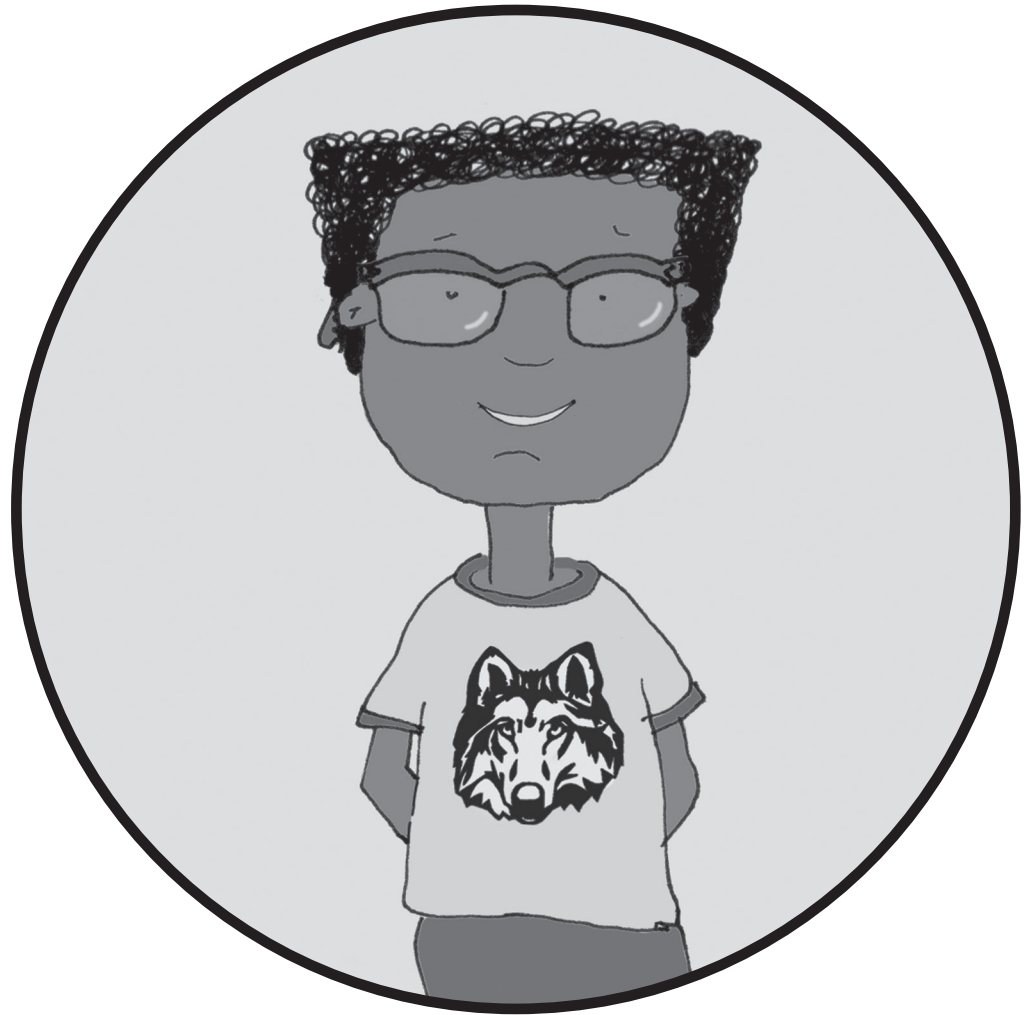


A theme guide for preschool | **Unit 10**

# Healthy Me!



**Curiosity Corner**  
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:  
Unit 10**

© 2014, 2020 by the Success for All Foundation. All rights reserved.

**Produced by the Curiosity Corner 2nd Edition Team**

Jennifer Austin <i>Program Developer</i>	Kate Conway <i>Program Developer</i>	Mike Knauer <i>Software Developer</i>	Karen Poe <i>Production Artist</i>
Irene Baranyk <i>Production Artist</i>	Meghan Fey <i>Proofreader</i>	Claire Krotiuk <i>Rollout Team</i>	Kelly Rose <i>Online Tools Developer</i>
Sue Belt <i>Rollout Team</i>	Wendy Fitchett <i>Rollout Team</i>	Nancy Madden <i>Program Developer</i>	Pam Russell <i>Contributing Developer</i>
Coleen Bennett <i>Program Developer</i>	Marti Gastineau <i>Editor</i>	Kristal Mallonee-Klier <i>Rollout Team</i>	Kimberly Sargeant <i>Contributing Developer</i>
Teresa Blanton <i>Field Advisory Team</i>	Jeffrey Goddard <i>Video Team</i>	Lori Martin <i>Field Advisory Team</i>	Jane Strausbaugh <i>Video Team</i>
Devon Bouldin <i>Designer</i>	Angie Hale <i>Video Team</i>	Terri Morrison <i>Program Developer</i>	Laurie Warner <i>Production Artist</i>
Debra Branner <i>Designer</i>	Jill Hanson <i>Rollout Team</i>	Irina Mukhutdinova <i>Production Artist</i>	Tina Widzbor <i>Production Artist</i>
James Bravo <i>Illustrator</i>	Tonia Hawkins <i>Video Team</i>	Sheri Mutreja <i>Coordinator</i>	Janet Wisner <i>Editor</i>
Kathy Brune <i>Production Artist</i>	Michael Hummel <i>Designer</i>	Cathy Pascone <i>Field Advisory Team</i>	Judith Worrell <i>Rollout Team</i>
Patrice Case-McFadin <i>Program Developer</i>	Wanda Jackson <i>Illustrator</i>	Michele Patterson <i>Production Artist</i>	Michelle Zahler <i>Proofreader</i>
	Patricia Johnson <i>Software Developer</i>	Susan Perkins <i>Designer</i>	

We wish to acknowledge the coaches, teachers, and children who piloted the program and provided valuable feedback.

The Success for All Foundation grants permission to reproduce the blackline masters of this Curiosity Corner 2nd Edition theme guide on an as-needed basis for classroom use.

Curiosity Corner is brought to you by the Success for All Foundation in partnership with Sesame Workshop, the non-profit educational organization behind *Sesame Street*.



*A Nonprofit Education Reform Organization*

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: [sfainfo@successforall.org](mailto:sfainfo@successforall.org)

WEBSITE: [www.successforall.org](http://www.successforall.org)

# Table of Contents

## Setting the Scene

















Standard Graphics Key . . . . .	iv
Why <i>Healthy Me!</i> ? . . . . .	v
Thematic Concepts and Objectives. . . . .	vi
Vocabulary . . . . .	viii
Peek at the Week. . . . .	x
You Will Need . . . . .	xiv

## Daily Lessons

Day 1 . . . . .	1
Day 2 . . . . .	17
Day 3 . . . . .	31
Day 4 . . . . .	43
Day 5 . . . . .	55
Day 6 . . . . .	67
Day 7 . . . . .	81
Day 8 . . . . .	93
Day 9 . . . . .	105
Day 10 . . . . .	117

Appendix . . . . .	129
--------------------	-----

# Standard Graphics Key

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

# Why *Healthy Me!*?

Nutrition, good hygiene, and safety are important factors in helping children maintain good health. We want children in our care to eat well to ensure that they grow strong. As children eat meals or snacks at school, it is our responsibility to teach them proper eating habits. When children do not have adequate nutrition, they have difficulty concentrating in school. Through the activities in this unit, you may be able to help your students and their parents understand the importance of nutrition in children's growth and development.

Involving children in food preparation stimulates their interest in trying new foods, so let children prepare food for snacks and meals with you if possible. Plan ahead, and gather all the ingredients and utensils that you will need. Even though it is easier and faster to complete most of the steps yourself, the more the children do, the more they will learn. Of course, it is important to have everyone wash their hands carefully before handling food and to reinforce the safe handling of utensils.

*Healthy Me!* familiarizes children with the different types of foods represented by the My Plate nutrition graphic. The Learning with Curiosity component during this unit introduces children to the idea that they need a variety of foods to keep their bodies healthy and strong.

Children of this age are becoming more able to take care of themselves, and that includes issues of personal hygiene. Activities included in this unit focus on helping children learn to keep themselves clean and healthy.

Eating well and good hygiene are important, but children also need to be aware of safety issues that can affect their health. *Healthy Me!* addresses common threats to four-year-olds and prepares them to avoid these dangers if possible. Children need to know that there are things they should not touch. They also need to know playground safety rules and that they should use helmets when bike riding and seatbelts when riding in cars.

The messages in this unit can make a difference in children's school experiences and possibly their home lives if they persuade parents to consistently make good choices about safety and health.

# Healthy Me!

## *thematic concepts*

- The doctor helps me stay healthy.
- I can keep my body healthy through good hygiene.
- The dentist helps to keep me healthy.
- I can keep my body healthy by eating healthy foods.
- I can stay healthy by following safety rules.
- I can stay healthy by not touching some things.
- I can stay healthy by using a car seat or seatbelt when riding in a car.

### **Creative Domain**

Children will:

- explore a variety of media.
- pretend and imitate during dramatic play.
- create life-size likenesses of themselves.
- create props for dramatic play using available materials.

### **Cognitive Domain**

Children will:

- participate in brain games that develop the ability to focus and remember.
- observe and record observations.
- use real and imaginary props in dramatic play.
- solve simple problems by counting.

### **Personal/Emotional Domain**

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- follow classroom rules and routines.
- work together and cooperate.

### **Mathematical Domain**

Children will:

- count by fives to 25 and 50.
- begin to develop number sense for 8 and 9.
- review three-dimensional shapes.

**Language/Literacy Domain**

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- read predictable text ending in exclamation marks with excitement.
- begin to recognize the sounds and shapes of the letters “x” and “r.”
- observe that the same letter arrangement in a different context still spells the same word.
- observe various letter shapes.
- count the number of letters in a word
- observe that the first letter of a sentence is uppercase.
- observe that an exclamation point means we should read with excitement.
- recite rhymes.
- recognize and produce rhyming words.
- manipulate parts of a word.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- experiment with writing to communicate meaning.

**Social Studies Domain**

Children will:

- begin to demonstrate an awareness of the roles that people play in society.
- recognize the role of medical centers in a community.
- develop an awareness of the economic process.

**Physical Domain**

Children will:

- manipulate writing tools and puzzles for fine-motor control.
- explore rhythm and movement in response to music.
- demonstrate health and safety principles in response to songs on these topics.
- demonstrate the ability to follow rules in simple gross-motor games.

**Science Domain**

Children will:


- observe and document weather conditions.
- expand knowledge of body parts and functions in relation to good health.
- begin to understand the relationship between good nutrition and health.
- begin to use good hygiene habits to ensure good health.

**Interpersonal/Social Domain**

Children will:

- work cooperatively with partners.
- give compliments to classmates.

# Vocabulary

Theme-Related Words	
bread	meat
burn	safety
car seat	stethoscope
cavities	teeth
dirt	thermometer
exercise	tongue depressor
floss	toothbrush
fruit	toothpaste
helmet	touch 
hurt	wash
matches	washcloth

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

Wonderful Words	
Day 1	X-ray
Day 2	clean
Day 3	dentist
Day 4	healthy
Day 5	vegetable
Day 6	rule
Day 7	bicycle
Day 8	germ
Day 9	soap
Day 10	seatbelt

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

Developing oral language and vocabulary is one of the most important goals for preschool children to achieve to prepare them for later success in school. In Curiosity Corner, we balance specific vocabulary instruction with experiences that promote natural language acquisition. The teaching strategies help to ensure that all children get ample opportunities to hear and practice using new words in a variety of situations.

