 “g” by showing the “Letter G Game” video.



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

Getting Along Together

GAT word(s):

help

helpers

Active Instruction

- Discuss ways for children to be good helpers at home.

This year we have learned to make friends and to cooperate and work together. We have learned about taking turns, listening, sharing, and including others. All the things we have learned to do in the classroom can be used at home too.

T-P-S: How can you be a good listener at home? *I can use active listening when my parents or my brother or sister are talking to me.*

How can you take turns at home? *I can take turns with my toys, or I can take turns watching television with my brother or sister.*

Can you think of other ways you can be a good helper at home? *I can use good manners, I can help clean up, and I can use the Stay Cool steps to keep calm and not yell.*



Partner Practice

- Have children share about times when they were good helpers at home. Hand out a set of ear and mouth cards to each partnership.

Tell your partner about a time when you were a good helper at home. Did you help by cleaning your room? Did you help by being a good listener?

Did you help by using Stop and Think to avoid getting in a fight with your brother or sister?

If you have the mouth card, you will share first, and your partner will listen. Then, you will switch cards so your partner can share.

- Encourage children to look for ways to be good helpers when they go home.



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:

Trip to the Beach: I noticed that you are doing a different activity at the beach today. Yesterday you were (activity that you observed the child/children engaged in the previous day). **Today you are** (activity that the child/children are engaged in currently). **Maybe tomorrow you could try** (a beach-related activity not mentioned).

Small-Group Instruction

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

I'm Taking a Trip...

- Tell children that they have a chance to go on a special trip anywhere in the world they would like to go.
- Have each child share where he or she would go on a trip and why.
- Ask questions to foster discussion, such as:
 - What is so special to you about this place?
 - Who would you take on the trip?
 - What would you pack to bring with you?
 - How long would you be gone?
 - What do you need to do to get ready for your trip?
 - How will you get there?
 - How long will it take you to get there?
 - Where will you stay while you are there?
 - What kinds of things will you bring back with you?



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):

hustle
morsel

Food Truck Fest!

Author: Alexandra Penfold

Illustrator: Mike Dutton

Review

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

We read this story yesterday. Let’s see if we can remember the title. The title of our story is *Food Truck Fest!*. That’s the name of the story. Alexandra Penfold is the author of this story. Mike Dutton is the illustrator; he drew the pictures.

- Review the story vocabulary that you introduced yesterday.



We heard the word “hustle” in the story yesterday. T-P-S: Show how you might hustle.

We also heard the word “morsel” in the story. T-P-S: What do you do with a morsel?

Story Retell

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

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

- Read page 5, pausing before the word “fest” for children to provide the word that rhymes with “rest.”

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

- Continue to read, pausing for children to supply rhyming words on various pages. Be sure to choose words that have a strong rhyme and connection to the illustrations.
- Conclude this activity by having children tell their partners what they would eat for lunch and dessert if they went to the food truck fest.



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

Math Moments



- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Review yesterday’s activity.

Yesterday we played a game. Ten of you held number cards, and when we closed our eyes, one friend left the group. You had to figure out which number was missing.

Let’s see if you can find the missing number today.

- Lay the numeral cards in a line on the floor in order 1–10. Have children close their eyes. Then turn one of the cards over.



T-P-S: We can no longer see one of the numbers. Which number is missing?



- Use the sharing sticks to select a child to tell the missing number. Have all children count together as you touch each card to verify that they agree with the response, and then turn the card over to reveal the answer. Award paw points if the missing number is correctly identified.

Partner Practice

- Explain the partner activity.

You will play this game with your partners today. I will give each of you a set of number cards. To play the game, one partner will be the teacher, and the other will be the student. First work together to put the cards in a line in order from 1 to 10.

The student will close his or her eyes. First, the teacher will turn over one of the number cards. Then the student will open his or her eyes and figure out which number is missing. Then you can switch roles and play again.



- Distribute the sets of number cards. Assist children in getting started as needed.
- Reinforce the concept by showing the video “Missing Number, Video 2.”



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that plants continue to grow in the summer. Plants need more water in the summer because it is hot and dry outside.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “berry.” Remember that berries are delicious fruits that get ripe during the summer. T-P-S: When did we hear the word “berry” today?



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

Theme Learning Extension

- Provide each partnership with a paper plate, one set of food items, scissors, crayons, and a glue stick.
- Tell children that these are foods we usually eat in the summertime. Point to each food item, and tell children its name.
- Have children color the food items and cut out the ones they would like to include on their summer food plates.
- Have children glue the foods they selected onto their plates.
- Use the sharing sticks to select children to share their plates. Award paw points for appropriate 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 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

In most places, it is very hot during the summer.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Food Truck Fest!</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Trade book: <i>One Hot Summer Day</i> by Nina Crews CC Activity Card: Wonderful Word picture card for "hot" CC Activity Card: Letter card for "Ii"
Getting Along Together	<ul style="list-style-type: none"> Paper and crayons or markers for each child
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>Swimmy</i> by Leo Lionni Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Mystery Number Lines sheet (appendix), one per partnership Number cards 1–10 (from day 2), one set per partnership
Question/Reflection	<ul style="list-style-type: none"> Curiosity's packed suitcase (See You Will Need, Teacher Acquired.) Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Food Truck Fest!*, and encourage children to use the illustrations to retell the events in the story.

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Fish for the Missing Number

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: *Summer Days* Class Book

- Same as day 1

Art Lab: Watercolor Landscapes

- Same as day 1

Science Lab: Outdoor Wonders

- 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 song, "Green Grass Grew All Around," you got to sing about a tree. T-P-S: Can you remember one of the lines from this song about the tree? *Nest on the twig, twig on the branch, branch on the limb, limb on the tree, etc.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

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

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



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



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



Clues & Questions

Theme-related word(s):

heat
hot*
sun hat
sunglasses
sunscreen

Curiosity's Clues

- Bring Curiosity to the group with the book *One Hot Summer Day* by Nina Crews.

Teacher: **Why do you have that book with you, Curiosity?**

Curiosity: **I brought this book today so we could learn about ways to stay cool in the summer when it is very hot.**

Teacher: **Great thinking, Curiosity! In most places, it is very hot in the summer. This book will show us ways to stay cool in the heat. The title of this book is *One Hot Summer Day*. The author is Nina Crews. As we read the book, let's look for all the ways we can stay cool when it is very hot outside.**

Learning with Curiosity



- Read the book aloud to children. After reading, use Think-Pair-Share to have them discuss the ideas presented in the text.

T-P-S: **What do the children do to help them stay cool in the heat?**



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



- Play the “Hot in the City” video.

We have been talking about ways to stay cool in the heat of summer. This video will show us some ways that children in the city stay cool in the summer.



Wonderful Word

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

Our Wonderful Word today is “hot.” “Hot” means very, very warm. Most places have very hot weather in the summer. Is it hot in the summer where we live?



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

Daily Message

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

In most places, it is very hot in the summertime.

- Call attention to the uppercase “i” at the beginning of the Daily Message.

This is an uppercase “i.” Sentences always start with uppercase letters.

Letter Links

- Show the letter card for “i.”

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

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

- 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 “i” by showing the “Cookie Monster Letter of the Day: I” video.



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

Getting Along Together

Active Instruction

- Review ways to be a good helper at home.

Last time we talked about ways to be a good helper at home. We talked about how we can use the skills we are learning in school at home.



T-P-S: What are some ways to be a good helper at home that we talked about? *We can be good listeners, help to clean, take turns, etc.*

We can also use “I” Messages at home to share how we are feeling. Remember that with an “I” Message, you say how you feel and why. For example, I feel happy because it is almost summertime. Tell your partner how you are feeling right now.

Partner Practice

- Have children draw a picture of how they will be good helpers at home. Hand out paper and crayons or markers to each child.

Think of one way to be a good helper at home. Draw a picture to show how you will be a good helper.



- Use the sharing sticks to choose a few children to share their drawings with the rest of the class. Try to allow as many children as possible to share their drawings.



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):
swift

Swimmy

Author and illustrator: Leo Lionni

A little black fish wants to swim and explore his ocean home. After losing his school of brothers and sisters to a big hungry tuna, he is alone. When he finds a new school to swim with, he convinces them that if they swim in formation, they will look like the other big fish and can explore the beautiful creatures in the ocean.

Interactive Story Reading

Before Reading

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

The title of our story today is *Swimmy*. That's the name of the story. The author is Leo Lionni. He is also the illustrator. He wrote the words and drew the pictures for the story.

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



Hold the book so each child has an opportunity to see the tiny fish in the cover illustration. **The title of this story is *Swimmy*. I wonder if Swimmy is the name of one of the little fish.** T-P-S: **What do you wonder about this story?**

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

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 7: T-P-S: **What do you think Swimmy will do?**
 - Page 20: T-P-S: **What can Swimmy and his friends do so they can swim and see things without being eaten by the big fish?**
 - Page 27: T-P-S: **Do you think Swimmy's idea will work? Why (or why not)?**

After Reading

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

In the beginning of the story, Swimmy and his friends are chased by a swift tuna fish. T-P-S: **What do you think the word "swift" means?**

"Swift" means very fast. So the tuna is a very fast swimmer. T-P-S: **Tell your partner something you can do in a swift, or very fast, way.**

When Swimmy finds a new group of little red fish, they are afraid to swim and see things. T-P-S: How do Swimmy and the little red fish solve their problem?

- 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



- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Lay the numeral cards in a line on the floor in order from 1 to 10. Review yesterday’s activity.

Yesterday we played a game. You closed your eyes, and I hid one of the number cards. Then you had to figure out which number was missing. Let’s try another one.

- Have children close their eyes. Then turn one of the cards over.



T-P-S: We can no longer see one of the numbers. Which number is missing?



- Use the sharing sticks to select a child to tell the missing number. Have all children count together as you touch each card to verify that they agree with the response, and then turn the card over to reveal the answer. Award paw points if the missing number is correctly identified.

Partner Practice

- Distribute a mystery number line and a set of number cards to each partnership. Introduce the activity.

On your page, you have three different mystery number lines. You will see some numbers in order, but one number is missing from each line. In place of the missing number, you will see a question mark. Point to one of the question marks on your page. Check to see that all children can identify the question mark.

You will work with your partner to figure out which number is missing. Then find the card with the missing number on it, and lay it on top of the question mark.

- Circulate as partners work to complete the task, and provide assistance as needed.



- Use the sharing sticks to select children to share their answers for the first, second, and third mystery number lines. Award paw points if most partnerships identify the missing numbers correctly.



- Reinforce the concept by showing the video “Missing Number, Video 3.”



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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that in most places, it is very hot in the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “hot.” Remember that it is usually very hot in the summertime in most places. T-P-S: When did we hear the word “hot” today?



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

Theme Learning Extension

- Bring Curiosity to the group with her packed suitcase.

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

Curiosity: **I brought this suitcase with me today because it has some things in it that will help me stay cool when I am on vacation. My family and I are going to the beach, and it will be very hot there. In most places, it gets very hot in the summer. When it is hot, we have to take care of ourselves so we stay cool. The things in my suitcase will help me stay safe in the heat.**

Teacher: **Oh, good thinking, Curiosity! Let’s see what you brought with you to help you stay cool when it is very hot outside.**

- Have Curiosity take the water bottle out of the suitcase.

Teacher: **Why do you have water in your suitcase, Curiosity?**

Curiosity: **I brought water with me because when it is hot out, you need to drink a lot of water to help your body stay cool. Drinking water is good for you, especially when it is hot outside.**



- Have Curiosity take the sunglasses and sun hat out of the bag.

T-P-S: **Why does Curiosity have sunglasses and a sun hat in her bag?**



- Use the sharing sticks to select children to share their ideas.
- Have Curiosity show the sunscreen, T-shirt, and shorts. Use Think-Pair-Share to have children talk about the importance of these items for keeping cool in hot temperatures.

T-P-S: **Why does Curiosity have sunscreen and light clothes in her bag?**



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

Many people like to go fishing during the summer.

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"> Squeaky the puppet Small fishing pole (real or toy) CC Activity Card: Wonderful Word picture card for "lake" CC Activity Card: Letter card for "L"
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>Swimmy</i> by Leo Lionni
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10 Set of fish cutouts labeled 1–10 with paper clips attached (from the Math Lab) Fishing poles with magnetic hooks (provided by SFAF in the magnetic fishing game)
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: Clean-Shaven Letters

- Same as day 1

Math Lab: Fish for the Missing Number

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: *Summer Days* Class Book

- Same as day 1

Art Lab: Watercolor Landscapes

- Same as day 1

Science Lab: Outdoor Wonders

- 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 first part of last night's show, they talked about when it's gets hot outside. T-P-S: What were some of the things people did to stay cool when it's hot in the city? They played in a fountain, went in a pool, and ate ice cream.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

- Introduce the Move It! activity, “Ain’t No Bugs on Me.”

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

- Play the “Ain’t No Bugs on Me” video.



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



Clues & Questions

Theme-related word(s):

fishermen
fishing pole
lake*

Basic word(s):

boat
catch
equipment
net
pond
river
stream

Curiosity’s Clues

- Bring Squeaky to the group with a fishing pole.

Teacher: **Well, hello, Squeaky! It’s nice to see you, but why are you here? We said, “Cat in a box,” not “Squirrel in a box.”**

Squeaky: **Curiosity is on vacation with her family, so she asked me to share the clue today.**

Teacher: **Oh, that’s right! I remember now that she asked you to water her plants too. I see that you have a fishing pole. Are you going fishing?**

Squeaky: **Yes, I am going fishing, and I am really excited. My dad is taking me to a lake where there are a lot of fish. We like to go fishing in the summer.**

Teacher: **Wow! That sounds like fun, Squeaky! Is that what we will learn about today?**

Squeaky: **Yes, today we will talk about fishing. Many people like to fish in the summer.**

Learning with Curiosity



- Play the “Video Postcard: Fishing on a Boat” video.

This video will give us some information on fishing. When people go fishing, they have to be careful and use special equipment to help them catch the fish. Squeaky showed us a fishing pole. Let’s see what other equipment fishermen use when they are fishing.



- After showing the video, use Think-Pair-Share to have children discuss what they saw.

T-P-S: What did the people use when they were fishing? *The video shows the people using a net, a tackle box, a boat, life jackets, and buckets.*



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

Wonderful Word

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

Our Wonderful Word today is “lake.” A lake is a place that has a lot of water, and people can fish there. Sometimes people take boats out on lakes and fish from their boats.



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

Daily Message

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

Many people like to go fishing during the summer.

- Point out the tall letters in the Daily Message.

There are tall letters in our message today. Let’s name the tall letters together. Point to the “M,” “l,” “f,” “d,” and “h” as children name them.

Letter Links

- Show the letter card for “Ll.”

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

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

- 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 “l” by showing the “Letter L on a Starry Night” 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 “Summer Days” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

- Bring Squeaky out. Introduce the Nonsense game, in which you switch word order.

Today we are going to play the Nonsense game with Squeaky. Squeaky will say a line from our poem, and you will tell him whether he said it correctly. If he said it correctly, say, “That’s right!” If not, say, “That’s nonsense!” Are you ready, Squeaky?

- Invite children to close their eyes so they can listen more carefully while Squeaky recites “Summer Days.” Have Squeaky repeat the rhyme as if correct, switching the words “days” and “hot” so the line reads, “On summer hot when it is days.”

Squeaky: **Listen while I say the rhyme.**

**On summer hot when it is days,
I wear my sandals quite a lot.
And when I play my favorite sports,
I wear my T-shirt and my shorts.**

That’s nonsense!

- If children don’t recognize the incorrect word order, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switch occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Squeaky said the rhyme, and help them identify the mistake.

- Continue in this manner with the other lines of the poem, alternating between switching words in various lines and saying lines correctly. You may want to use the following suggestions.
 - I wear my lot quite a sandals.
 - And when sports play my favorite I,
 - I T-shirt my wear and my shorts.
- If children are successful at identifying the switched words, recite the rhyme again, making additional switches. Invite children to think of words to switch in the rhyme if they are able.
- Award paw points if children successfully identified the switched 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):
swift

Swimmy

Author and illustrator: Leo Lionni

Review

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

The title of this story is the name of the little black fish that likes to swim, play, and see things in the ocean. Let's read the title of the story together: *Swimmy*. Leo Lionni is the author and illustrator of this story.

- Review the story vocabulary that you introduced yesterday.



We know that the tuna fish in the story swims very fast and eats all the little red fish. T-P-S: What idea does Swimmy have so he and his friends don't have to worry about this swift fish?

Story Retell

- Hold up the book *Swimmy*, and tell children that they will pretend to be the fish in this story when you reread it.

Today when I read this story, you will pretend to be Swimmy.

- Read the story, allowing children time to think about what Swimmy is doing in various parts of the story so they can demonstrate his actions.
- Conclude this activity by having children tell their partners which of the wonderful things that Swimmy sees in the ocean is their favorite and why.



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

Math Moments



- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Review the week’s objective.

We have been using our counting skills this week to find missing numbers.

- Lay the numeral cards on the floor in a line in order from 1 to 10. Have children close their eyes while you turn one of the numeral cards over. Then lay all the fish on the floor with the numbers facing up.

Partner Practice



T-P-S: Which number is missing from the number line?



- Use the sharing sticks to select a child to come to the front and try to catch the fish with the missing number. Award paw points if children are able to identify the missing number. Award bonus paw points if they are able to catch the appropriate fish.



- Reinforce the concept by showing the video “Missing Number, Video 4.”



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that many people like to go fishing in the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “lake.” Remember that a lake is a place with a lot of water where people can fish. Some lakes are big, and some are small. People can also fish in ponds, rivers, and streams. T-P-S: When did we hear the word “lake” today?



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

Theme Learning Extension

- Introduce the fishing pantomime activity.

Today we have been talking about fishing. Now let’s pretend that we are going on a fishing trip in a big boat. Here’s our big boat. Spread your arms wide, and act as though you are stepping into a large boat.

I’m in the boat; now all of you can get in the boat with me. Be careful, and watch your step. Good job!

Now we have to put on our life jackets. Pretend to put on a life vest and snap the front. **OK, my life jacket is on. Put your life jackets on too.** Have children put imaginary life jackets on and snap the fronts.

We have our life jackets on, and we’re ready to go. I’ll turn the motor on. Pretend to start the boat engine, revving it up for dramatic effect.

All right! Our boat is started and ready to go. Now hold on tight. We’re going to go out to the middle of the lake. Pretend to navigate the boat, with appropriate steering and engine sounds.

OK, we are in the middle of the lake. This is a big lake. There will probably be a lot of fish here. Let’s get out our fishing poles. Hand out imaginary fishing poles to the children.

Be very careful with your fishing poles so you don’t bump into anyone. Remember to be quiet when you are fishing so you don’t scare the fish away. Let’s put worms on our hooks. Pretend to hold a squirmy worm, and pantomime putting it on the imaginary hook of the fishing pole.

Ew, it’s squirmy! OK, I have my worm on my hook. Now put your worm on your hook. Be careful that you don’t poke your finger on the hook.

We’re ready to fish now. Let’s drop our lines into the water and see if we can catch some fish. Everyone be very quiet. Pretend to cast the line of your fishing pole out into the water. Encourage children to do the same.

Now we will wait to see if a fish eats the worm and gets caught on the hook. Pretend to have a bite on the line, jerking your arms back as if reeling in a large fish.

Oh, I think I got a fish! I felt a big pull on my fishing pole! The fish must have eaten the worm. Now I will reel him in! Pretend to reel in the fish.

Hold up your arm as if you are holding a large fish. **Oh, look at this fish I caught! This is a big one. I will put it in my bucket and take it home so I can eat it for dinner!** Pretend to put the fish in a bucket next to you.

Did you get a bite on your line too? Oh, be careful! Reel it in slowly. There you go! Great job! You caught a big one!

- Continue with the activity as time allows.
- Finish the activity by taking the boat back to shore and having everyone remove his or her life jacket.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Squeaky, a marker, and the Cool Kid certificate ready. Have Squeaky 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? Squeaky would like to give the first compliment.

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 5 | Ready, Set

Learning Focus

Many people like to go swimming during the summer.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Swimmy</i> by Leo Lionni
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Squeaky puppet Postcard from Curiosity (appendix) Concepts-of-print book: <i>Swimming</i> by Barbara Wasik (class set) CC Activity Card: Wonderful Word picture card for "during" CC Activity Card: Letter card for "Dd"
Rhyme Time	<ul style="list-style-type: none"> Squeaky puppet
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> <i>One Hot Summer Day</i> by Nina Crews or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10 Squeaky puppet
Question/Reflection	<ul style="list-style-type: none"> Chart paper Markers Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Swimmy*. Encourage children to dramatize the events in the book to retell the story.

Letter Lab: Clean-Shaven Letters

- Same as day 1

Math Lab: Fish for the Missing Number

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: *Summer Days* Class Book

- Same as day 1

Art Lab: Watercolor Landscapes

- Same as day 1

Science Lab: Outdoor Wonders

- 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.

T-P-S: In last night's story, what did the kids make for the bake sale? *They made cupcakes.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

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

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



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



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



Clues & Questions

Theme-related word(s):

during*

Basic word(s):

postcard

Curiosity’s Clues

- Bring Squeaky to the group with the postcard from Curiosity.

Teacher: **Hi, Squeaky! I’m glad you were able to share a clue while Curiosity is on vacation. What did you bring for us?**

Squeaky (excitedly): **I found this in my mailbox yesterday. It’s something special from Curiosity.**

Teacher: **Oh, that’s wonderful, Squeaky! May we see it?**

Squeaky: **Sure!**

Teacher: Hold up the postcard for all children to see. **Look, friends! Curiosity sent Squeaky a postcard. It says, “Dear Squeaky, we are having so much fun on our vacation. The hotel even has a swimming pool. I’m so glad because it is really, really hot. I hope my plant is doing well. Thank you for taking care of it. I’ll see you next week! Love, Curiosity.”**

Squeaky: **I can’t believe that Curiosity gets to go swimming at her hotel!**

Teacher: **Many people like to swim in the summer, Squeaky, because it is very hot outside. Today we will read a book about swimming.**

Learning with Curiosity

- Present the concepts-of-print book, *Swimming*.

The title of this book is *Swimming*. The author is Barbara Wasik. She wrote the book.

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

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

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



- Play the “Dog Paddle Song” video.

Now let's watch a video of a dog and a boy swimming in the summertime. Then we can all swim the doggie paddle together!

- Invite children to pretend to swim with you around the classroom using the doggie paddle they viewed in the video.



Wonderful Word

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

Our Wonderful Word today is “during.” “During” means in the time of. If we do something during the summer, we do that thing in the summertime.



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

Daily Message

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

Many people like to go swimming during the summer.

- Hold up the Wonderful Word card for “during,” and place it under the word “during” in the message. Point out that the two words are the same.

Our Wonderful Word for today is “during.” This word is also “during.”

Letter Links

- Show the letter card for “Dd.”

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



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

- 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 “d” by showing the “Splashmation: Letter D Dolphin” 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 “Summer Days” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

- Bring out Squeaky. Introduce the Nonsense game, in which you switch word parts.

Today we are going to play the Nonsense game with Squeaky again. Squeaky will say a line from our poem, and you will tell him whether he said it correctly. If he said it correctly, say, “That’s right!” If not, say, “That’s nonsense!” Are you ready, Squeaky?