Math Words
cone
cube
eight
nine
sphere

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

Getting Along Together Words
attention
focus
remember

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>Chicken Soup with Rice</i> twice
<i>Ellis Goes to the Doctor</i> examine      medicine
<i>Officer Buckle and Gloria</i> lonely      obey
<i>Duck on a Bike</i> wild

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

Basic Words			
alike	carrots	light	remember
always	clean	never	same
bath	corn	obey	sometimes
beans	different	office	wash
brush	follow	picnic	

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		The doctor helps me stay healthy.	I can keep my body healthy through good hygiene.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Making Words	Playdough "X"
	Math Lab	Egg Match	Egg Match
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	My Favorite Food	My Favorite Food
	Art Lab	Still Life	Still Life
	Science Lab	Examining Teeth	Examining Teeth
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"Aloha 'Oe"	"If You're Happy and You Know It"	
 Clues & Questions	Identify medical tools and their uses.	Learn about the importance of personal hygiene for good health.	
 Rhyme Time	"My Body"; Rhyme Recognition: Stand Up/Sit Down		
 Getting Along Together		The Remember Signal	
 Plan & Play	Scenario Options: Medical Center Dental Office Let's Play House Restaurant	Scenario Options: Same as day 1 Small-Group Instruction: Healthy Routines	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Chicken Soup with Rice</i> by Maurice Sendak	<i>Chicken Soup with Rice</i> Story Retell: Jump right in with repetitive text.	
 Math Moments	Count by 5s to 25. Number sense for 8: Count eight bandages.	Count by 5s to 25. Number sense for 8: Count Curiosity's teeth.	
 Question/Reflection	Brain Game: Hot Potato Memory When I Go to the Doctor	Brain Game: Hot Potato Memory Play Stand Up/Sit Down with items that help you stay clean.	

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

Day 3	Day 4	Day 5
The dentist helps to keep me healthy.	I can keep my body healthy by eating healthy foods.	I can keep my body healthy by eating healthy foods.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Playdough "X"	Playdough "X"	Playdough "X"
Egg Match	Egg Match	Egg Match
Exploring with Technology	Exploring with Technology	Exploring with Technology
My Favorite Food	My Favorite Food	My Favorite Food
Still Life	Still Life	Still Life
Examining Teeth	Examining Teeth	Examining Teeth
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Sammy"	"Get on Up and Move Your Body"	Balloon Ball
Identify dental tools and their use.	Good foods keep us healthy.	Create a meal with foods from various food groups.
	"My Body"; Word-Part Manipulation: Nonsense game	"My Body"; Word-Part Manipulation: Nonsense game
Remembering		
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>Ellis Goes to the Doctor</i> by Siri Reuterstrand	<i>Ellis Goes to the Doctor</i> Story Retell: Use illustrations to retell parts of the story.	Free-Choice Story Reading: Suggestion – <i>The Going to Bed Book</i> by Susan Boynton or <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli
Count by 5s to 25. Number sense for 9: Place objects in groups of nine.	Count by 5s to 25. Number sense for 9: Count to determine nine objects.	Count by 5s to 25. Solve a problem by counting.
Brain Game: Hot Potato Memory Pantomime brushing teeth.	Brain Game: Hot Potato Memory Name a food, and tell why it is good for you.	Brain Game: Hot Potato Memory Opposites Game



# Peek at the Week 2




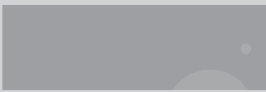
Lesson Component		Day 6	Day 7
Learning Focus for the Day		I can stay healthy by following safety rules.	I can keep my body healthy by following bike-safety rules.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Letter Match	Rice "R"s
	Math Lab	Egg Match	Egg Match
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Let's Be Safe	Let's Be Safe
	Art Lab	My Shape	My Shape
	Science Lab	Safe or Unsafe?	Safe or Unsafe?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"The Gooney Bird Song"	"Shake Something"	
 Clues & Questions	Safety rules	Bike-safety rules	
 Rhyme Time	"Jack and Jill"; Rhyme Recognition: Nonsense Game		
 Getting Along Together		The Focus Signal	
 Plan & Play	Scenario Options: Medical Center Dental Office Let's Play House Safety Inspector	Scenario Options: Same as day 6 Small-Group Instruction: Following Safety Rules	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Officer Buckle and Gloria</i> by Peggy Rathmann	<i>Officer Buckle and Gloria</i> Story Retell: Dramatization	
 Math Moments	Count by 5s to 50. Describe and classify three-dimensional shapes: identify and discuss sphere, cube, and cone.	Count by 5s to 50. Describe and classify three-dimensional shapes: classroom shape hunt.	
 Question/Reflection	Brain Game: Silly Sounds Review safety rules chart, and add new ideas; review safety vocabulary.	Brain Game: Silly Sounds Review bicycle-safety rules chart, and add new ideas; review safety vocabulary.	

Day 8	Day 9	Day 10
I can stay healthy by not touching some things.	I can stay healthy by not touching some things.	People sit in car seats and wear seatbelts to stay safe in cars.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Rice "R"s	Rice "R"s	Rice "R"s
Shape Hunt	Shape Hunt	Shape Hunt
Exploring with Technology	Exploring with Technology	Exploring with Technology
Let's Be Safe	Let's Be Safe	Let's Be Safe
My Shape	My Shape	My Shape
Safe or Unsafe?	Safe or Unsafe?	Safe or Unsafe?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Freeze	Ball Roll – Safety Rules	The Elmo Slide
Safe to touch/do not touch	Safe to touch/do not touch	Car safety: car seats and seatbelts
	"Jack and Jill"; Rhyme Recognition: Make a rhyme.	"Jack and Jill"; Rhyme Recognition: Curiosity's story
Focus		
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>Duck on a Bike</i> by David Shannon	<i>Duck on a Bike</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>I Can Be Safe</i> by Pat Thomas
Count by 5s to 50. Describe and classify three-dimensional shapes: compare/contrast sphere, cube, and cone.	Count by 5s to 50. Describe and classify three-dimensional shapes: shape bags, identify shapes by touch.	Count by 5s to 50. Problem solving: Match characters' favorite shapes to objects of similar/same shape.
Brain Game: Silly Sounds Reread concepts-of-print book: <i>Achoo!</i>	Brain Game: Silly Sounds Identify chemical items that are poisonous/harmful.	Brain Game: Silly Sounds "Buckle Your Seatbelt" song; children act out buckling themselves and being safe in a vehicle.

# You Will Need

## Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> <li>• <i>Chicken Soup with Rice</i> by Maurice Sendak</li> <li>• <i>Ellis Goes to the Doctor</i> by Siri Reuterstrand</li> <li>• <i>The Going to Bed Book</i> by Susan Boynton</li> <li>• <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli</li> <li>• <i>Officer Buckle and Gloria</i> by Peggy Rathmann</li> <li>• <i>Duck on a Bike</i> by David Shannon</li> <li>• <i>I Can Be Safe</i> by Pat Thomas</li> </ul>	
	<p><b>Concepts of Print</b></p>	
	<ul style="list-style-type: none"> <li>• <i>Achoo!</i> by Irene Baranyk (class set)</li> </ul>	
	<p><b>Theme Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Curiosity Stays Safe</i> by Jill Crawford</li> </ul>	
Media	<ul style="list-style-type: none"> <li>• Curiosity Corner 2nd Edition Software</li> <li>• Curiosity Corner Home Link show for unit 10</li> <li>• <i>Getting to Know Myself</i> by Hap Palmer</li> <li>• <i>Learning Basic Skills Through Music: Health and Safety</i> by Hap Palmer</li> </ul>	
Cards/Card Sets	Curiosity Corner Activity Cards for Unit 10	
	<p><b>Letter Cards</b></p>	<ul style="list-style-type: none"> <li>• “Xx,” “Rr,” “Pp,” “Dd,” “Aa,” and “Ss”</li> </ul>
	<p><b>Numeral Cards</b></p>	<ul style="list-style-type: none"> <li>• 8 and 9</li> </ul>
	<p><b>Thematic Content</b></p>	<ul style="list-style-type: none"> <li>• Wonderful Word picture cards: “X-ray,” “clean,” “dentist,” “healthy,” “vegetable,” “rule,” “bicycle,” “germ,” “soap,” “seatbelt”</li> <li>• Day 1: Medical Tools set</li> <li>• Days 2–5: Curiosity’s Daily Routine set (from unit 5)</li> <li>• Day 3: Dental Tools set</li> <li>• Day 8: Safe and Unsafe set</li> </ul>
	<p><b>Rhyme Time</b></p>	<ul style="list-style-type: none"> <li>• Day 6: shoe, book, nail, bucket, bell, crown</li> </ul>
	<p><b>Plan &amp; Play Scenario Cards</b></p>	<ul style="list-style-type: none"> <li>• Medical Center, Dental Office, Let’s Play House, Restaurant, Safety Inspector</li> <li>• Curiosity’s Daily Routine set (from unit 5)</li> </ul>

	<p><b>Rhyme Cards</b></p> <ul style="list-style-type: none"> <li>• “My Body”</li> <li>• “Jack and Jill”</li> </ul> <p><b>Other Card Sets</b></p> <ul style="list-style-type: none"> <li>• Ear and mouth cards</li> <li>• Letter-blending cards, deck 1</li> </ul>
<p><b>Posters</b></p>	
	<ul style="list-style-type: none"> <li>• Active Listening poster*</li> </ul>
<p><b>General — Used in Every Unit</b></p>	
	<ul style="list-style-type: none"> <li>• Puppets: Curiosity (cat), Squeaky (squirrel), and Chilly (penguin)</li> <li>• Paw print chips</li> <li>• Cool Kid certificates</li> <li>• Cool Kid stamp</li> <li>• Colored clothespins (for Plan &amp; Play scenario selection)</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal hand stamps and ink pad</li> </ul>
<p><b>Other SFAF Items</b></p>	
	<ul style="list-style-type: none"> <li>• Toy food (from unit 1)</li> <li>• Curiosity Corner Unit Record Form for unit 10 (generate with data-tools system)</li> </ul>