- Invite children to listen carefully while Squeaky recites “Summer Days.” Have Squeaky repeat the rhyme as if he is reciting it correctly, switching the onset in the word “summer” for the onset in the word “days” so the line reads, “On dummer says when it is hot.”

Squeaky: **Listen while I say the rhyme.**

**On dummer says when it is hot,
I wear my sandals quite a lot.
And when I play my favorite sports,
I wear my T-shirt and my shorts.**

That's nonsense!

- If children don't recognize the nonsense words, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switched word parts occur, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Squeaky said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, alternating between switching word parts in various lines and saying lines correctly. You may want to use the following suggestions.
 - I lear (rhyme with “wear”) my sandals quite a wot.
 - And when I flay my pavorite sports,
 - I wear my she-tirt and my shorts.
 - On summer hays when it is dot.
- If children are successful at identifying the nonsense words, recite the rhyme again, making additional switches. Invite children to think of word parts in the rhyme to switch if they are able.



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 *One Hot Summer Day* by Nina Crews.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Problem Solving

- Bring out Squeaky and a bag. Explain his problem.

Teacher: **Today we will help Squeaky solve a problem. Squeaky was playing with our number cards, and he thinks he lost one. Squeaky, where are the cards?**

Squeaky: **They’re right here in this bag.**

- Have Squeaky pour the cards from the bag into a pile on the floor.
- Invite children to discuss with their partners how the problem might be solved.



T-P-S: **How can we help Squeaky figure out which number is missing?** *Put the number cards in order and count.*

- Have children help to put the number cards in order and identify which one is missing.
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Reinforce the concept by showing the video “Missing Number, Video 1.”



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that many people like to go swimming during the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “during.” Remember that there are activities we can do outside during the summer that we can’t do at other times of the year. It is usually very hot outside during the summer, so many people like to go swimming to keep cool. T-P-S: When did we hear the word “during” today?



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

Theme Learning Extension

- Introduce a discussion of water safety rules.

Today we have been talking about swimming. It’s very important to follow safety rules when you are swimming so you don’t get hurt. Now turn to your partner, and think about a time when you have gone swimming. Talk with your partner about the safety rules you needed to follow to be safe when you were swimming.

T-P-S: What are some rules we need to follow when we are swimming?



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Write the rules that children share on the chart paper. Some important rules to point out if they aren’t mentioned are:
 - Do not run around the pool.
 - Watch out for others around you.
 - Don’t dive head first into water unless you are diving off a diving board.
 - Always swim with someone else.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Squeaky, a marker, and the Cool Kid certificate ready. Have Squeaky 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? Squeaky 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

Many people like to go camping during the summer.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Large cookie sheets, sand, letter-blending cards for “Zz,” “Xx,” “Yy,” “Qq,” and “Vv” • Math Lab: Straws of various lengths • Art Lab: Art easels, large blank paper, tempera paints in summer hues
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 • CC Activity Card: Wonderful Word picture card for “zipper” • CC Activity Card: Letter card for “Zz”
Rhyme Time	<ul style="list-style-type: none"> • Rhyme card for “Two Little Blackbirds” (optional)
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios: Let’s Go Camping, Bears at the Pool
STaR	<ul style="list-style-type: none"> • Trade book: <i>Come On, Rain!</i> by Karen Hesse • Leaf for 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 • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Letters

- Demonstrate drawing letter shapes in the sand, using the letter-blending cards for “Zz,” “Xx,” “Yy,” “Qq,” and “Vv” as models.

Math Lab: Straw Line-up

- Invite children to compare the lengths of the straws and put them in order from shortest to longest.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Visit

- Ask children to write where they would go for a summer vacation if they could have a free trip to anywhere in the world.

Art Lab: Summer Scenes

- Encourage children to use the tempera paints and paintbrushes provided to create summer scenes such as landscapes or depictions of outdoor activities.

Science Lab: Outdoor Wonders

- 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 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 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):

camping
flashlight
tent
zipper*

Curiosity's Clues

- Bring Curiosity to the group with a flashlight.

Teacher: **Hi, Curiosity! It's so nice to have you back from vacation. Did you have a nice time?**

Curiosity: **Yes, we had a great time, and now we are getting ready to go camping!**

Teacher: **Oh, is that why you have a flashlight with you today?**

Curiosity: **Yes, I brought this flashlight because it is something that I am bringing with me on my camping trip. It's a clue, too, because we are talking about camping today!**

Learning with Curiosity

- Describe camping.

When people go camping, they sleep away from their homes, but not in a hotel. They might sleep inside a tent or a camper, which is like a little house with wheels that you can pull with your car or truck. Some people rent little buildings called cabins that are already at the campground.

People like to camp in the woods or at the beach. It is nice to camp next to a river or a lake.



- Invite children to share about any camping experiences they have had.

T-P-S: What are some supplies that you might need to bring if you are going camping? *Tent, sleeping bag, clothes, food, water, cook stove, matches, soap, towels, flashlights, lanterns, bug repellent, etc.*



- Play the "Camp Wannagohoma: It's Alive" video.

You might go camping with your family as a vacation. Some children go to summer camp without their parents during the summer. They sleep in tents or cabins and meet lots of new friends. Let's watch this video of children at summer camp.



Wonderful Word

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

Our Wonderful Word today is "zipper." Tents and sleeping bags can be closed with a zipper to help people stay warm and safe when they are camping. Let's pretend to zip a zipper. Pantomime zipping a zipper in the air, making the appropriate zipping sound. Encourage children to join in.



- Play the digital dictionary video for "zipper."

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

Daily Message

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

Many people like to go camping during the summer.

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

This is a period. It goes at the end of a sentence.

Letter Links

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

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



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

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



- Reinforce the sound and shape of the letter “z” by showing the “Picnic Patrol Z” video.



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



Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about birds. It’s called “Two Little Blackbirds.” When we say our rhyme today, listen carefully to hear how many parts there are in the words “blackbirds” and “sitting.”

- 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.



Two Little Blackbirds

(Traditional Mother Goose rhyme)

Two little blackbirds sitting on a hill.

(Hold up both hands in fists, index fingers erect.)

One named Jack, (Wiggle one index finger.)

One named Jill. (Wiggle the other index finger.)

Fly away, Jack! (Wave one index finger, and move hand behind back.)

Fly away, Jill! (Wave the other index finger, and move hand behind back.)

Come back, Jack! (Bring one hand out, index finger erect.)

Come back, Jill! (Bring the other hand out, index finger erect.)

Develop Phonological Awareness—Syllable Identification

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

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

- Invite children to recite “Two Little Blackbirds” with you. Clap out the two syllables in the word “blackbirds” as you recite. Explain that you clapped one time for each part of the word “blackbirds.”
- Recite the rhyme again. Invite children to join you in clapping out the two syllables in the word “blackbirds.”
- Play the game, substituting other words for which you clap out the syllables. Recite the line in which the word is found, and clap out the syllables in the target word. Invite children to clap with you after they’ve heard you do it.

- You may want to use the following suggested words for this rhyme:
 - li-ttle
 - sitt-ing
 - a-way
- If children are successful with clapping out syllables in one word in a line, you may want to try clapping the syllables in two words in the same line.



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.

Let’s Go Camping: We have a new scenario called Let’s Go Camping. Here, you will be camping out. Who will you camp with, and where will you be camping?

Bears at the Pool: This is a new scenario called Bears at the Pool. The bears are excited to be going to the pool. Who will they meet there? Maybe you could help the bears to be safe at the pool as they learn to swim!

Scenario Selection

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

Plan

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

Play

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

Coaching

- Engage children in the new scenarios by joining in yourself.

EXAMPLES:

Let's Go Camping: Approach the campsite, and say, **Excuse me, I'm the forest ranger. I'm checking all the campsites to make sure campers are following fire safety rules. Could you please show me your campfire and tell me how you built it?**

Bears at the Pool: Walk to the pool area and say, **Hello! I'm the lifeguard here. I want to make sure that everyone is following the safety rules of the pool. Could you tell me one of the safety rules we need to follow at the pool?**



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):

soak

Come On, Rain!

Author: Karen Hesse

Illustrator: Jon J. Muth

Karen Hesse's poetic language paints vivid images of oppressive summer heat and the refreshing relief that a rainstorm provides for Tess and her neighborhood friends.

Interactive Story Reading

Before Reading

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

The title of our story today is *Come On, Rain!* That's the name of the story. The author is Karen Hesse. She wrote the words for the story. The illustrator is Jon J. Muth. He drew the pictures.

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



Let's look at the cover of this book to see if we can get some ideas about the story. T-P-S: What is the girl doing? The girl is holding an umbrella, but it isn't raining. The title of the story is *Come On, Rain!* Maybe the girl wants it to rain. T-P-S: Do you think the girl is telling the rain to come? Why (or why not)? Let's read the story to find out if the rain comes.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 7: T-P-S: **Why does Tess want the rain to come?**
 - Page 15: T-P-S: **What do you think will happen next?**
 - Page 23: T-P-S: **What might all the mamas do?**

After Reading

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

T-P-S: How do the girls and their mamas feel when the rain comes? How can you tell?

When the rain comes, everyone gets a good soaking. T-P-S: What does the word “soaking” mean?

The girls and their mamas get very wet from the rain. Their hair and their clothes are soaked. T-P-S: Did you ever get so wet that you felt soaked? What happened?

- 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):

height
short
shorter
shortest
tall
taller
tallest



Count with Curiosity

- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Introduce the concept of putting things in order by height.

Earlier this year, we did some measuring to find out how tall things are. Today we will put ourselves in order by height. That means we will put ourselves in order based on how tall each person is.



- Use the sharing sticks to select three children to come to the front of the classroom.

Let's look at these three friends. Which one is the tallest? Have the tallest child stand first in the line. **Now look at our other two friends. Which friend is the tallest?** Have the taller of the two remaining children stand next to the tallest child.

We did not have to measure our classmates to know who is the tallest and who is the shortest. We could tell just by looking at them.

Partner Practice



- Invite partners to discuss the results.

T-P-S: Who is the tallest of these three friends? Who is the shortest?



- Use the sharing sticks to select a few partners to share their answers. Encourage them to answer in a complete sentence, such as “Kelly is the tallest.”
- Have all children put themselves in order from tallest to shortest.

Now we will all work together and add everyone to the line. I will call a name. That friend will come to the front. We will figure out where he or she belongs in the line. Then he or she will join the line. We will repeat this step until the whole class is in the line.



- Reinforce the concept of measuring by showing the “Mummy’s Tape” video.



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

Brain Game: Hot Potato Memory

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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that many people like to go camping during the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “zipper.” Remember that tents and sleeping bags can be closed with a zipper to help keep us warm and safe when we are camping outside. T-P-S: When did you use a zipper today?



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

Theme Learning Extension

- Introduce the concept of safari camping.

We have been talking about camping today. Some people go on safari in the summer. That is a special kind of camping that people do in which there are wild animals. The people have to be very careful when they are camping on safari. Let's watch a video that shows a camping safari.



- Play the “Safari Grover” video.

T-P-S: Would you like to go on a safari? Why or why not?



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

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 7 | Ready, Set

Learning Focus

Many people like to play sports during the summer.

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"> Soccer ball CC Activity Card: Wonderful Word picture card for "exercise" CC Activity Card: Letter card for "Xx"
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: CC Activity Cards: Summer picture cards set
STaR	<ul style="list-style-type: none"> Trade book: <i>Come On, Rain!</i> by Karen Hesse STaR story retell cards for <i>Come On, Rain!</i>
Math Moments	<ul style="list-style-type: none"> Three crayons of different lengths Set of baseball bat cutouts (appendix), one set per partnership
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: Sand Letters

- Same as day 6

Math Lab: Straw Line-up

- Same as day 6

Computer/Media Lab: Exploring with Technology

- If you have Internet access, display websites that show vacation destinations that children working in the writing lab might want to explore for inspiration or ideas.

Writing Lab: A Place I'd Like to Visit

- Same as day 6

Art Lab: Summer Scenes

- Same as day 6

Science Lab: Outdoor Wonders

- 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.

Two parts of last night's show had the word, "zipper." T-P-S: What letter does "zipper" start with? "Zipper" starts with "z."



- 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):

exercise*
sports

Basic word(s):

baseball
basketball
football
soccer
tennis

Curiosity’s Clues

- Bring Curiosity to the group with a soccer ball.

Teacher: **Curiosity, why did you bring a soccer ball with you today?**

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

Teacher: **Oh, will we be learning about soccer?**

Curiosity: **Yes, we will talk about soccer and other sports.**

Teacher: **Will we talk about ice hockey?**

Curiosity: **No, not ice hockey. Ice hockey is a winter sport. We will talk about summer sports such as baseball and basketball. Many people like to play sports and exercise outside in the summer. I am going to play soccer outside today with my friends. We love playing soccer in the summer when we are out of school.**

Teacher: **Soccer is a fun sport, Curiosity! Soccer is just one sport that many people like to play during the summer. There are lots of sports that people can play outside in the summer.**

Learning with Curiosity



- Play the “Bert and Ernie Play Baseball” and “Practicing Basketball” videos.

Today we are learning about different sports that people like to play outside during the summer. Now let’s watch these videos to see some other sports that many people like to play.



T-P-S: What are some other sports that people play in the summer?



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

Wonderful Word

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

Our Wonderful Word today is “exercise.” We exercise when we move our bodies and make our hearts beat fast. Many people exercise during the summer by playing outdoor sports.



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

Daily Message

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

Many people like to play sports and exercise outside during the summer.

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

Some of the letters in our message reach way down low. Can you find them? Touch the letters “p,” “y,” and “g” in the message.

Letter Links

- Show the letter card for “Xx.”

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

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

- 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 “x” by showing the “Letter X Song” video.



Have children stand and recite “Two Little Blackbirds” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
community

Active Instruction

- Talk about ways to be a good helper in the community.

Last time we talked about how to be a good helper at home. Today we will talk about ways to be a good helper in the community. We learned about communities earlier in the year. Our community is where we live, work, play, and go to school. Parks, stores, and the fire station are all places that are part of our community.



TP-S: *What are some ways we can be good helpers in our community? We can keep the parks clean, we can pick up any trash that we see, we can use good manners in stores and restaurants, and we can use “I” Messages to let others in the community know how we feel.*

Partner Practice

- Have partners discuss ways to be good helpers in the community.

Talk with your partner about other ways to be good helpers in the community. Try to think of at least two ideas.

- Circulate as children talk and prompt them with ideas about how to be good helpers. After a few minutes, call on each partnership to share their ideas with the rest of the class.

We have lots of ways to be good helpers in our community! When you go home today, see if you can think of any more ways to be good helpers.



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.

All About Summer

- Spread out the Summer picture card set face-down on the table in front of children.
- Pick a card, turn it over, and identify the object shown in the picture.
- Say a sentence using the name of the object.
- Tell the child next to you to repeat your actions: choose a card, name the item, and tell something about it.
- Go around the table, encouraging children to discuss the items that they are familiar with.



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):

soak

Come On, Rain!

Author: Karen Hesse

Illustrator: Jon J. Muth

Review

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

The title of the story we read yesterday is *Come On, Rain!* The author is Karen Hesse, and the illustrator is Jon J. Muth.

- Review the story vocabulary that you introduced yesterday.



Tess waits for the rain to come, and when it finally comes, she plays in it with her friends, and they get very wet. T-P-S: What would you do if you were out in the rain and got soaked?

Story Retell

- Hold up the book, and tell children that they will use story picture cards to help you retell the story today.

Yesterday when we read the story *Come On, Rain!*, we found out what happens when the rain comes. Today we will use pictures from different parts of the story to tell what happens.

- Place children into six groups. Distribute the story picture cards, one per group. Invite children to talk about what’s happening in their group’s picture. Tell them that you will read the story, and when you read the part that tells about their picture, they will hold their card up and place it in a designated area.

Look at the picture on your card. Talk with your friends about the picture. What’s happening in the picture?

While I read the story, look at your card. When you hear the part of the story that your card shows, hold your card up so everyone can see it.

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

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

- Conclude this activity by having children tell their partners whether they would like to play in the rain like Tess and why.



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

Math Moments

Math word(s):

length
long
longer
longest



Count with Curiosity

- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Review yesterday’s activity.

Yesterday we put all of you in order by height. We put everyone in order from the tallest friend to the shortest friend.

- Introduce the concept of ordering by length.

Today we will put some things in order by their length. Length tells us how long something is. Place the crayons where all children can see them. Let’s look at these crayons.

T-P-S: If I want to put them in order from the shortest to the longest, which one would go first? Which of these crayons is the shortest?

- Use the sharing sticks to select children to share their answer. Have them also tell which of the two remaining crayons is the shortest. Place all the crayons in order. Award paw points if children are able to place the crayons in the correct order.

Theme-related word(s):

baseball bat



Partner Practice

- Introduce the partner activity.

We are talking about summer this week. One thing that a lot of people enjoy doing in the summer is playing baseball or going to see a baseball game. I have a set of baseball bats for each partnership. You and your partner will work together to put the bats in order from the shortest to the longest.



- Circulate and observe whether each partnership is able to put the baseball bats in the correct order. Award paw points if most partnerships are successful.



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



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that many people like to play sports, such as basketball, baseball, and soccer, during the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “exercise.” Remember that many people play sports and exercise outside during the summer. T-P-S: When did we exercise 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 “Play Ball Song” video.

We have been talking about different sports that people play outside during the summer. Many sports, such as baseball, soccer, basketball, tennis, and football, use balls. Now let’s watch a video to see some children playing ball outside.

- After playing the video, introduce the sports charades game.



Now let's play a game to see if you can guess what sport I am pretending to play. Pretend to kick a ball a few times.

WGR: What sport am I playing? *Soccer!*



- Use the sharing sticks to select a child to come up. Whisper in the child's ear, "Pretend to swing a bat," "Pretend to bounce a ball up and down with your hand," or another similar pantomime of a popular sport.
- Continue the game as time allows.

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

Many people like to go to the beach during the summer.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Come On, Rain!</i> by Karen Hesse
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"> Beach towel Pair of sunglasses CC Activity Card: Wonderful Word picture card for "beach" CC Activity Card: Letter card for "Yy"
Getting Along Together	<ul style="list-style-type: none"> Chilly puppet
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>Beach Day</i> by Karen Roosa Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Set of baseball bat cutouts (from day 7) Set of five drinking straws cut to various sizes, one set per partnership
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Swimming</i> by Barbara Wasik (class set) Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Come On, Rain!* by Karen Hesse. Encourage children to use the illustrations to retell the story.

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Straw Line-up

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Visit

- Same as day 6

Art Lab: Summer Scenes

- Same as day 6

Science Lab: Outdoor Wonders

- 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 first part of last night's show, there was a song about playing ball. T-P-S: Can you remember two of the ways that people were playing ball in the song? *They were rolling a ball, bowling, playing soccer, and playing catch.*



- 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):

beach*

beach towel

sand

sunburn

umbrella

Basic word(s):

ocean

Curiosity’s Clues

- Bring Curiosity to the group with a beach towel and sunglasses on.

Teacher: **Curiosity, why do you have that towel, and why are you wearing sunglasses in school?**

Curiosity: **I brought the towel and sunglasses because they are clues about what we will learn today.**

Teacher: **Do you have any other clues for us, Curiosity?**

Curiosity: **Yes, I do. My other clues are:**

- **It’s a place that is next to water.**
- **It’s usually flat and sandy.**
- **You can hear seagulls and waves there.**

WGR: **What kind of place is Curiosity talking about? *A beach!***

Yes! Today we will talk about beaches because many people like to go to the beach during the summer.



Learning with Curiosity



- Play the “Skin Song: Kids at the Beach” video.

To learn more about the beach, let’s watch this video. As we watch, imagine that you are on the beach with the children.



- After viewing the video, use Think-Pair-Share to have children discuss what they would see and hear at the beach.



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

Wonderful Word

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

Our Wonderful Word today is “beach.” A beach is a sandy, flat place that is usually next to an ocean.



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

Daily Message

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

Many people like to go to the beach during the summer.

- Point to the period at the end of the sentence. Remind children that the period tells us that the sentence is over.

Letter Links

- Show the letter card for “Yy.”

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

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

- 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 “y” by showing the “Pool Letter Y” video.



Have children stand and recite “Two Little Blackbirds” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review ways to be good helpers in the community.

Last time we talked about how to be good helpers in the community.

T-P-S: Did anyone think of any new ways to be a good helper?



- Review the ideas that children shared in the last lesson, and encourage them to continue to find ways to be good helpers.

Partner Practice

- Have children help Chilly be a good helper. Take out the Chilly puppet.

Chilly wants to be a good helper. He is going to tell us what happened when he was at a park in his community. Chilly wants to know if we can tell him how he could have been a good helper. Can you tell us what happened, Chilly?

Chilly: I went to the park one morning for a walk. I was having a nice walk when I heard lots of yelling. The yelling was coming from the playground. I walked over, and two young girls were pulling on either side of a swing. One girl said, “It’s my turn!” And the other girl said, “No, I want to swing now!” It made me sad to hear all that yelling in the park! What could I have done to be a good helper?

T-P-S: What could Chilly have done to help? *Chilly could have suggested that the girls take turns. Chilly could have offered to count so each girl had an equal turn. He could have flipped a coin to see who got a turn first.*

Yes, we can help others in our community learn to share and take turns like we do in the classroom.

- Celebrate all that children have learned in Getting Along Together this year.

Let's look around the room and celebrate all that we have learned this year. Look at the Feelings Tree; we have learned about all these feelings! We know how to be active listeners. We built strong brain muscles and learned how to stop and think, focus, and remember. We learned to give "I" Messages to share our feelings. And we learned to share, take turns, and get help.

We did a great job! Remember to use these skills over the summer.



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):
shore

Beach Day

Author: Karen Roosa

Illustrator: Maggie Smith

Written in rhyme, this is the story of a family's fun-filled day at the beach.

Interactive Story Reading

Before Reading

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

The title of our story today is *Beach Day*. That's the name of the story. The author is Karen Roosa. She wrote the words for the story. The illustrator is Maggie Smith. She drew the pictures.

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



The title of this story is *Beach Day*. Let's look at the front and back covers of the book to see if we can get some ideas about what happens at the beach. T-P-S: What do you see in the pictures?

There are a lot of toys on the beach, and children are playing with them in the sand. Let's read the story to find out what else happens on a beach day.

During Reading

- Read the story all the way through so children can hear the rhyme and rhythm of the text. Then reread the story using 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 12: T-P-S: **What are some things the children do at the beach?**
 - Page 19: T-P-S: **What will the children do after they eat lunch?**
 - Page 29: T-P-S: **Why is everyone packing up and heading across the dune?**

After Reading

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

The families in the story have fun at the beach. T-P-S: Tell your partner something that happens at the beach.

When the family gets to the beach, they see the waves crashing on the shore. T-P-S: What do you think the word “shore” means? The shore is the place where the ocean and the land meet. The children in the story play in the sand on the shore. T-P-S: What would you do on the shore?
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



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

Math Moments

Basic word(s):
straw



Count with Curiosity

- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Review yesterday’s activity.

Yesterday we put baseball bats in order by length. Let’s see if we can challenge a partnership to do this again for the whole class.