**Teacher Acquired:****General**

- Oral thermometer (digital) (Clues & Questions, day 1)
- Optional: Stethoscope, tongue depressor, flashlight, and other items associated with a physical exam (Clues & Questions, day 1)
- Eight adhesive bandages for Curiosity and eight adhesive bandages per partnership (Optional: You can create these with the blackline master in the appendix.) (Math Moments, day 1)
- Washcloth, bar of soap (Clues & Questions and Question/Reflection, day 2)
- Items that are and are not associated with keeping clean, such as shampoo bottle, shower puff, dirty sock, hat, ball (Question/Reflection, day 2)
- Toothbrush, toothpaste, dental floss (Clues & Questions, day 3)
- Picnic basket, nine plastic spoons (Math Moments, day 3)
- Paper plates, dinner size, at least fifty
- A carrot (Clues & Questions, day 4)
- Paper napkins, approximately 100 (Math Moments, day 4)
- Balloon (Move It!, day 5)
- Paper cups, nine or more (Math Moments, day 5)
- Three-dimensional objects (sphere, cone, and cube shaped) (Math Moments, days 6–10)
- Potholders, hot pads, aprons, kitchen safety-related items (Greetings, Readings, & Writings, days 6–10)
- Plastic foods, including chicken, burger, fish (Clues & Questions, day 5)
- A bicycle helmet (Clues & Questions, day 7)
- Colored tape (GAT, day 7)
- Mr. Yuk stickers (optional: available from various organizations) (Question/Reflection, day 9)
- Empty plastic household-chemical containers (Question/Reflection, day 9)
- Cone-shaped ice cream cone (Math Moments, day 10)
- Green paper (for story tree leaves)
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> <li>• Books about healthy foods, a healthy lifestyle, and safety</li> <li>• Safety books, age-appropriate poison-control booklets</li> </ul>
	<b>Letter Lab</b>	
	Making Words	<ul style="list-style-type: none"> <li>• Magnetic letters, concepts-of-print book from a previous unit</li> </ul>
	Playdough “X”	<ul style="list-style-type: none"> <li>• Playdough</li> </ul>
	Letter Match	<ul style="list-style-type: none"> <li>• Letter-blending cards and at least one other type of letter set (magnetic, foam, or plastic)</li> </ul>
	Rice “R”s	<ul style="list-style-type: none"> <li>• Rice, Letter “R” Pattern (appendix)</li> </ul>
	<b>Math Lab</b>	
	Egg Match	<ul style="list-style-type: none"> <li>• Egg Match sheet (appendix)</li> </ul>
	Shape Hunt	<ul style="list-style-type: none"> <li>• 3-D Shapes: sphere, cube, cone (appendix), five sets</li> </ul>
	<b>Computer/Media Lab</b>	
	Exploring with Technology	<ul style="list-style-type: none"> <li>• Computers, digital tablets, CD player, cassette tape player, headphones, etc. Software, CDs, tapes, and/or links to websites (See the SFAF Online Resources for suggested websites.)</li> </ul>
	<b>Writing Lab</b>	
	My Favorite Food	<ul style="list-style-type: none"> <li>• Paper plates, one per child</li> </ul>
	Let’s Be Safe	<ul style="list-style-type: none"> <li>• Chart paper, markers, notebooks, pads of paper</li> </ul>
	<b>Art Lab</b>	
	Still Life	<ul style="list-style-type: none"> <li>• Bowl filled with fresh or plastic fruits and vegetables; tempera paint, various colors; brushes</li> </ul>
	My Shape	<ul style="list-style-type: none"> <li>• Large pieces of chart paper, markers, crayons</li> </ul>
	<b>Science Lab</b>	
	Examining Teeth	<ul style="list-style-type: none"> <li>• Mirrors, paper for recording observations</li> </ul>
	Safe or Unsafe?	<ul style="list-style-type: none"> <li>• Safe and Unsafe picture cards, four or five sets</li> </ul>
	<b>Puzzles &amp; Games Lab</b>	
	Free Exploration	<ul style="list-style-type: none"> <li>• Classroom puzzles and games</li> </ul>

Plan & Play		
Scenario	Suggested Classroom Space	Ideas for Props
Medical Center	Blocks area	<ul style="list-style-type: none"> <li>Clipboards, paper, medical tools (real or toy), phone, boxes and other materials to create an X-ray or MRI machine</li> </ul>
Dental Office	Open area near Medical Center	<ul style="list-style-type: none"> <li>Napkins, mirrors, cups, toothbrushes</li> </ul>
Preparing Healthy Meals	Housekeeping area	<ul style="list-style-type: none"> <li>Plastic foods, pots and pans, materials for making shopping lists</li> </ul>
Restaurant	Open area	<ul style="list-style-type: none"> <li>Menus from local restaurants, aprons, chef's hat, trays, plates, cups, utensils</li> </ul>
Let's Play House	Housekeeping area	<ul style="list-style-type: none"> <li>Potholders, aprons, hot pads</li> </ul>
Safety Inspector	Entire classroom	<ul style="list-style-type: none"> <li>Clipboards, paper, pens, safety signs</li> </ul>

**To Be Prepared:**

**Every day:** Pull the materials listed on the Ready, Set chart for your daily lessons. Use the information in the You Will Need section to determine whether the materials are provided by SFAF or you will need to acquire them elsewhere. Follow the additional preparation steps for each day as described below.

Day 1	
GR&W	<ul style="list-style-type: none"> <li>• Duplicate the theme introduction letter.</li> <li>• Duplicate and prepare the Learning Labs Facilitation Guide.</li> <li>• Duplicate and cut out Egg Match 1–6 sheet (appendix).</li> <li>• Cut easel paper into shapes of familiar fruits and vegetables.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Place eight bandages in baggies, one baggie per partnership. If you do not have enough real bandages, copy and cut out the Adhesive Bandages sheet (appendix).</li> <li>• Attach eight real bandages to Curiosity prior to the lesson.</li> </ul>
Day 2	
GAT	<ul style="list-style-type: none"> <li>• Choose a song to play for the memory activity.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Make eight paper teeth by using the tooth pattern (appendix).</li> <li>• Place sixteen items, such as bear counters, linking cubes, or small discs, in baggies, one baggie per partnership.</li> </ul>
Day 3	
MM	<ul style="list-style-type: none"> <li>• Copy one Picnic Table sheet per partnership (appendix).</li> <li>• Place nine items in baggies, one baggie per partnership.</li> </ul>
Day 4	
MM	<ul style="list-style-type: none"> <li>• Count out nine to eleven paper napkins per partnership.</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the pictures on the Healthy Foods sheet (appendix). Make enough for one food item per child.</li> </ul>
Day 5	
C&Q	<ul style="list-style-type: none"> <li>• Duplicate additional Healthy Foods sheets, as needed, so each partnership will have one protein, one grain, one vegetable, and one fruit item.</li> </ul>
Day 6	
GR&W	<ul style="list-style-type: none"> <li>• Duplicate and cut out the Egg Match 7–9 sheet (appendix).</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>Officer Buckle and Gloria</i>. Page 1 begins, “Officer Buckle knew more safety tips....”</li> </ul>
Day 7	
GR&W	<ul style="list-style-type: none"> <li>• Duplicate the Letter “R” Pattern (appendix), one per child.</li> </ul>
GAT	<ul style="list-style-type: none"> <li>• Place colored tape along the floor to make a line.</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>Duck on a Bike</i>. Page 1 begins, “One day down on the farm....”</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Duplicate and cut out the 3-D Shapes for sphere, cube, and cone (appendix), one set per partnership.</li> </ul>

Day 8	
<b>GR&amp;W</b>	• Duplicate the 3-D Shapes sheet (appendix), five sets. Place these in the Math Lab.
<b>GAT</b>	• Duplicate the Letter “R” Pattern (appendix), one per child.
Day 9	
<b>MM</b>	• Place three to five three-dimensional objects (sphere, cone, and cube shaped) in paper lunch bags, one bag per four or five children.
<b>Q/R</b>	• Duplicate the Don’t Touch page (appendix).
<b>RT</b>	• Make a copy of Curiosity’s story (appendix).
Day 10	
	• Prepare your materials, and review your lesson plans.

# Day 1 | Ready, Set

## Learning Focus

The doctor helps me stay healthy.

Materials	
<p><b>General</b></p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheet</li> <li>• Sharing sticks</li> <li>• Ear and mouth cards</li> <li>• Curiosity puppet</li> <li>• Partnership chart and name cards</li> <li>• Curiosity's water dish</li> <li>• Cool Kid stamp</li> <li>• Paw print chips</li> <li>• Curiosity Corner 2nd Edition flash drive</li> <li>• Unit record form for unit 10</li> </ul>
<p><b>Greetings, Readings, &amp; Writings</b></p>	<ul style="list-style-type: none"> <li>• Learning Labs Facilitation Guide (appendix)</li> <li>• Refer to the Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan &amp; Play scenarios.</li> </ul>
<p><b>Gathering Circle</b></p>	<ul style="list-style-type: none"> <li>• Calendar cutout for today's date</li> </ul>
<p><b>Move It!</b></p>	<ul style="list-style-type: none"> <li>• No new materials needed</li> </ul>
<p><b>Clues &amp; Questions</b></p>	<ul style="list-style-type: none"> <li>• Oral thermometer</li> <li>• Stethoscope, tongue depressor, flashlight, and other items associated with a physical exam (or CC Activity Cards: Medical Tools set)</li> <li>• CC Activity Card: Wonderful Word picture card for "X-ray"</li> <li>• Daily Message board or IWB access</li> <li>• CC Activity Cards: Letter cards for "Xx," "Pp," and "Dd"</li> </ul>
<p><b>Rhyme Time</b></p>	<ul style="list-style-type: none"> <li>• "My Body" rhyme card (optional)</li> </ul>
<p><b>Plan &amp; Play</b></p>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Scenario cards for Medical Center, Dental Office, Let's Play House, Restaurant</li> <li>• Colored clothespins</li> <li>• Paper and crayons or pencils for writing play plans</li> <li>• Wonder Box for prop creation</li> </ul>
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Trade book: <i>Chicken Soup with Rice</i> by Maurice Sendak</li> <li>• Leaf for story tree</li> </ul>
<p><b>Math Moments</b></p>	<ul style="list-style-type: none"> <li>• Eight real adhesive bandages</li> <li>• Baggies of eight adhesive bandages, one per partnership</li> </ul>

<b>Materials</b>	
<b>Question/Reflection</b>	<ul style="list-style-type: none"><li>• Medical tools or picture cards from Clues &amp; Questions</li><li>• Cool Kid certificate and marker</li><li>• Celebration jar</li><li>• Home Link show for unit 10</li><li>• Theme introduction letter for unit 10 (appendix)</li><li>• Read &amp; Respond bookmarks</li><li>• Home Link animal stamp: chick</li></ul>

## Day 1


**Greetings, Readings,  
& Writings**

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

### Available Activities

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

#### Classroom Library Lab: Enjoy a Story

- Include new books related to health, healthy foods, a healthy lifestyle, and safety.

#### Letter Lab: Making Words

- Point out the set of magnetic letters for children to explore and manipulate. Encourage them to use the letters to form words from a concepts-of-print book or another book with large print.

#### Math Lab: Egg Match

- Tell children that eggs are a healthy food that many people eat for breakfast.
- Encourage children to count the number of dots on one egg half and match it to the egg half with the corresponding numeral.

#### 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: My Favorite Food

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

- Invite children to draw a picture or write about their favorite healthy foods on a paper plate.

Art Lab: Still Life

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they'd like.
- Explain that many artists use a model when they paint. They look carefully at an object or a person and try to make a painting that looks like the model. Point out the bowl of fruit and/or vegetables. Ask children to paint a picture that looks like the model, which is the bowl of fruit and/or vegetables.

Science Lab: Examining Teeth

- Point out the mirrors, and suggest that children use them to count the healthy teeth in their mouths.

Puzzles & Games Lab: Free Exploration

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



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

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

(Repeat if children need more time.)

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

## Gathering Circle



### Welcome Activities

#### Welcome

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

#### Attendance

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

## Partners

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

## Home Link Debrief



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

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



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

## Classroom Jobs

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

## Calendar

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



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

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

EXAMPLE:

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

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

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

## Weather

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

## Cool Kid

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



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

## Move It!

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

**Today we will sing and dance to the song “Aloha ‘Oe.” Let’s watch this video as we sing and dance to the song!**



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



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

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

## Clues & Questions

### Theme-related word(s):

stethoscope  
thermometer  
tongue depressor  
X-ray\*

### Basic word(s):

light  
office



### Curiosity’s Clues

- Have Curiosity join the group with a thermometer in her bag.

Teacher: **Good morning, Curiosity. What do you have in your bag today?**

Curiosity: **I have something that will help you know what we will learn about today. Let’s see if you can guess when I give you some clues.**

- **It’s something that a doctor uses.**
- **It helps the doctor know if you are sick.**
- **It tells your temperature.**

WGR: **What is it? A thermometer.**

TP-S: **Why do you think Curiosity brought a thermometer today? She wants us to know that we will learn about someone who helps us stay healthy and helps us get well when we are sick.**

### Learning with Curiosity

- Hold up each item (or card depicting an item) associated with a doctor’s visit, and have children name it. Distribute an item, or card, to each partnership. Remind children not to put the tongue depressors in their mouths.

**Each of you has something that a doctor uses when you go for a check-up to make sure you are healthy. Tell your partner what you have and how the doctor uses it. If you've never seen the item you have, tell your partner what you think it might be used for.**



- Use the sharing sticks to select children to tell about their items. Award paw points for reasonable answers. Be sure to identify any items that children don't recognize, and explain how these items are used by a doctor.



- Introduce and play the "Doctor Monster" video.

**Let's watch a video about a doctor. Have you ever been to a doctor like this one before?**

### Wonderful Word



- Show the Wonderful Word picture card for "X-ray."

**Our Wonderful Word today is "X-ray." An X-ray is another tool that doctors use. It is a picture of something inside your body. A doctor can take an X-ray to see if someone has a broken bone.**



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

**Sometimes the doctor takes an X-ray to be sure that we are healthy.**

### Letter Links

- Have Curiosity provide clues about the letter "x." Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.
- Display the letter cards for "Pp," "Dd," and "Xx."

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

- Both my uppercase and lowercase shapes look the same.
- My shapes are made of only straight lines.
- My straight lines cross one another.



**WGR: What letter am I? "X." "X" is our letter of the week!**

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

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

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



- Reinforce the sound and shape of the letter “x” by showing “The Letter ‘X’ Song” video.



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

### **It’s Time for a Rhyme**

**Penny, nickel, dime,  
It’s time for a rhyme.  
We know words that sound the same,  
Now it’s time to play our game.**

## Rhyme Time

### **Say the Rhyme**

- Introduce the new rhyme.

**Today we will begin to learn a new rhyme about our bodies. It’s called “My Body.” When we say this rhyme, listen carefully to the words so you will be able to tell if Curiosity says it right when we play the Nonsense game.**



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

**My Body**

**Here are my eyes; here is my nose.** (Point to your eyes and then your nose.)

**Here are my fingers, and here are my toes.** (Wiggle your fingers and then point to your toes.)

**Here are my eyes, open wide.** (Open your eyes wide.)

**Here is my mouth with teeth inside.** (Open your mouth, and show your teeth.)

**Here is my tongue to help me speak.** (Stick out your tongue.)

**Here is my chin, and here is my cheek.** (Point to your chin, and then point to your cheek.)

**Here are my hands that help me to play,** (Hold up both hands.)

**And here are my feet that run all day.** (Run in place.)

**Develop Phonological Awareness—Rhyme Recognition**

- Introduce the game Stand Up, Sit Down.

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

- Play the game.

**nose**     **hose**     (*Stand up.*)

**eyes**     **pies**     (*Stand up.*)

**mouth**   **tongue**   (*Sit down.*)

**speak**    **cheek**   (*Stand up.*)

**hands**    **play**     (*Sit down.*)

**feet**     **eat**      (*Stand up.*)



- Award paw points if children were able to successfully identify rhyming word pairs.



TRANSITION

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.

**Medical Center:** Show the blocks area. **Your community needs a medical center. People go to the medical center if they are sick and need to see a doctor. Some people go to the medical center to get a check-up or to have tests to make sure they are healthy. You can set up a doctor's office and X-ray lab here for people who need to visit the medical center.**

**Dental Office:** Show an open area adjacent to the blocks area to incorporate a dental office in the medical center. **People need to visit a dentist to keep their teeth healthy too. You can set up a dentist's office as part of the medical center for people to see the dentist.**

**Let's Play House:** Show the housekeeping area. **People need to eat good foods to be healthy. You may want to pretend that you are preparing healthy meals for your family. You might prepare some meals with the fruits and vegetables that farmers harvest in the fall.**

**Restaurant:** Show an open area. **Here is a neighborhood restaurant. You might want to prepare some nutritious meals for people who can't be home at dinner time but need a good meal. Maybe you will make a special menu of healthy meals for the restaurant.**

### **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.
- Encourage children to imagine something that might happen in their scenario today as they create their play plans.

### **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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

#### EXAMPLES:

**Medical Center:** Enter the doctor's office, and make a comment about the way in which a child is playing out his or her plan. You might say, **I see that you came to the doctor's office today so she can fix your broken arm. Did you have an X-ray?**

**Dental Office:** Approach the dentist, and talk with him or her about his or her activity related to the play plan. **Good morning, Doctor** (child's name). **I know you are here to check your patients' teeth. Will you please make sure my teeth are healthy?**

**Let's Play House:** Pretend to be a family member entering the kitchen. Address children who are preparing a meal. **Hi, Mom. What are we having for** (meal in the child's plan) **today? It sure looks good. I can't wait to have some.**

**Restaurant:** Pretend to be a customer entering the restaurant. **I saw the sign out front that says you have delicious healthy meals. What's on your menu?**



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):

twice

### **Chicken Soup with Rice**

*Author and illustrator: Maurice Sendak*

This book is a compilation of rhymes about the joys of eating chicken soup with rice each month of the year.

## **Interactive Story Reading**

### Before Reading

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

**The title of our story today is *Chicken Soup with Rice*. That's the name of the story. The author and illustrator is Maurice Sendak. 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.

**The title of this story is *Chicken Soup with Rice*. Chicken soup is something that people eat. I wonder what will happen in a story about chicken soup with rice.**

**The picture on the cover is very small. It shows a boy with a big bowl and a spoon. T-P-S: When you hear the title of the story and see the picture on the cover, what ideas do you have about this story?**

### During Reading

- Read the rhymes on each page without stopping so children can hear the rhyme and rhythm for each month.
- Turn back to page 6, and reread the book, using Think-Pair-Share or Whole-Group Response to engage children in discussion about the illustrations as guided by the children's needs.

### After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary. This is also a good opportunity to review the months of the year.

**The boy in this story really likes chicken soup with rice. Let's see if we can remember some of the ways that he likes to eat chicken soup with rice.** Show various months' rhymes, and use Think-Pair-Share to have children talk about what's happening in the illustrations.



**The boy in the story does everything—such as sipping, blowing, and sprinkling—twice. T-P-S: What do you think the word “twice” means?**

**When you do something twice, you do it two times. T-P-S: What would you like to do twice?**

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



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

### **When I’m Doing Math**

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

## Math Moments

Math word(s):  
eight

### **Count with Curiosity**

- Introduce the way children will count this week.

**This week we will count in a new way. We will count by 5s all the way to 25! We will start with the number 5. Curiosity will show us how!**



- Play the “Count with Curiosity: 5s to 25” video. Invite children to count by 5s to 25 with Curiosity as they are able.

### **Active Instruction**

- Invite eight children to stand in a line. Invite the class to count them with you. Touch each child lightly on the shoulder as you say each number.



**Let’s count these children to see how many there are in this line.**

**WGR: How many are there? *Eight*. There are eight children in this line.**

- Have Curiosity join the group wearing eight bandages on her arm.

Teacher: **What happened, Curiosity?**

Curiosity: **I fell and scratched my arm. I needed a lot of bandages on it.**

Teacher: **You sure did. How many bandages are on your arm?**

Curiosity: **I don’t know. Will you help me find out?**

Teacher: **Let’s help Curiosity count the bandages on her arm.**



- Help children develop number sense for 8 by showing the “Bellhop: 8 Trunks” video.

### Partner Practice

- Distribute the bags of bandages to each partnership. Invite children to count the number of bandages in their bags.

**Now it's your turn to count the bandages in your bag. One partner will count first, and then the other partner will count. If your partner gets stuck, please help him or her count the bandages.**



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. We learned about some of the things that doctors use to keep us healthy.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is "X-ray." Remember that an X-ray is a picture of something inside your body. T-P-S: When did we hear the word "X-ray" today?**



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

### Theme Learning Extension

- Hold up the items (or picture cards) from Clues & Questions one at a time, and review the names of the items.

**We learned about these special tools that doctors use to take care of us. Let's see if we can remember what each one is.**

- Invite children to play When I Go to the Doctor. Tell them that they can refer to the items or picture cards to help them remember something used by a doctor or something that happens at a doctor's visit.

**Today we learned about going to the doctor. We just named some of the things that a doctor uses to check us to make sure we are healthy. Today we're going to play a game, and you will tell about something the doctor uses or does when you go for a visit. If you need help remembering, you can look at the things here.**

- Invite children to tell their partners something about a doctor's visit. Provide a sentence stem, such as "When I go to the doctor, he uses \_\_\_\_\_," or "When I go to the doctor, she \_\_\_\_\_." If you hear all children naming the same item, you may want to help them make a statement about one of the other items associated with a doctor's visit.

**Please tell your partner about going to the doctor. You can say, "When I go to the doctor, \_\_\_\_\_," and then tell about something the doctor uses or does to make sure that you are healthy.**



- After partners share with each other, use the sharing sticks to select children to share with the class. Award paw points for reasonable answers.
- Introduce and play the "Elmo's World: The Doctor" video.

**Let's see what happens when the children go to the doctor in this video.**

## Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

### **Home Link/Departure**

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

I can keep my body healthy through good hygiene.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>Letter Lab: Playdough, letter-blending card for “Xx”</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
Move It!	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
Clues & Questions	<ul style="list-style-type: none"> <li>Washcloth</li> <li>Bar of soap</li> <li>CD: <i>Learning Basic Skills Through Music: Health and Safety</i> by Hap Palmer</li> <li>CC Activity Card: Wonderful Word picture card for “clean”</li> <li>CC Activity Card: Letter card for “Xx”</li> </ul>
Getting Along Together	<ul style="list-style-type: none"> <li>Music to play during the memory activity (any genre, easy to dance to)</li> </ul>
Plan & Play	<ul style="list-style-type: none"> <li>CC Activity Cards: Curiosity’s Daily Routine set (from unit 5)</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Trade book: <i>Chicken Soup with Rice</i> by Maurice Sendak</li> </ul>
Math Moments	<ul style="list-style-type: none"> <li>Paper teeth, eight (appendix)</li> <li>Baggies of sixteen items, one bag per partnership</li> </ul>
Question/Reflection	<ul style="list-style-type: none"> <li>Items used for keeping oneself clean (e.g., washcloth, soap, shampoo, shower puff)</li> <li>Items that are not used for keeping oneself clean (e.g., dirty socks, hat, ball)</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: dog</li> </ul>



## Day 2


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: Playdough "X"

- Point out the playdough. Encourage children to make letter "x" shapes.