- Use the sharing sticks to select a child. Invite the child and his or her partner to come to the front of the group and place the four baseball bats in order from shortest to longest. Award paw points if they are able to do so correctly.

Partner Practice

- Introduce the partner activity.

We are talking about summer this week. Something we should do in the summer is drink lots of water and other healthy drinks. Often, when we enjoy a nice cool drink, we use a straw. I have a set of straws for each of you. The straws are not all the same length.

Your job is to work with your partner to place the straws in order from the longest to the shortest.



- Circulate and observe whether each partnership is able to put the straws into the correct order. Award paw points if most partnerships are successful.
- Reinforce the concept of measuring length by showing the “Katy’s Growing” video.



TRANSITION

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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that many people like to go to the beach during the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “beach.” Remember that a beach is a sandy, flat place that is usually next to an ocean or a sea. T-P-S: When did we hear the word “beach” 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 *Swimming* by Barbara Wasik. Remind children to track the print using one-to-one correspondence.

As we read our book, *Swimming*, let’s point to each word as we say it.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 9 | Ready, Set

Learning Focus

Many people like to have picnics during the summer.

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"> A beanbag or other object for children to pass
Clues & Questions	<ul style="list-style-type: none"> Picnic basket (optional) Small blanket CC Activity Card: Wonderful Word picture card for "picnic" CC Activity Card: Letter card for "Qq"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Beach Day</i> by Karen Roosa
Math Moments	<ul style="list-style-type: none"> Stick of linking cubes, one per partnership (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: cow

Day 9


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Straw Line-up

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Visit

- Same as day 6

Art Lab: Summer Scenes

- Same as day 6

Science Lab: Outdoor Wonders

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In last night's story, the Getting Along Together friends work together to make a surprise for Betty's birthday. T-P-S: What did the friends do to surprise Betty? For Betty's birthday, they decorated a tree with all of her favorite things.



- 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!

- Have children sit in a circle. Introduce the game, Beanbag Pass.

We will play Beanbag Pass today. The person holding the beanbag first will name something fun to do in the summer. Then he or she will pass the beanbag to the next person. The next person will name something fun that he or she likes to do in the summer and pass the beanbag to the next person.

- Play the game until all children have had a turn to pass the beanbag. You may choose to play another round, reversing the direction of the beanbag.



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



Clues & Questions

Theme-related word(s):

picnic*

Basic word(s):

basket

blanket

Curiosity's Clues

- Bring Curiosity to the group with a picnic basket and small blanket.

Teacher: Curiosity, I see that you have a basket and a blanket with you today. Are those clues about what we will learn today?

Curiosity: Yes! Today we will learn that many people like to have picnics during the summer. I am going to the zoo, and my mom said we could have a picnic there.

Teacher: Oh, having a picnic is a lot of fun because you get to eat outside. It's nice to eat outside in the summer.



Learning with Curiosity

- Have children talk to their partners about a time when they went on a picnic.

T-P-S: Tell your partner about a picnic you have seen or been on. Where did you have the picnic, and what did you eat?



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



- Play the “Big Bird Video Postcard: Family Hike” video.

We have been learning about different things that people like to do outside in the summer. Now let’s watch a video about a family going on a hike and having a picnic in the desert. It is hot and dry in the desert, just like in many places in the summer.

- Discuss the video content.

T-P-S: Would you like to go on a picnic in the desert? Why or why not?



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

Wonderful Word

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

Our Wonderful Word today is “picnic.” A picnic is a meal that you eat outside.



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

Daily Message

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

Many people like to have picnics during the summer.

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

There are spaces between words in a sentence. Let’s count the spaces between the words. Count them with me!

Letter Links

- Show the letter card for “Qq.”

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

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

- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the 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 the school today.



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

Develop Phonological Awareness—Syllable Identification

- Review the Clap-It-Out game in which children clap out the syllables in the words in a rhyme.

We're going to play a game that we played before when we clapped out the parts of words. Let's play now.

- Invite children to recite “Two Little Blackbirds” with you. Clap out the two syllables in the word “little” as you sing.
- Recite the rhyme again. Invite children to join you in clapping out the two syllables in “little.”
- Play the game, substituting other words for which you clap out the syllables. Sing the line in which the word is found, and clap out the syllables in the target word. Invite children to do this with you after they've heard you do it.
- If children are successful with clapping out syllables in words in the rhyme, you may want to recite the rhyme substituting the names of children in your class for Jack and Jill. Invite children to clap out the syllables in the substituted names.



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



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

Plan & Play

Scenario Review

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

Scenario Selection

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

shore

Beach Day

Author: Karen Roosa

Illustrator: Maggie Smith

Review

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

The title of the story we read yesterday is *Beach Day*. The author is Karen Roosa, and the illustrator is Maggie Smith.

- Review the story vocabulary that you introduced yesterday.



The families in this story spend a day playing where the ocean and land come together. T-P-S: What is something the children do on the shore?

Story Retell

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

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

- Read page 5, pausing before the word “shore” for children to provide the word that rhymes with “soar.”

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

- Continue to read, pausing for children to supply rhyming words on various pages. Be sure to choose words that have a strong rhyme and connection to the illustrations.
- Conclude this activity by having children tell their partners what they would eat for lunch if they went to the shore for a beach day.



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



Math Moments



- Play the “Count with Curiosity: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Active Instruction

- Review yesterday’s activity.

Yesterday we put drinking straws in order by length. Let’s see if we can challenge a partnership to do this again for the whole class.



- Use the sharing sticks to select a child. Invite the child and his or her partner to come to the front of the group and place the five straws in order from longest to shortest. Award paw points if they are able to do so correctly.

Partner Practice

- Give a stick of linking cubes to each partnership. Introduce the partner activity.

I have given each of you a stick of linking cubes. First, count the number of cubes in your stick.

- Allow a few moments for partners to count their cubes. Invite the partnership with the stick made of two cubes to come up and place it on the floor where everyone can see. Then have the partnership with the stick of three cubes place their stick next to the stick of two cubes. Continue in this manner until all the sticks have been added to the group.



- Reinforce the concept of measuring length by showing the “Math Measuring Stick” video.



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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that many people like to have picnics outside during the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "picnic." Remember that when you have a picnic, you eat a meal outside. T-P-S: When did we hear the word "picnic" today?



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

Theme Learning Extension

- Introduce the Think-Pair-Share activity.

We have been learning about picnics. Many people like to eat outside during the summer and have picnics. Curiosity is going on a picnic at the park, but she needs our help. She isn't sure what she should pack for her picnic. Let's help her think of things she could pack to take on her picnic. Remember that Curiosity is going to be outside, so she will need something to eat and drink that is easy to pack.

T-P-S: What should Curiosity pack to eat and drink on her picnic?



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

Many people travel to visit family members and friends during the summer.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Beach Day</i> by Karen Roosa
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"> Photo album CC Activity Card: Wonderful Word picture card for "visit" CC Activity Card: Letter card for "Vv"
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>How I Spent My Summer Vacation</i> by Mark Teague or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Squeaky and Curiosity puppets Five envelopes with strips of paper inside (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Beach Day* by Karen Roosa. Encourage children to repeat the rhyming text to retell the story.

Letter Lab: Sand Letters

- Same as day 6

Math Lab: Straw Line-Up

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I'd Like to Visit

- Same as day 6

Art Lab: Summer Scenes

- Same as day 6

Science Lab: Outdoor Wonders

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

The first part of last night's show was about having a picnic. T-P-S: What do you do when you have a picnic? *When you have a picnic, you sit outside on a blanket and eat at a park, or the beach, or somewhere else nice.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

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

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



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



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



Clues & Questions

Theme-related word(s):

visit*

Basic word(s):

relatives

travel

trip

Curiosity’s Clues

- Bring Curiosity to the group with a photo album.

Teacher: **What is that you have with you today, Curiosity?**

Curiosity: **This is a photo album. We are going on another vacation soon. I want to take some pictures and put them in this photo album.**

Teacher: **That’s a great idea! It’s fun to take trips to see your family and friends in the summer. And keeping photos helps you preserve your memories. Where are you going next?**

Curiosity: **This summer my family is going to take an airplane to see my aunt and uncle. They live in Canada, a country that is far away from us.**

Teacher: **That’s very exciting, Curiosity! Today we will talk about traveling in the summer. There are many people who travel during the summer to visit family members and friends.**

Learning with Curiosity



- Play the “City Kid Visits Country Kid” video.

Curiosity told us that her family is taking a trip to visit her aunt and uncle in the summer. Many people also travel to see their friends during the summer. Let’s watch a video about a boy going to see a friend who lives far away.

- After the video, have partners discuss a time when they went to visit friends or family during the summer.



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

Wonderful Word

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

Our Wonderful Word today is “visit.” When you visit someone, you go to his or her house and spend time with that person. Many people travel to visit family and friends during the summer.



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

Daily Message

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

Have you ever taken a trip during the summer?

- Point out the question mark at the end of the message.

We have learned that this is a question mark. It means that the sentence is asking something. The sentence is asking if you’ve ever taken a trip during the summer. Raise your hand if you’ve taken a summer trip.

Letter Links

- Show the letter card for “Vv.”

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



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

- 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 “v” by showing the “Safari Letter V” 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 “Two Little Blackbirds” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Syllable Identification

- Review the Clap-It-Out game in which children clap out the syllables in the words in a rhyme.

We're going to play a game that we played before when we clapped out the parts of words.

- Invite children to recite “Two Little Blackbirds” with you. Clap out the multisyllable words in the rhyme as you recite it.
- If children are successful with clapping out syllables in the words in the rhyme and their classmates’ names, try reciting the rhyme while clapping out all the words, creating a rhythm as you do so.
- If children need more practice recognizing syllables, choose a favorite rhyme with multisyllable words, and play the game again.



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 *How I Spent My Summer Vacation* by Mark Teague.
- 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: 2s to 20” video. Invite children to count by 2s to 20 with Curiosity.

Problem Solving

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

Today we will help Curiosity solve a problem. Squeaky has created a challenge for Curiosity! He measured some pieces of paper with a ruler and cut them to different sizes. He put the pieces in these envelopes and wants Curiosity to put them in order from shortest to longest. But here’s the challenge: he wants her to do it without opening the envelopes! Curiosity has to use the measurements that Squeaky has written on the outside of each envelope to put them in order.



- Read the measurement written on the outside of each envelope. Then invite children to discuss with their partners how the problem might be solved.

T-P-S: How can we help Curiosity? *Put the envelopes in order from the smallest number to the largest number, and then take the paper out of each envelope to check the order.*

- Have children help Curiosity put the envelopes in order.

T-P-S: Which number is the smallest: 4, 7, 9, 12, or 16? 4.

- Place the envelope labeled “4 inches” first. Continue in this manner until all the envelopes have been placed in a line. Once children agree that the measurements are in order from smallest to largest, open the envelopes, and compare the paper strips to ensure that they are in order from shortest to longest.



- Award paw points if children have helped Curiosity place the envelopes in the correct order.



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



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that many people travel to visit their family and friends during the summer.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “visit.” Remember that when you visit someone, you take a trip to someone’s house to see and spend time with him or her. T-P-S: When did we hear the word “visit” today?



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

Theme Learning Extension

- Invite children to share about any research that they have done to support their ideas for the writing lab this week.

This week, many of you wrote about a place that you would love to go for summer vacation. Some of you learned about places by looking in books or exploring the Internet. Would anyone like to share what they found in a book or on a website? Did this information help you decide where you would like to go?

- Select volunteers to share. Allow them to read their writing as well.
- If time allows, play a travel game with children.

- Explain the travel game to children.