#### Math Lab: Egg Match

- Same as day 1

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

- Same as day 1

#### Writing Lab: My Favorite Food

- Same as day 1

#### Art Lab: Still Life

- Same as day 1

Science Lab: Examining Teeth

- 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 *Curiosity Stays Safe*, Sam talked to Curiosity about never playing with matches. They talked about what to do in the event of a fire.**

**T-P-S: What costume did Sam's mom give Curiosity to play with? Mom gave Curiosity a firefighter costume.**



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

#### Classroom Jobs

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

#### Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

- Introduce today’s Move It! activity.

**Today we will move along with Elmo because we all know that Elmo’s got the moves!**



- Encourage children to move as you show the “Elmo’s Got the Moves” video.



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

 Clues & Questions

Theme-related word(s):

clean\*  
dirt  
wash  
washcloth

Basic word(s):

bath

**Curiosity’s Clues**

- Have Curiosity join the group with a washcloth and a bar of soap in her bag.

Curiosity: **I have something in my bag today, and I’ll bet you can’t guess what it is.**

Teacher: **Why don’t you give us some clues and see if we can guess?**

Curiosity: **OK. Here are my clues.**

- **You use these every day.**
- **You will find them in a bathtub.**
- **They help you stay clean and healthy.**



T-P-S: **What are they?** After children make their guesses, take the washcloth and the bar of soap from Curiosity’s bag. **Curiosity brought a bar of soap and a washcloth today. I wonder why she has these. What do her clues tell us that we will learn today?**

**Yesterday we learned how doctors keep us healthy. I think Curiosity wants us to learn how keeping ourselves clean helps us stay healthy.**

### Learning with Curiosity

- Invite children to share what they know about good health and keeping clean.

**T-P-S: How do a washcloth and a bar of soap help to keep us healthy? When we take a bath and wash our hands and faces, we keep away germs that can make us sick.**

- Invite children to pantomime taking a bath along with the song “Take a Bath” from the CD *Learning Basic Skills Through Music: Health and Safety* by Hap Palmer.

**Taking a bath is a good way to stay clean and keep the germs away. When we take a bath, it’s important to wash every part of our bodies with soap to keep the germs away. Let’s pretend that we’re taking a bath. Be sure to wash carefully to get nice and clean.**



- Play the “Baby Bear’s Bath Song” video.

### Wonderful Word



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

**Our Wonderful Word today is “clean.” When something is clean, there is no dirt on it. When we take a bath and wash the dirt and germs off, our bodies are clean.**



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

### Daily Message

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

**I keep my body clean and healthy when I take a bath.**

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

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

### Letter Links

- Have Curiosity show the letter card for “Xx.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should

raise their hands when your finger is underneath the letter of the week and put their hands down again when it's not.

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

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



- Reinforce the sound and shape of the letter “x” by showing the “Kid Paints Letter X” video.



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



## Getting Along Together

GAT word(s):  
remember

### Active Instruction

- Discuss the purpose of playing brain games, and introduce the Remember Signal.

**We have been playing brain games to build our brain muscles. This week we are playing Hot Potato Memory. To play this game, we have to remember what we need to do when the music stops. Remembering uses our brain muscles because we have to think about something that already happened.** Give the Remember Signal (rub your temples), and ask children to imitate you. **This is the Remember Signal. It will help us use our thinking power to remember.**

- Invite children to share what they remember with a partner.



**Try to think of a book that we read in our classroom yesterday. Tell your partner the name of the book.** Pause while children share. **You used your brain to remember the name of the book.**

**Let's try another one. Try to think of what you ate for dinner last night. Tell your partner.** Pause while children share. Invite two or three children to share with the class. **Great job remembering!**

**Let's do one more. Try to think of as many body parts as you can from the “My Body” rhyme. Tell your partner.**

**Remembering is an important skill for school. T-P-S: What are some times during school that you need to remember something?** *When the teacher tells us to get something from our cubbies, when the teacher tells us directions for a game, and when we meet a new friend, we have to remember his or her name.*

## Partner Practice

- Play a game to practice memory skills.

**We are going to play a game to practice remembering.** Give the Remember Signal. **This game is like Hot Potato Memory, except we are playing without the potato. We don't need the potato because when the music stops, I want everyone to do the task. I will tell you what I want you to do when the music stops. You will dance as the music plays, and then when the music stops, you have to remember and do the action that I told you. Are you ready to play and remember?**

- Tell, or show, children the action they should do when the music stops (touch their head, touch their nose, jump, sit down, etc.). Play music as children dance. When you stop the music, see if all children remember to do the correct action. Change the action at the start of each round. If the activity seems too easy, see if children can remember to do two actions.

**T-P-S: What did you do while the music played to help you remember the action I told you to do?** *I repeated the action over and over in my head, I made a picture of what I was going to do in my head, etc.*

**You did a great job using your memory skills! When I give you directions during the rest of the day, use your memory skills to help you.** Throughout the day, give children simple one- or two-step directions to follow, for example, “Put away the crayons, and then meet me on the carpet.” Give the Remember Signal throughout the day to remind children to think hard and remember.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

## Plan

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

## 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

### Small-Group Instruction

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

#### Healthy Routines

Display Curiosity's daily routine cards. Invite children to select a card and compare the activity pictured with something they do each day. Have them tell how this activity helps Curiosity and them stay healthy.

You may want to model a statement such as, "Curiosity eats a healthy breakfast every day. So do I."



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):

twice

**Chicken Soup with Rice**

*Author and illustrator: Maurice Sendak*

**Review**

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

**We read the book *Chicken Soup with Rice* yesterday. It's a book of little stories about eating chicken soup with rice each month. Maurice Sendak is the author and the illustrator of this book.**



- Review the story vocabulary that you introduced yesterday.

**The boy in the story does things twice. T-P-S: Can you remember one of the things he does twice when he eats his chicken soup? Tell your partner something that he does twice.**

**Story Retell**

- Hold up the book *Chicken Soup with Rice*, and tell children that they will help you read the story today.

**Yesterday when we read this book, we heard a sentence at the end of each rhyme about chicken soup with rice. When I read the story today, I will read the word that tells you what the boy does twice, and you will finish the sentence. Let's practice with the rhyme about January.**

- Read all the text on page 6.

**Now I will read this page again, and when I get to the word "sipping," I will stop, and you will finish reading the page.** Reread the rhyme up to the word "sipping," and pause for children to jump right in to complete the sentence.

- Continue in this manner for each month's rhyme.
- Conclude this activity by having children tell their partners how they like to eat chicken soup with rice.



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



## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 5s to 25” video. Invite children to count by 5s to 25 with Curiosity.

### Active Instruction

- Have Curiosity join the group excited to tell children the good news about a dental visit.

Curiosity (in an excited voice): **I went to the dentist today. She counted my teeth and checked to make sure that they are healthy. Do you know how many teeth I have?**

Teacher: **No, how many teeth do you have?**

Curiosity: **I have eight healthy teeth!**

- Display the eight teeth as you count them.

Teacher: **That’s great, Curiosity. We’ve been learning about the number 8. Let’s see if we can help you count eight teeth.**



- Reinforce number sense for 8 by showing the “Apple Tree 8” and “King of 8” videos.

### Partner Practice

- Distribute a bag of sixteen items to each partnership. Invite children to count the items in their bags in groups of eight.

**We counted Curiosity’s eight teeth together. Now it’s your turn to count eight things with your partner. You can put the items in your bag in groups of eight.**

- Circulate as children count their items, offering help as needed. When they have finished, invite several partnerships to share the number of groups of eight items that they counted.



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. Keeping my body clean helps me stay healthy.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “clean.” Remember that being clean means we wash our hands and faces to keep dirt and germs away. T-P-S: When did we hear the word “clean” today?**



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

### Theme Learning Extension

- Introduce a variation of the Rhyme Time game Stand Up, Sit Down.

**We’re going to play Stand Up, Sit Down a little differently today. I will hold something up for you to see. If it is something you use to stay clean, stand up. If it isn’t something you use to get clean, sit down.**

- Hold up the bar of soap, and help children decide whether they will stand up or sit down.



**Let’s try the first one together. WGR: What is this? Soap. Do you use soap to keep clean? Yes, you use soap to wash yourself, so you will stand up.**

- Continue the game with the other items.

### Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

## Home Link/Departure

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



# Day 3 | Ready, Set

## Learning Focus

The dentist helps to keep me healthy.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: <i>Chicken Soup with Rice</i> by Maurice Sendak</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>CD: <i>Getting to Know Myself</i> by Hap Palmer</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Dental care items such as a toothbrush, toothpaste, dental floss, etc.</li> <li>CC Activity Cards: Dental Tools set</li> <li>CC Activity Card: Wonderful Word picture card for "dentist"</li> <li>CC Activity Card: Letter card for "Xx"</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Ellis Goes to the Doctor</i> by Siri Reuterstrand</li> <li>Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Picnic basket</li> <li>Plastic spoons, nine</li> <li>Picnic Table sheet (appendix), one per partnership</li> <li>Baggies with nine items, one baggie per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>CD: <i>Learning Basic Skills Through Music: Health and Safety</i> by Hap Palmer</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: goose</li> </ul>



## Day 3


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR book *Chicken Soup with Rice*, and encourage children to read with a friend. Suggest that they use the illustrations to help them remember the repetitive part of the text at the end of each month's poem.

#### Letter Lab: Playdough "X"

- Same as day 2

#### Math Lab: Egg Match

- Same as day 1

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

- Same as day 1

#### Writing Lab: My Favorite Food

- Same as day 1

#### Art Lab: Still Life

- Same as day 1

Science Lab: Examining Teeth

- 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 movement song in last night's show, Grover and Betty Lou sang about staying healthy and strong. They danced, bent down, twisted around, and touched their toes.**

**T-P-S: Do you remember what Betty Lou and Grover's song was about?**  
*The song was about exercise.*



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

#### Classroom Jobs

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

#### Calendar

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

## Weather

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

## Cool Kid

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



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



## Move It!

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

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

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



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



## Clues & Questions

### Theme-related word(s):

cavities  
dentist\*  
floss  
teeth  
toothbrush  
toothpaste

### Basic word(s):

brush (verb)

### Curiosity's Clues

- Have Curiosity join the group with a toothbrush and toothpaste in her bag.

**Teacher: Good morning, Curiosity. We've been learning about staying healthy. Did you bring something else about staying healthy for us today?**

**Curiosity: Yes, I did. I'll give you some clues about what I have in my bag today.**

- **The dentist tells us to use these.**
- **We always see these two things together.**
- **We use them to keep our teeth clean.**
- **We use them every day.**

**T-P-S: What are they?** Show children the toothbrush and toothpaste that Curiosity has in her bag. **T-P-S: Why do you think Curiosity brought a**



**toothbrush and toothpaste with her today? She wants us to learn about keeping our teeth healthy.**

### Learning with Curiosity

- Hold up each card depicting an item associated with a dental visit, and help children name the item. Distribute a card to each partnership. If there are not enough cards for each partnership, quickly place children in groups by combining partnerships.

**Each of you has a picture of something that a dentist uses when you go for a check-up to make sure your teeth are healthy. Tell your partner what you have and how the dentist uses it. If you've never seen the item on your card, tell your partner what you think it might be used for.**



- Use the sharing sticks to select children to tell about their item. Award paw points for reasonable answers.
- Encourage discussion about dental-visit experiences. There may be children who haven't been to the dentist and have no frame of reference for this activity. Make sure that they have time to ask any questions they may have.
- Play the "Caveman Invention: Toothbrush" video.



### Wonderful Word



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

**Our Wonderful Word today is "dentist." A dentist is a special doctor who takes care of teeth. A dentist can be a man or a woman.**

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

### Daily Message

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

**The dentist keeps my teeth healthy.**

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

### Letter Links

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

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

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



- Reinforce the sound and shape of the letter “x” by showing the “Baby Talk: The Letter X” video.



TRANSITION

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

## Getting Along Together

### Active Instruction

- Review memory skills.

**We talked about remembering last time.** Give the Remember Signal. **We play games like Hot Potato Memory to practice our memory skills. It takes lots of practice to build our brain muscles!**



**T-P-S: What can you do to help you remember something?**

**One way to remember something is to repeat it three times. You can say it three times aloud by whispering, or you can say it quietly in your head. When I leave the classroom every day, I repeat in my head, “Get your keys, get your keys, get your keys.” That way I remember my keys and don’t get all the way out to my car and realize that I left my keys in the classroom.**

### Partner Practice

- Have children practice remembering by playing the brain game, Copy Me.

**We are going to play the brain game, Copy Me. It will help us practice our memory skills. Do you remember how to play? I will do two actions (or more), and then you will copy me by repeating what I did.**

- Do two actions or poses (add more each round if it seems too easy), and then stand still as children repeat them. Some actions could include raising your arms in the air, clapping your hands, touching your toes, standing on one foot, shaking your head, or sitting on the floor.

**You did a great job remembering! We will continue to practice by playing brain games all year.**



- Award paw points when children use memory skills to follow directions throughout the day.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

### Small-Group Instruction

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

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):

examine  
medicine

#### **Ellis Goes to the Doctor**

*Author: Siri Reuterstrand*

*Illustrator: Jenny Wik*

Ellis is sick with a fever and has a cough that keeps everyone awake at night. After several days of this, his parents decide it's time to take him to the doctor. Ellis braves the examination and returns home with medicine to relieve his symptoms. Ellis takes the medicine, and his family is able to sleep. Ellis will be feeling well soon.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Ellis Goes to the Doctor*. That's the name of the story. The author is Siri Reuterstrand. She wrote the words for the story. The illustrator is Jenny Wik. 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.

**Let's look at the cover of this book to see if we can get some ideas about the story. T-P-S: What do you see in this picture? The boy looks like he doesn't feel well. I see something that makes me wonder if he has a fever. T-P-S: What does the boy have in his mouth?**

**When we are sick, we can use a thermometer to take our temperature to see if we have a fever. Sometimes a mother will put her hand on her child's head to see if he or she feels warm or has a fever.**

**The name of the story is *Ellis Goes to the Doctor*. I bet this boy is Ellis. T-P-S: What ideas do you have about what will happen in this story?**

### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 7: **Dad says it's time to take Ellis to the doctor. T-P-S: What do you think will happen next?**

- Page 13: T-P-S: **How do you think Ellis feels when the nurse tells him she’s going to prick his finger? How can you tell?**
- Page 18: T-P-S: **Have you ever had a doctor listen to your chest and back? Why does the doctor do this?**
- Page 21: T-P-S: **Why do you think Ellis swallows the medicine even though it doesn’t taste good?**

After Reading

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

T-P-S: **Do you think it was a good idea for Dad to take Ellis to the doctor? Why (or why not)?**

**When Ellis goes to the doctor’s office, the nurse and doctor examine him. What do you think the word “examine” means?**

**When you examine something, you look at it closely. The nurse and doctor need to look closely at Ellis to figure out why he is sick.**

**After the doctor examines Ellis and the boy goes home, he takes some medicine. What is “medicine”?**

**Medicine is something a doctor gives you to make you better when you are sick. T-P-S: Have you ever had to take medicine when you felt sick? Tell your partner about how it helped you get better.**

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



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

## Math Moments

Math word(s):

nine

Basic word(s):

picnic



### Count with Curiosity

- Play the “Count with Curiosity: 5s to 25” video. Invite children to count by 5s to 25 with Curiosity.

### Active Instruction

- Have Curiosity join the group carrying a picnic basket.



**Teacher: Curiosity, why do you have a picnic basket with you?**

**Curiosity: I’m meeting some friends for a picnic tomorrow. Each of us is bringing something that we will need. I’m in charge of the spoons. There will be nine people at the picnic.**

**WGR: How many spoons do you think I have in my basket? *Nine.***

Curiosity: **I have nine spoons because there will be nine people at the picnic. Let's count them together.**

- Have Curiosity take one spoon at a time from the basket and place them where everyone can see as you and the children count them.
- Reinforce number sense for 9 by showing the “Worms in Space: 9” video.



### Partner Practice

- Distribute a picnic table mat and a bag of objects to represent grapes to each partnership. Invite children to count out nine grapes for the picnickers.

**Curiosity wants everyone at the picnic to have nine grapes. Let's pretend that the items in our bags are grapes. We can count out nine grapes for each of the picnickers. As you count the grapes, put them on your picnic table mat.**



- Circulate among children, confirming that they have nine objects on their picnic table mats. Award paw points for successful counting.



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. It is important to keep our teeth healthy.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “dentist.” Remember that a dentist is a doctor who takes care of our teeth. A dentist can be a man or a woman. T-P-S: When did we hear the word “dentist” today?**



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

## Theme Learning Extension

- Invite children to show how they brush their teeth to keep them healthy as they listen to the song “Brush Away” from the CD *Learning Basic Skills Through Music: Health and Safety* by Hap Palmer.

**It’s important that we brush our teeth every day to keep them healthy. Pretend that you have a toothbrush in your hand, and show me how you brush your teeth.**

**I have a song about brushing your teeth. Let’s pretend that we’re brushing our teeth while we listen to the song.**

## 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

I can keep my body healthy by eating healthy foods.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>• Writing Lab: Paper plates, one per child</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>• Calendar cutout for today's date</li> </ul>
Move It!	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
Clues & Questions	<ul style="list-style-type: none"> <li>• A carrot or other vegetable</li> <li>• SFAF concepts-of-print book <i>Achoo!</i> by Irene Baranyk</li> <li>• CC Activity Card: Wonderful Word picture card for "healthy"</li> <li>• CC Activity Card: Letter card for "Xx"</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
Plan & Play	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Trade book: <i>Ellis Goes to the Doctor</i> by Siri Reuterstrand</li> </ul>
Math Moments	<ul style="list-style-type: none"> <li>• Picnic basket (from day 3)</li> <li>• Paper plates, nine</li> <li>• Napkins, nine to eleven per partnership</li> </ul>
Question/Reflection	<ul style="list-style-type: none"> <li>• Paper plate, one per child</li> <li>• Healthy foods pictures (appendix)</li> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal stamp: lamb</li> </ul>



# Day 4

## Greetings, Readings, & Writings

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 3

#### Letter Lab: Playdough "X"

- Same as day 2

#### Math Lab: Egg Match

- Same as day 1

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

- Same as day 1

#### Writing Lab: My Favorite Food

- Same as day 1

#### Art Lab: Still Life

- Same as day 1

Science Lab: Examining Teeth

- 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 talked about brushing teeth.**

**T-P-S: What is the name of the doctor that you go to get your teeth checked? *The tooth doctor is a dentist.***



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

Classroom Jobs

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

Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

- Introduce today’s Move It! activity.

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



- Encourage children to move their bodies as you play the “Get on Up and Move Your Body” video.



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

## Clues & Questions

Theme-related word(s):

healthy\*

Basic word(s):

beans

carrots

corn



### Curiosity’s Clues

- Have Curiosity join the group with a carrot in her bag.

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

Curiosity: **Yes. I’ll give you some clues so you can guess what I have.**

– **I have something to eat.**

– **It is a healthy food.**

– **It rhymes with “parrot.”**

WGR: **What do I have?** *A carrot.*

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

**Curiosity: The carrot is a delicious vegetable that is good for you to eat.**

T-P-S: **What do you think we will learn about today?**



## Learning with Curiosity

- Tell children that Curiosity brought a carrot today because we will learn about how nutritious food is good for us and keeps us healthy. Invite children to name other vegetables that are nutritious.

**Vegetables are healthy foods that help us grow and stay well.**

**T-P-S: The carrot is a vegetable. What other vegetables are good for us to eat?**

- Introduce the concepts-of-print book *Achoo!* As you read the title, emphasize the word “achoo.”

**Eating healthy food can help us to not get sick or catch colds. When we get sick, we might sneeze a lot. When we sneeze, we say, “Achoo!” The title of this story is *Achoo!* T-P-S: What did you notice about the way I said the title of the story?**

**I read the title with an excited voice because there is a special mark after the word “achoo.” This is an exclamation mark, and it tells the reader to read the words in front of it with excitement.**

- As you read the story, pause on each page for children to jump right in with the word “achoo.” Encourage them to use an excited voice as they say, “Achoo!”



- Introduce and play the “Bert’s Fruit Rap” video.

**Vegetables are healthy foods that can help to keep us from getting sick. Another kind of healthy food is fruit. Let’s watch our friend Bert sing about fruit in this video.**

## Wonderful Word



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

**Our Wonderful Word today is “healthy.” When someone is healthy, he or she is growing strong and is not sick because that person eats good food and exercises.**



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

**Eating fruits and vegetables helps me stay healthy.**

- Count the words in the Daily Message.

### Letter Links

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

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

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



- Reinforce the sound and shape of the letter “x” by showing “The Letter X” video.



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

## Rhyme Time

### Say the Rhyme



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

### Develop Phonological Awareness—Word Manipulation

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

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

- Ask children to listen carefully while Curiosity recites the first verse of “My Body.” Have Curiosity repeat the rhyme as if she is reciting it correctly, switching the initial sound of the word “fingers” for the initial sound of the word “toes” so the line reads, “Here are my tingers, and here are my foes.”

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

**Here are my eyes; here is my nose.**

**Here are my tingers, and here are my foes.**

**Here are my eyes, open wide.**

**Here is my mouth with teeth inside.**

*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 Curiosity 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.
  - Here is my touth (rhyme with "mouth"), with meeth inside.
  - Here is my spongue (rhyme with "tongue"), to help me teak.
  - Chere is my hin, and chere is my heek.
  - Here are my hands that melp (rhyme with "help") he to play.
- If children successfully identify 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.



- Award paw points if children successfully identified the switched word parts.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

- Encourage children to imagine something that might happen in their scenario today as they create their play plans.