We have been talking about trips that people take during the summer. Many people like to travel in the summer to see friends and family who live in different places. Now we will play a game called the travel game. To play the travel game, we will pretend to go on a trip. Each person will say a different thing that he or she will bring on the trip. The person next to him or her says what the person before said and adds something else to bring on the trip. I will go first to show you how to play.

- Start the travel game by saying, **I am going on a trip, and I am bringing sunglasses.**
- Tell the child next to you to repeat what you said and add another item to bring on the trip (e.g., “I am going on a trip, and I am bringing sunglasses and a hat.”).
- Encourage children to think about what they have been learning about summer and what they would need on a trip.
- Continue the game until all children have had a turn.

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 *Swimming* 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 with a family member.
- Have children join hands to form a circle. Sing the “I’ll Miss You” song.


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Learning Labs Facilitation Guide


Week 1

 Classroom Library Lab	Enjoy a Story Children explore books related to summer and other books in the classroom library.
Engage all children:	Does this story take place in the summer? What clues tell you the time of year?
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:	If you could be one of the characters in this story, which one would you choose? Why?


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

 Math Lab	Fish for the Missing Number Children use magnetic fishing rods to catch fish labeled with numbers. The goal is to catch the fish with the number hidden on a number line.
Engage all children:	Invite a child to cover a number on the number line. Another child should then use the magnetic fishing rod to catch the fish with the missing number. If children are easily able to identify the covered number, try covering up more than one number at a time.
Offer support:	Support children by having them say the numbers that are still shown to help them identify the missing number.
Challenge:	Challenge children by seeing if they can catch all the fish in order from 1 to 10.


 Writing Lab	Summer Days Class Book Children write and illustrate things that they like to do on summer days. Collect each child's page to create a <i>Summer Days</i> class book.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level	


 Art Lab	Watercolor Landscapes Children use the watercolor paints to create landscape paintings.
Engage all children:	Invite children to tell you about their summer scene paintings. Have you been to this place before, or is it an imaginary place?
Offer support:	Ask the child to name the colors that they have used. Teach any words that they do not already know. Encourage them to use the words in complete sentences.
Challenge:	Ask children to use as many descriptive words as possible to describe their paintings.


Week 1, cont.

 Science Lab	Outdoor Wonders Children use magnifiers to explore natural objects and to record their observations and findings.
Engage all children:	What does it feel like? Is it rough or smooth? Where would you find this item: at the beach or in the woods? Is it heavy or light? What colors do you see on it?
Offer support:	Help the child learn the names of all the objects that you have placed in the lab.
Challenge:	Ask the child about each of the objects. Is it manmade, or found in nature? Does it come from a plant? Does it come from an animal?




Week 2

 Classroom Library Lab	Enjoy a Story Children explore books related to summer and other books in the classroom library.
Engage all children:	Encourage children to find similarities/differences in the books. What is the same and/or different in your books.
Offer support:	What do you like best about this story? (The pictures, the characters, what happens in the story, etc.)
Challenge:	Is the weather in this book similar or different to the weather where we live? How is it similar or different?

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

 Math Lab	Straw Line-up Children use straws of various lengths to explore comparing and ordering objects.
Engage all children:	Have children compare the lengths of the straws and put them in order from shortest to longest. Ask questions to help children both with the math concept of seriation and with using superlative forms of the adjectives. Which straw is the longest? Which straw is the shortest?
Offer support:	To make the task easier, first show children only two straws and have them place the shorter straw on the left. Then add other straws one at a time.
Challenge:	Divide the straw pieces randomly into two groups. Ask children to guess which group of straws would make the longest train if you lined them all up end-to-end. Then have them line up the straws to check their guess.

Week 2, cont.

 Writing Lab	<p>Summer Days Class Book Children write about a place that they'd like to visit over the summer.</p>
<p>Place books with illustrations of different places and/or travel brochures in the lab for reference. If you have Internet in your classroom, use a search engine to find pictures of the places that children are interested in visiting. Help children get started by asking questions such as, "Why do you want to go to this place?" "How will you get there?" "Who will go with you?" "What will you do there?" Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level</p>	
 Art Lab	<p>Summer Scenes Encourage children to use the tempera paints and paintbrushes provided to create summer scenes such as landscapes or pictures of outdoor activities.</p>
<p>Engage all children:</p>	<p>Invite children to tell you about their summer scene paintings. You used some brilliant colors here. What colors did you include? Tell me about your picture. Who are the people in your picture?</p>
<p>Offer support:</p>	<p>Ask the child to name the colors that they used. Teach any words that they do not already know. Encourage them to use the words in complete sentences.</p>
<p>Challenge:</p>	<p>Ask children to use as many descriptive words as possible to describe their paintings.</p>
 Science Lab	<p>Outdoor Wonders Children use magnifiers to explore natural objects and to record their observations and findings.</p>
<p>Engage all children:</p>	<p>What does it feel like? Is it rough or smooth? Where would you find this item: at the beach or in the woods? Is it heavy or light? What colors do you see on it?</p>
<p>Offer support:</p>	<p>Help the child learn the names of all the objects that you have placed in the lab.</p>
<p>Challenge:</p>	<p>Ask the child about each of the objects. Is it manmade, or found in nature? Does it come from a plant? Does it come from an animal?</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

- **Banana butterflies:** Assemble half a banana, two raisins for eyes, two mini pretzel twists for wings, and two tiny apple slivers for antennae.
- **Palm trees:** Slice a banana in half vertically, and lay it flat on a paper plate as the tree's trunk. Add mandarin orange slices at the bottom as sand, and place kiwi slices at the top for leaves.
- **Fish in the river:** Spread cream cheese on celery slices, and top them with fish-shaped crackers.
- **Ice cream cone fruit cups:** Fill an ice cream cone with sliced strawberries, blueberries, halved grapes, or other mixed fruit.
- **Butterflies:** Divide a plastic baggie by clipping a clothespin in the center. Add fish-shaped crackers in one side of the baggie and raisins in the other.
- **Sea cups:** Partially fill small clear plastic cups with blue gelatin. Top the gelatin with fish-shaped crackers. Add a cheese triangle with a toothpick topped with a whole grape.

***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.

Soccer

Provide several soccer balls for children to use to play soccer. Remind children that soccer is a sport that many people play in the summer. Tell children that when they play soccer, they should only use their feet to kick the ball to a friend. Have them practice kicking the ball back and forth to one another.

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

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

Relay Races

Place markers around the area. Create teams by forming lines with three or four children in each. Tell children that they will each take a turn running to a designated marker, and then they will run back to their line. Once they have reached their line, the next person on their team will run to the marker. Encourage children to pretend to take large hops, as if traveling from planet to planet.

Watch closely to be sure that children are hopping safely and respecting others around them.

Speed Boats

Have children line up alongside one another. Tell them that you will count back from 3, and when you say, "Go, speedboats!" they can pretend to be speedboats racing in the ocean. 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. The frozen 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.

Potato Sack Race

Provide old pillowcases or sacks for children to use. Tell children that people often have sack races when they go to camp or have summer picnics. Have children place their legs in the sacks and hop from a designated starting point to an established finish line. This activity can also be modified for partners to share a sack, with each partner having one foot in it.

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

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

Jet Plane Launch

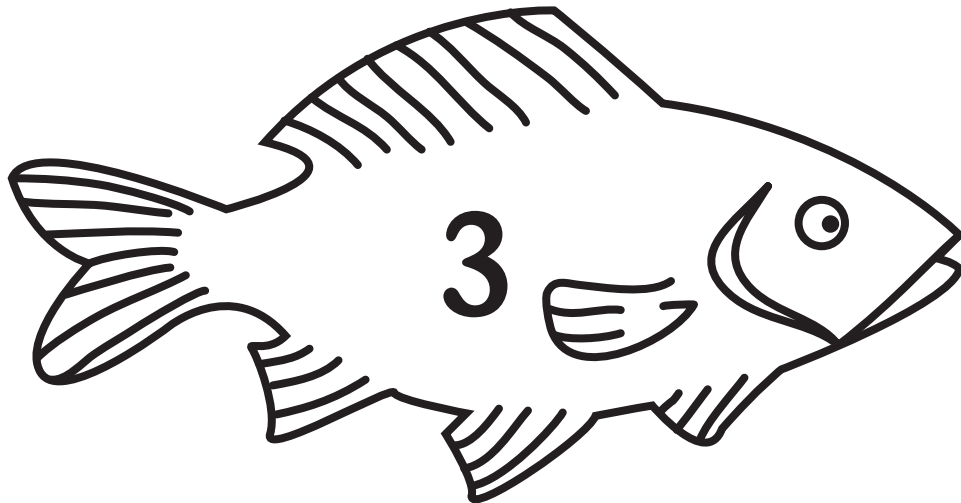
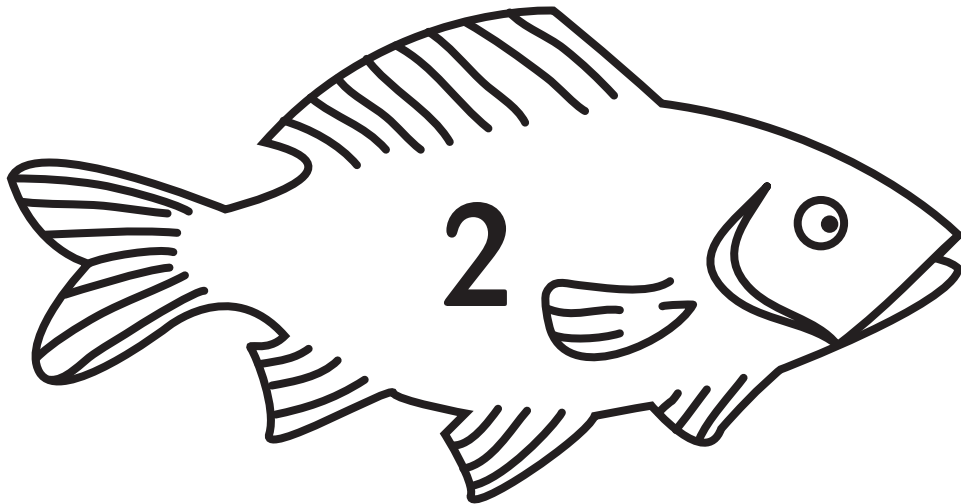
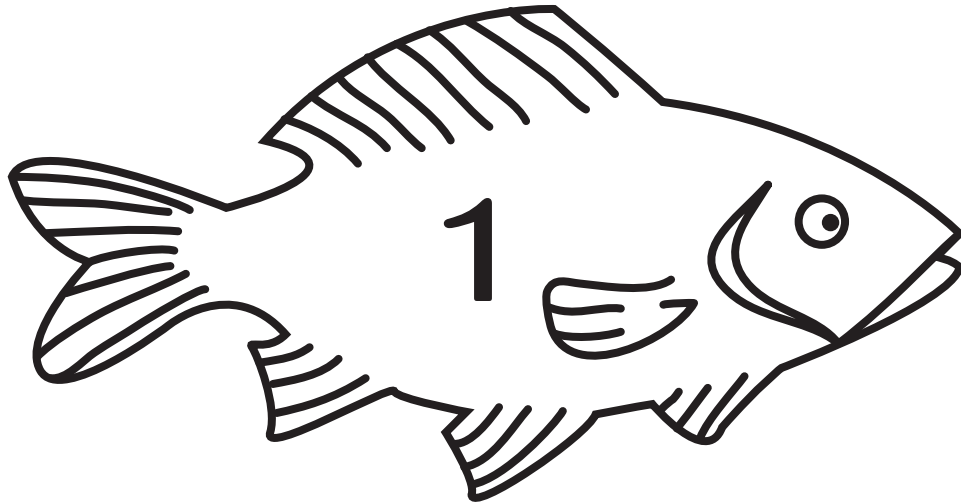
Remind children that many people travel during the summer to see friends and family. Tell children that they are going to pretend to be jet planes preparing to launch from the airport. Pretend to be the air-traffic controller, directing the planes to take off and land. Encourage children to fly like jet planes, with their arms stretched out to their sides, and to make appropriate jet plane engine sounds. Allow the jets to take off, fly in the air, and land 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.