## 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

### Small-Group Instruction

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



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):

examine  
medicine

### Ellis Goes to the Doctor

*Author: Siri Reuterstrand*

*Illustrator: Jenny Wik*

## Review

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

**Yesterday we read this book about what happens when Ellis gets sick. Let's say the title of the book together, *Ellis Goes to the Doctor*. The author of this book is Siri Reuterstrand, and the illustrator is Jenny Wik.**

- Review the STaR vocabulary.



**When Ellis gets sick, his father takes him to the doctor so she can examine him to find out why he is sick. T-P-S: Have you ever had a doctor examine you? Why did you go to the doctor?**

**The doctor gives Ellis medicine. Remember that we never take medicine without an adult. T-P-S: Why does Ellis take the medicine even though it doesn't taste very good?**

## Story Retell

- Hold up the book *Ellis Goes to the Doctor*, and tell children that they will help you read the story today by telling what happens in the pictures.

**Today we're going to read the story together. I will read part of the story and then show the next page, and you will tell your partner what's happening in the illustration.**

- Begin reading the story, and stop after a few pages. Allow children to look at the illustration and tell their partners what's happening in the picture. Continue in this manner, reading several pages and then having children tell what they see in the next illustration.

You may want to use the following suggestions for stopping points.

<u>Read:</u>	<u>Children describe:</u>
Pages 1–6	Page 7
Pages 8–11	Page 12
Pages 13–16	Page 17
Pages 18–20	Page 21



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

## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 5s to 25” video. Invite children to count by 5s to 25 with Curiosity.

### Active Instruction

- Have Curiosity join the group with the picnic basket from day 3.

Teacher: **Hi, Curiosity. Are you ready for your picnic today?**

Curiosity: **Almost. I need some more things for our picnic. I need to bring paper plates and napkins. There will be nine people at the picnic, so I have to count out nine paper plates. Will you help me?**

Teacher: **Of course we will help you.**

- Take the paper plates from the basket one at a time as you count them with the class.

## Partner Practice

- Distribute between nine and eleven napkins to each partnership.

**Curiosity needs nine paper napkins for her picnic. You and your partner can help her by counting out nine napkins from the stack that I gave you.**

- Circulate among children, confirming that they have nine napkins for Curiosity. For children who have more than nine napkins, make sure that they stop counting at nine. Award paw points for good counting. Collect the extra napkins.
- Reinforce number sense for 9 by showing the “Rubber Stamp 9” 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. We learned that there are vegetables, such as corn, green beans, and carrots, that are good for us to eat and that help to keep us healthy.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “healthy.” Remember that someone who is healthy eats well, rests, and exercises so he or she doesn’t get sick. T-P-S: When did we hear the word “healthy” today?**



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

### Theme Learning Extension

- Distribute a paper plate to each child. Distribute one food item from the Healthy Foods page (appendix) to each child, and have him or her place it on his or her plate. Invite children to tell their partners about the healthy food on their plates.

**Each of you has a food on your plate. Think about the food you have, and tell your partner what it is and why it’s good for you to eat this food. You might say something such as, “This is milk. It makes my bones strong.”**

- Circulate as children talk with their partners, clarifying any misidentification of their food and encouraging them to tell their partners something about the food.

You may want to provide a sentence stem such as “I have (name of food) on my plate. (Name of food) is a healthy food for me to eat.”



- Award paw points when children answer in complete sentences.

### Cool Kid Recognition

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

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

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

### Paw Points



- Remind children about why they have earned paw points.

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

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



### Home Link/Departure

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

I can keep my body healthy by eating healthy foods.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: <i>Ellis Goes to the Doctor</i> by Siri Reuterstrand</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>Balloon, inflated</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Plastic protein foods including chicken, burger, and fish</li> <li>Healthy Foods pictures from Question/Reflection, day 4 (appendix)</li> <li>Paper plates, one per partnership</li> <li>CC Activity Card: Wonderful Word picture card for "vegetable"</li> <li>CC Activity Card: Letter card for "Xx"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li><i>The Going to Bed Book</i> by Susan Boynton and/or <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli or other storybook for free choice</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Paper cups, nine</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Cool Kid certificate and marker</li> </ul>



## Day 5


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR book *Ellis Goes to the Doctor* to the lab. Invite children to use the illustrations to read the story as they did in the retell on day 4.

#### Letter Lab: Playdough "X"

- Same as day 2

#### Math Lab: Egg Match

- Same as day 1

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

- Same as day 1

#### Writing Lab: My Favorite Food

- Same as day 1

#### Art Lab: Still Life

- Same as day 1

### Science Lab: Examining Teeth

- Same as day 1

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities



#### Welcome

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

#### Attendance

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

#### Partners

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

#### Home Link Debrief



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

**In last night's show, Bert sang a rap about fruit. T-P-S: Can you remember one of the fruits from Bert's rap? Bert rapped about bananas, oranges, grapes, and apples.**



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

#### Classroom Jobs

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

#### Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

- Invite children to spread out through the classroom. Provide an inflated balloon for children to use for 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):

bread  
fruit  
meat  
vegetable\*



### Curiosity's Clues

- Have Curiosity join the group with the protein foods in her bag.

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

Curiosity: **I have a delicious meal in my bag. Let's see if you can guess what I have. I have something that people like to eat that rhymes with “licken.”**

WGR: **What food does Curiosity have that rhymes with “licken”?** *Chicken.*

Teacher: **What else do you have for your meal?**

Curiosity: **I have something I love to eat that rhymes with “dish.”**

WGR: **What do you think Curiosity has?** *Fish.*

Teacher: **Is there something else in your bag for your meal?**

Curiosity: **Yes. I have something to eat that you put on a bun. Sometimes people eat it at a cookout.**

WGR: **What does she have? A burger.**

Teacher: **Curiosity, all these are good foods, but you can't eat just meat.**

Curiosity: **I can't? Will you tell me about some other foods that I need to eat? That's what we will learn about today: different kinds of foods that are good for us!**

## Learning with Curiosity

- Invite children to help Curiosity create a balanced meal.

**Everyone should eat different kinds of foods each day. Let's make a meal with different kinds of foods right now to show Curiosity some ideas for meals she can eat.**

- Distribute a paper plate to small groups of 3–4 children. Sort the healthy food pictures by food group (protein, fruit, vegetables, and grains) where children can access them easily.
- Name each food group, and invite children to choose one item from each to create a balanced meal. Have members of the group describe their meal to each other.
- Use the sharing sticks to select children to describe the foods in their meal.
- Have Curiosity thank children for helping her learn about eating a balanced meal.



Curiosity: **Thank you for helping me find out that I shouldn't eat just one kind of food at each meal. Now I know that I should have some meat; some bread, pasta, or rice; some fruit; and some vegetables.**

- Play “The Food Song” video.



## Wonderful Word

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

**Our Wonderful Word today is “vegetable.” A vegetable is a plant that is used for food. Broccoli, carrots, corn, and peas are vegetables. Vegetables are an important part of a healthy meal.**



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



## Daily Message

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

**There are different kinds of foods I can eat to stay healthy.**

- 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. Count them with me!**

#### Letter Links

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

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

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



- Reinforce the sound and shape of the letter “x” by showing “The Letter X Song” video.



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

## Rhyme Time

### Say the Rhyme



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

### Develop Phonological Awareness—Word Manipulation

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

**Today we are going to play the Nonsense game with Curiosity again. Curiosity will say a line from our poem, and you will tell her whether she said it correctly. If it's correct, say, “That's right!” If not, say, “That's nonsense!” Are you ready, Curiosity?**

- Invite children to listen carefully while Curiosity recites the second verse of “My Body.” Have Curiosity repeat the rhyme as if she is reciting it correctly, switching the initial sound of the word “feet” for the initial sound of the word “run” so the line reads, “Here are my reet that fun all day.”

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

**Here is my tongue to help me speak.  
Here is my chin, and here is my cheek.  
Here are my hands that help me to play,  
And here are my reet that fun all day.**

*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 Curiosity 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.
  - Here is my tongue to spelp me heak (rhyme with "speak").
  - Here is chy (rhyme with "my") min, and here is my cheek.
  - Here are my eyes; here is ny (rhyme with "my") mose (rhyme with "nose").
- If children successfully identify the nonsense words, recite the rhyme again, making additional switches. Invite children to think of word parts to switch in the rhyme if they are able.
- Award paw points if children successfully identified the switched word parts.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

## Plan

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

## 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

### Small-Group Instruction

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



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.”



## Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *The Going to Bed Book* by Susan Boynton, and/or *Biscuit Visits the Doctor* by Alyssa Satin Capucilli.
- 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: 5s to 25” video. Invite children to count by 5s to 25 with Curiosity.

### Problem Solving

- Introduce today’s problem.

**Today we will help Curiosity solve a problem. She is going on a picnic with her friends. All together there will be nine friends. She has spoons, plates, and napkins for everyone. She still needs cups. There is a big stack of paper cups on the shelf.**



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

**T-P-S: How will Curiosity know if there are enough cups?**



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

**Curiosity will have to count the cups to be sure there are enough for all nine people at the picnic.**

- Bring out the stack of cups, and invite children to count them with you.

**Let’s count these cups to make sure that Curiosity has enough for everyone at the picnic.**



- Reinforce number sense for 9 by showing the “Song: Cloud 9 with Count” 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. We learned that it’s important to eat different foods each day.**

## Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “vegetable.” Remember that vegetables are plants that we eat to stay healthy. T-P-S: When did we hear the word “vegetable” today?**



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

## Theme Learning Extension

- Invite children to play the Opposites Game with you.
- Explain how to play, and model the game for the children.

**To play the Opposites Game, I will say a word and use it in a sentence. The word is “clean.” I keep my hands clean by washing them with soap and water.**

**Next, you will work with your partner to think about what the opposite of “clean” might be.**

**T-P-S: What is a word that means NOT clean? What is the opposite of “clean”? “Dirty” is the opposite of “clean.”**



- Use sharing sticks to select children to share responses. Award paw points if children are able to successfully provide an opposite.
- Continue with other words.
  - **The word is “heavy.” My father’s work boots are very heavy.**  
T-P-S: **What is the opposite of “heavy”? “Light” is the opposite of “heavy.”**
  - **The word is “small.” We bought some small bananas from the store.**  
T-P-S: **What is the opposite of “small”? “Big” or “large” is the opposite of “small.”**
  - **The word is “dark.” It gets very dark at night.** T-P-S: **What is the opposite of “dark”? “Light” or “bright” is the opposite of “dark.”**

## Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

## Home Link/Departure

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

I can stay healthy by following safety rules.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: Books that show examples of children following safety rules</li> <li>• Letter Lab: Playdough, letter card for “Xx”</li> <li>• Math Lab: Egg Match 7–9 (appendix)</li> <li>• Art Lab: Large chart or craft paper, markers, tempera paint, brushes</li> <li>• Science Lab: CC Activity Cards: Safe and Unsafe picture cards set, two or three sets</li> <li>• Puzzles &amp; Games Lab: Games and puzzles related to hygiene, body health, healthy foods, and safety</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• CC Activity Card: Wonderful Word picture card for “rule”</li> <li>• CC Activity Card: Letter card for “Rr”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• CC Activity Cards: shoe, book, nail, bucket, bell, crown</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Officer Buckle and Gloria</i> by Peggy Rathmann</li> <li>• Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Items that represent three-dimensional shapes (sphere, cube, cone), e.g., ball, block, party hat</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Cool Kid certificate and marker</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal stamp: goat</li> </ul>



## Day 6


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Encourage children to explore the books related to safety and following safety rules.