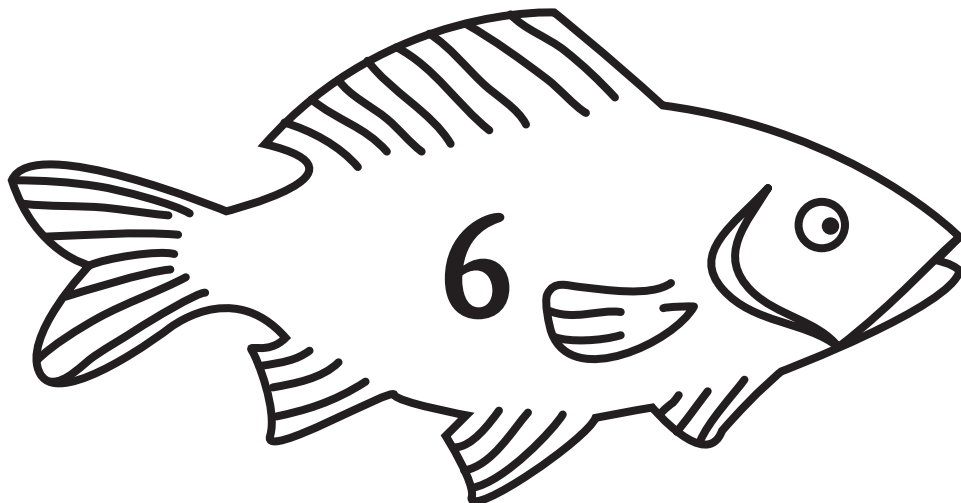
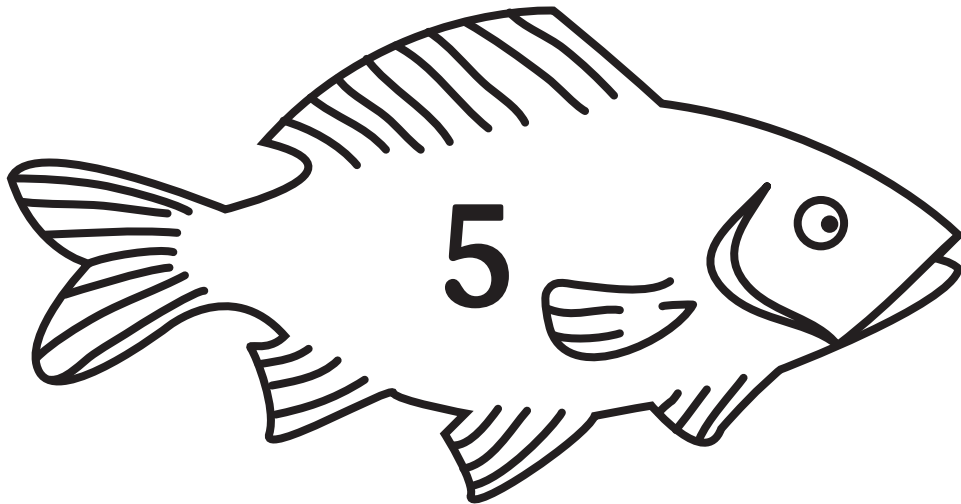
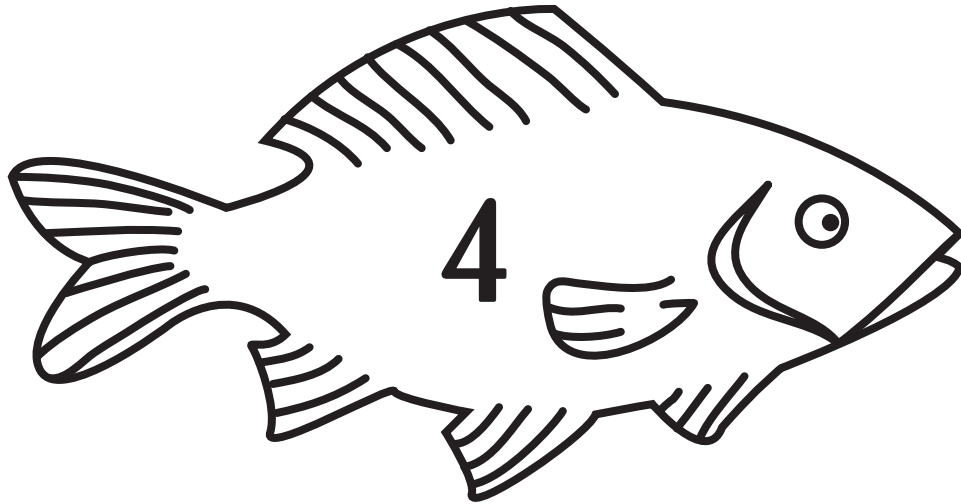
Numbered Fish Cutouts

Copy and cut out two sets of fish. Place a paper clip on each fish's mouth.



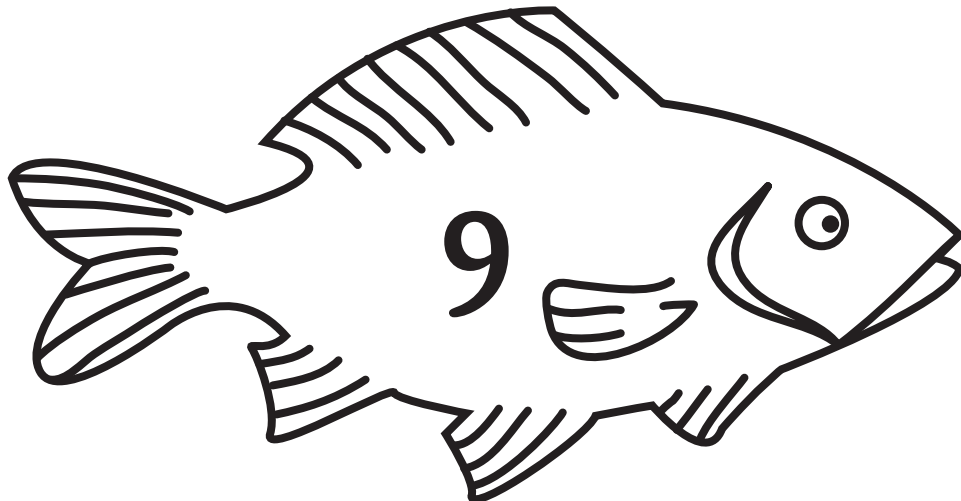
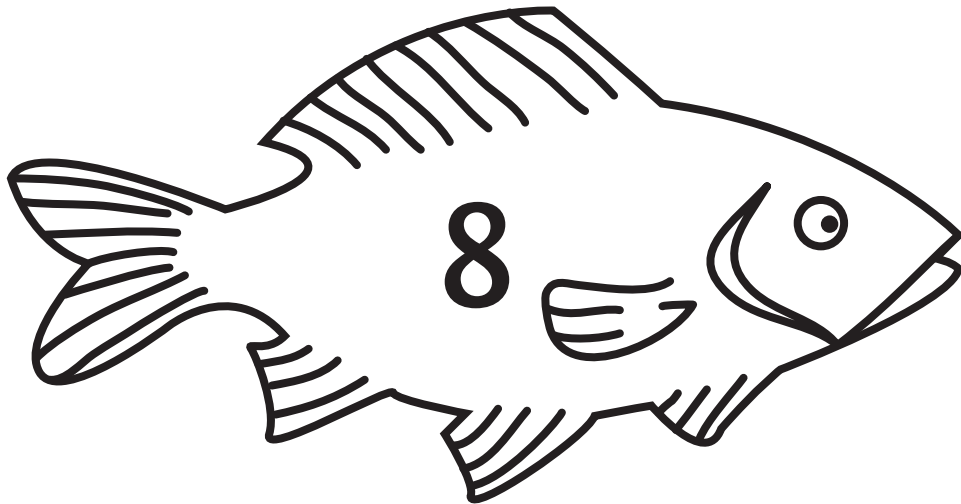
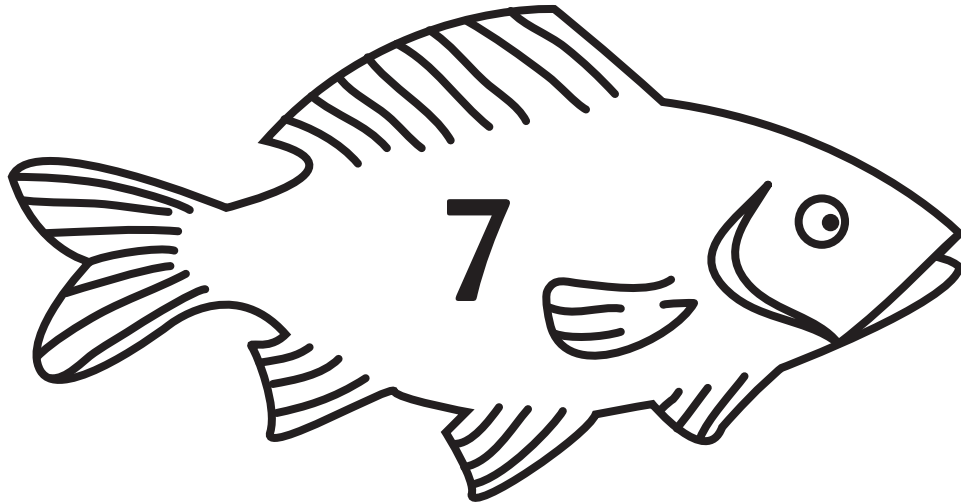
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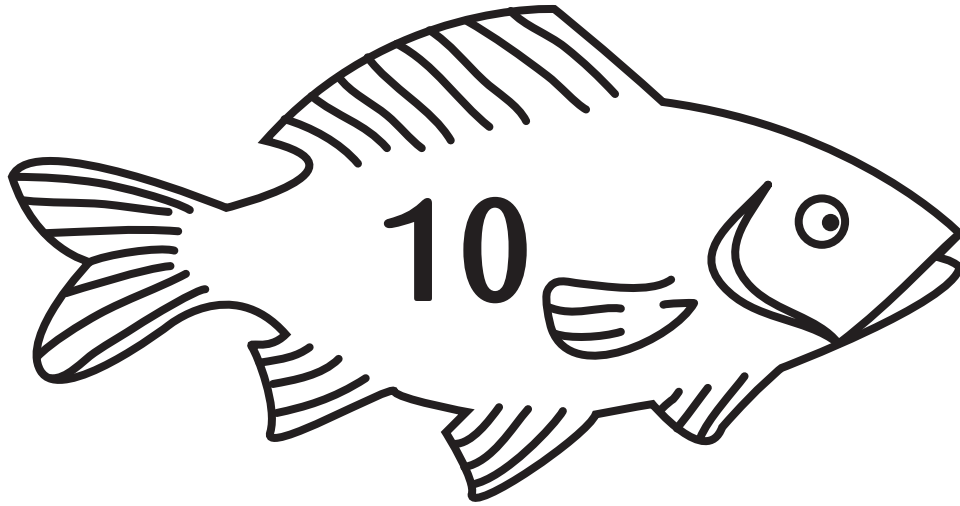
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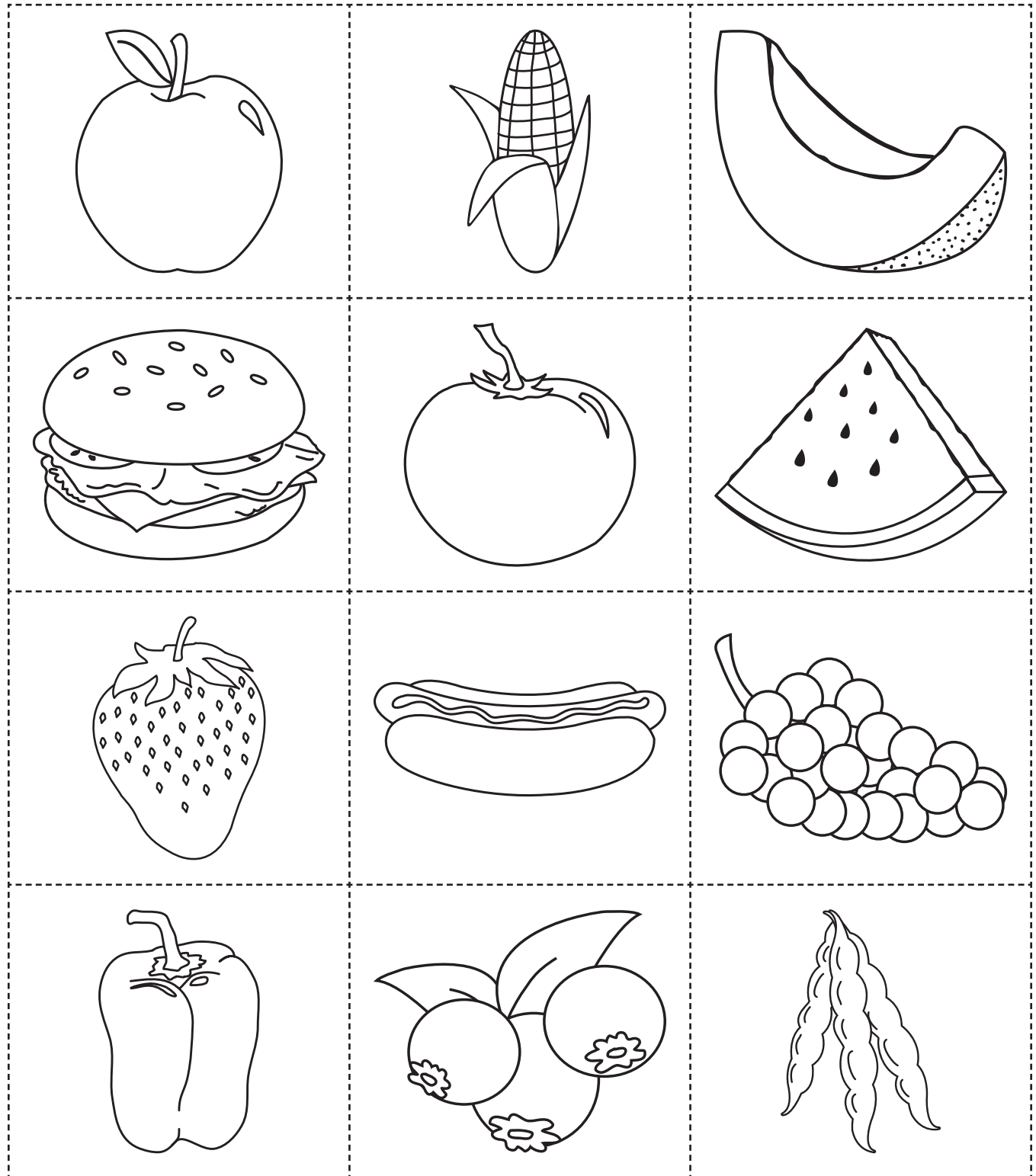
Numbered Fish Cutouts

Copy and cut out two sets of fish. Place a paper clip on each fish's mouth.



Summer Foods

Make one set of foods for each partnership.



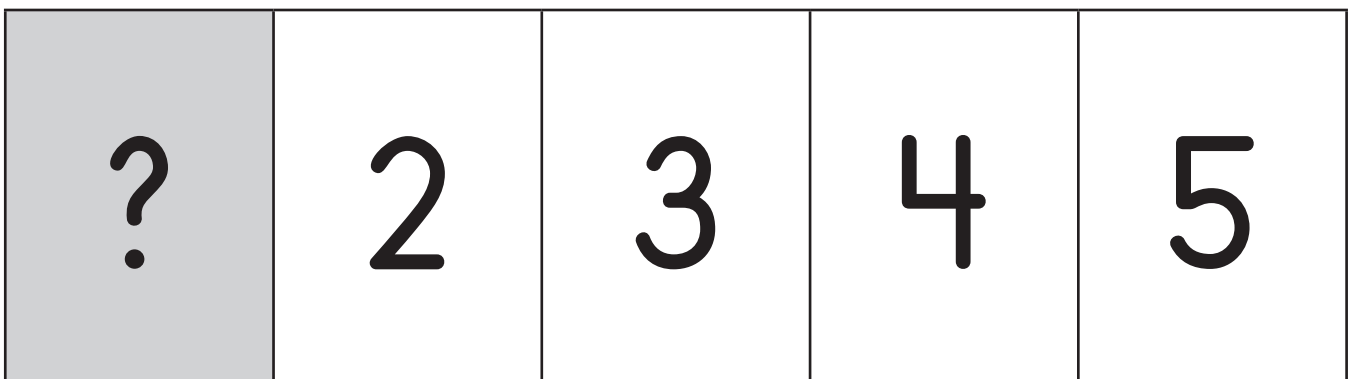
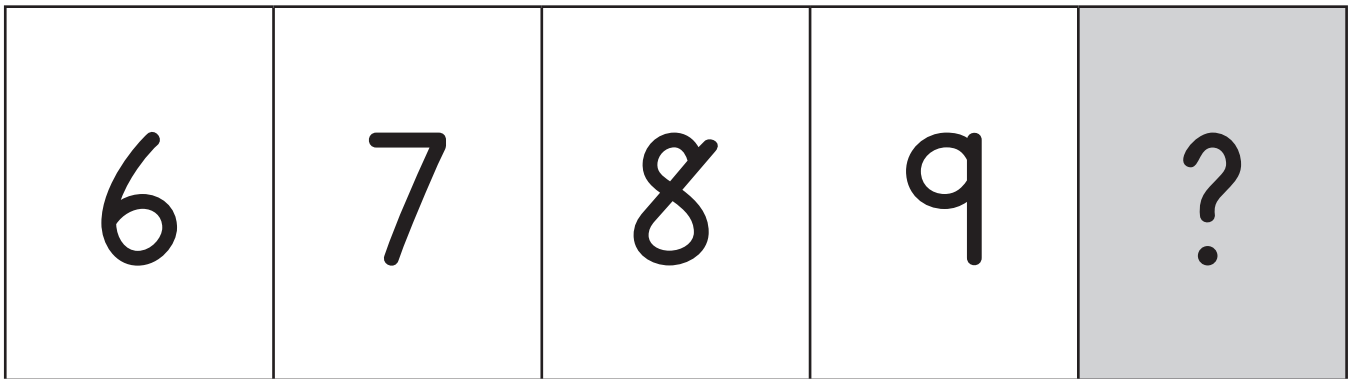
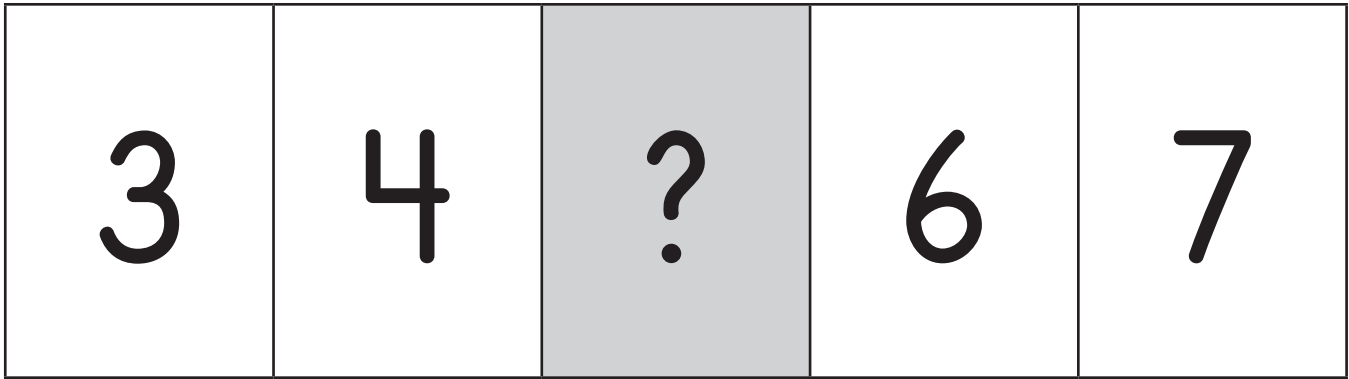
Number Cards 1–10

Copy and cut apart one set of cards per partnership.



Mystery Number Lines

Make one copy for each partnership.



Curiosity's Postcard

Make one copy. Fold in half, glue together, and color.



Curiosity
1234 Palm Tree Court
Holiday Town

Dear Squeaky,

We are having so much fun on our vacation. The hotel even has a swimming pool. I'm so glad because it is really, really hot.

I hope my plant is doing well. Thank you for taking care of it. I'll see you next week!

Love,
Curiosity



Squeaky Squirrel
88 Elm Tree Hollow
Forestville

Baseball Bats

Copy and cut out one set of baseball bats per partnership.



Dear Family,

Our last unit this year is called *Splash into Summer!* This is a fun unit that will provide your child with the opportunity to learn about seasonal conditions, activities, and sports that many people enjoy during the summer.

Your child will be able to share about his or her own summer experiences as well. Has your family ever been camping? Have you taken a summer vacation? Have you ever gone on a picnic? Talk to your child about these experiences so he or she will be prepared to tell about them at school.

In addition to listening to lots of wonderful stories about summer, your child will bring home a new concepts-of-print book called *Swimming*. Encourage your child to read the story to you.

We will also talk about being a good helper at home and in the community. Help your child find ways to be helpful at home. If he or she is able to help with a household task or other chore, compliment your child for being a good helper.

In math, we will put things in order by their height or length. You can support this skill at home by having your child organize sticks found outside, or any other item around your house, from shortest to longest. We will also practice identifying missing numbers from a number line. Play a game with your child by counting to 10 and leaving a number out. See if he or she can guess which number you skipped.

We are excited to engage your child in learning experiences that get the summer season off to a great start.



Estimada familia,

Nuestra última unidad de este año se llama *Splash into Summer*. Esta unidad de la diversión le dará a su hijo la oportunidad de aprender sobre el clima, las actividades y los deportes que muchas personas disfrutaban durante el verano.

Su hijo va a compartir acerca de sus propias experiencias de verano también. ¿Su familia ha incluso acampando? ¿Se ha tomado unas vacaciones de verano? ¿Alguna vez has ido a un picnic? Hable con su hijo acerca de estas experiencias por lo que estará preparado para hablar de ellos en la escuela.

Además de escuchar muchos cuentos maravillosos de verano, su hijo llevará a casa un nuevo libro llamado *Swimming*. Anime a su niño a leer el cuento a usted.

También vamos a hablar acerca de ser un buen ayudante en el hogar y en la comunidad. Ayude a su hijo a decidir por una tarea o una tarea para ayudar con en su casa, y le felicito por ser un buen ayudante.

En matemáticas, vamos a poner las cosas en orden en función de su altura o longitud. Usted puede apoyar esta habilidad en su casa por tener su hijo a organizar cualquier elemento en su casa del más corto al más largo. También vamos a practicar la identificación de números que faltan de una recta numérica. Juegue con su hijo contando hasta 10 y excluir a un número. Compruebe si puede identificar a qué número se ha excluido.

Estamos entusiasmados enseñar a su hijo con las experiencias de un gran comienzo del verano.