#### Letter Lab: Letter Match

- Invite children to match the letters from the letter-blending cards to the corresponding plastic or magnetic letters. Demonstrate placing two of the same letter side-by-side as needed.

#### Math Lab: Egg Match

- Point out the addition of the egg halves for 7, 8, and 9, and encourage children to match those along with the egg halves they have been using for numerals 1–6.

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

- Same as day 1

#### Writing Lab: Let's Be Safe

- Encourage children to write about safety rules.

### Art Lab: My Shape

- Invite individual children to lie down on a large piece of paper, and trace one another's outlines. Provide assistance as needed. Explain that they may color their outline bodies with markers or paint.

### Science Lab: Safe or Unsafe?

- Point out the pictures of safe and unsafe objects. Invite children to sort the pictures into groups.

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities



#### Welcome

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

#### Attendance

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

#### Partners

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

#### Home Link Debrief



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

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



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 **Move It!**

- Invite children to dance with you.

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



- Encourage children to move their bodies as you play “The Gooney Bird Song” video.



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

 **Clues & Questions**

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

**Basic word(s):**  
follow  
obey  
safety

**Curiosity’s Clues**

- Bring Curiosity to the group with chart paper and a marker.

**Curiosity wants to give us some clues about what we will learn today. Let’s listen to the clues and see if we can guess what we will talk about.**

Curiosity: **Hi, friends!**

- **These are some things my parents taught me.**
- **You need to follow these to stay safe.**
- **They rhyme with “schools.”**



WGR: **What do you think they are?** *Rules.*

### Learning with Curiosity



- Explain that today we will learn about safety rules. Invite children to share rules they know. Record their responses on chart paper. Help children create a short, manageable list of rules.

T-P-S: **What rules do you know that help you stay safe?**



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



- Play the “Slimey Crosses the Street” video.

### Wonderful Word

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

**Our Wonderful Word today is “rule.” A rule is something we follow to be safe.**



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

### Daily Message

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

**There are rules to help us stay safe.**

- Hold up the Wonderful Word card for “rule.” Ask children to look at the word card and compare it with the word “rules” in the Daily Message.



WGR: **What do you notice that is different about the two words?**

### Letter Links

- Have Curiosity provide clues about the letter “r.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.

- Display the letter cards for “Rr,” “Dd,” and “Xx.”

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

- **My uppercase and lowercase shapes look very different.**
- **My shapes have straight and curved lines.**
- **My uppercase letter shape has a big bump on top.**

**WGR: What letter am I? “R.” “R” is our letter of the week!**

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

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

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



- Reinforce the sound and shape of the letter “r” by showing the “Diner Letter R Song” video.



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

## Rhyme Time

### Say the Rhyme

- Introduce the new rhyme.

**Today we will begin to learn a new rhyme about safety. It’s called “Jack and Jill.” Listen to the rhyming words as we learn our new rhyme.**



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



**Jack and Jill**

**Jack and Jill went up the hill,** (Move arms as if marching.)  
**To fetch a pail of water.**

**Jack fell down and broke his crown,** (Bend head to the side, and hold crown.)

**And Jill came tumbling after.** (Move fists one in front of the other in a rolling fashion.)

**Develop Phonological Awareness—Rhyme Recognition**

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

**Which word rhymes with “Jill”? “Hill.” Jill, hill. They both have /ill/ at the end.**

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



shoe



book



nail



**WGR: Which word rhymes with “pail”: “shoe,” “book,” or “nail”? “Nail.”**

- Use My Turn, Your Turn to have children say “nail” and “pail.” Encourage them to think about how their mouths feel the same as they say the end of each word.
- Repeat the process with the second set of picture cards. Have children identify which picture rhymes with the word “down.”



pail



bell



crown



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.

**Medical Center:** Show the medical center from last week's Plan & Play. **You may continue your work in the medical center. Maybe you can pretend that you need to go to the doctor for a check-up or that you got sick and need to get some medicine.**

**Dental Office:** Show the dental office in the medical center from last week. **You may want to work in the dental office to help people who come to find out if their teeth are healthy. You may want to see the dentist because your mouth hurts.**

**Let's Play House:** Show the housekeeping area. **When people prepare food for themselves and their families, they need to be careful in the kitchen. There are things in the kitchen that can be dangerous if you don't know the safety rules for them. While you pretend to make good food for your family, you can show how to be careful in the kitchen.**

**Safety Inspector:** Indicate the entire classroom. **Some people have jobs as safety inspectors. That means they go places and make sure that buildings, playgrounds, parks, and stores are safe places for people. You can pretend that it is your job to make sure our classroom and other places are safe.**

### 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.
- Encourage children to imagine something that might happen in their scenario today as they create their play plans.

## 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

### EXAMPLES:

Let's Play House: Pretend to be a family member entering the kitchen. **Hi, Dad. I can't wait to eat the lasagna that's in the oven. Are you going to use an oven mitt to take it out so you don't burn your hands?**

Safety Inspector: Pretend that you are a building owner, and approach an inspector. **Good morning, inspector. I see you are checking the** (name of safety issue in child's plan). **Let me show you around the building so you can make sure everything is safe.**



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):

lonely  
obey

### Officer Buckle and Gloria

*Author and illustrator: Peggy Rathmann*

Officer Buckle knows all about safety, but none of the school children listen when he shares his tips with them. One day, Officer Buckle gets a dog named Gloria as his partner, and things suddenly change. The children sit up, listen enthusiastically, and pay attention to his safety rules. Everyone wants Officer Buckle and Gloria to visit their school.

Officer Buckle's feelings are hurt when he realizes that the children aren't interested in safety rules as much as they want to see Gloria perform. When he decides to stop giving safety speeches, Gloria isn't very successful at presenting safety tips by herself. Finally, both Officer Buckle and Gloria realize that working together is much better than being apart.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Officer Buckle and Gloria*. That's the name of the story. The author and illustrator is Peggy Rathmann. She wrote the words and drew the pictures for this story.**

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



**Look at the front cover of this book. T-P-S: What is happening in this picture?**

**Let's see if the title gives a clue about what the story will be about. The title is *Officer Buckle and Gloria*. T-P-S: Which character on the cover do you think is Officer Buckle? If Officer Buckle is the man in the police uniform, who do you think the dog jumping in the air is?**

**The title tells us that this story is about Officer Buckle and Gloria. T-P-S: What do you think we will find out about them?**

- Take a Picture Walk through the story, stopping occasionally so children can take a close look at a few pages.

**When we read the story, we will find out if your ideas are in here.**

### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 7: T-P-S: **What makes the children pay attention to Officer Buckle?**
  - Page 13: **Officer Buckle likes the pictures of Gloria on the thank-you notes. T-P-S: What do the children know about Gloria that Officer Buckle doesn't know?**
  - Page 18: **Television news teams videotape things to put them on TV. T-P-S: What might happen when Officer Buckle sees his safety speech on TV?**
  - Page 27: T-P-S: **Why does Napville School have its biggest accident ever?**
  - Page 29: T-P-S: **What is Officer Buckle's best safety tip?**

### After Reading

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

Review the safety tips on pages 1, 6, 8, 20, and 30. T-P-S: **Which safety tip do you like best? Why?**

**Officer Buckle gives Gloria a command to sit, and she obeys him. T-P-S: What does the word "obeys" mean?**

**When you follow a direction that someone gives, you obey that person.**

**When Gloria goes to Napville School by herself to give safety tips, she is lonely.**

**When someone is lonely, he or she feels sad because he or she is by himself or herself. T-P-S: Why is Gloria lonely?**

- 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):

cone  
cube  
sphere



### Count with Curiosity

- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

### Active Instruction

- Present a sphere, a cube, and a cone to the class.

**Today we will review shapes that are not flat.** Show the sphere-shaped item to children.



**T-P-S: Do you remember what this shape is called?** *Possible answers may include ball or circle. The shape of this ball is a sphere.*

**Here is another shape that we have talked about.** Show the cube shape to children.

**T-P-S: What is this shape called?** *Possible answers may include block or square. The shape of this block is called a cube.*

**Here is another shape that we have talked about.** Show the cone shape to children.

**T-P-S: What is this shape called?** *Possible answers may include the name of the item. This is a special shape called a cone.*

### Partner Practice

- Present one shape at a time, and have children talk with their partners about their observations about the shapes.

**T-P-S: What do you notice about this ball (or other object) that has a sphere shape?**

**T-P-S: What do you notice about this block (or other object) that has a cube shape?**

**T-P-S: What do you notice about this party hat (or other object) that has a cone shape?**



- Use the sharing sticks to select children to share their responses. Award paw points for thoughtful responses.
- Reinforce the concept of describing and classifying three-dimensional shapes by showing the “Cecille the Ball: I Wanna Be Me” video.

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

#### Brain Game: Silly Sounds

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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned that there are rules to help us stay safe.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “rule.” Remember that a rule is something we follow to stay safe. T-P-S: When did we hear the word “rule” today?**



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

### Theme Learning Extension

- Present the chart of safety-rule responses from the Clues & Questions component. Read each rule, and invite children to share how they followed this rule and/or how this rule kept them safe.
- Invite children to think about any rules that may need to be added to the list based on their experiences today.

**T-P-S: Did something happen today that wasn’t safe? Do you think we need a rule about (name unsafe experience) on our list?**



- 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 the children typically give.

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



## Home Link/Departure

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

I can keep my body healthy by following bike-safety rules.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Letter Lab: Letter “R” Pattern (appendix), one per child; rice, glue sticks</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>CD: <i>Getting to Know Myself</i> by Hap Palmer</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Bicycle helmet</li> <li>Chart paper and markers</li> <li>CC Activity Card: Wonderful Word picture card for “bicycle”</li> <li>CC Activity Card: Letter card for “Rr”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>Active Listening poster (from unit 1)</li> <li>Colored tape to make a line on the floor</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Officer Buckle and Gloria</i> by Peggy Rathmann</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>3-D shapes (appendix), one set per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: pig</li> </ul>



## Day 7


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 6

#### Letter Lab: Rice "R"s

- Invite children to glue rice onto the letter "R" shape. Provide assistance as needed.

#### Math Lab: Egg Match

- Same as day 6

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

- Same as day 1

#### Writing Lab: Let's Be Safe

- Same as day 6

#### Art Lab: My Shape

- Same as day 6

Science Lab: Safe or Unsafe?

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities



#### Welcome

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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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

**In the first part of last night's show Grover, Oscar and Slimey showed how to safely cross the street. T-P-S: What are the rules for safely crossing the street?** *You should take the hand of a grown-up, cross at the crosswalk, wait until all the traffic has stopped, look for the "walk" sign, and stay on the sidewalk until it is safe to cross.*



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

#### Classroom Jobs

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

#### Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

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

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

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



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

## Clues & Questions

### Theme-related word(s):

bicycle\*  
exercise  
helmet

### Curiosity’s Clues

- Bring Curiosity to the group with a bicycle helmet.

Teacher: **Let’s see what Curiosity has for us today.**

Curiosity: **Hello, friends!**

- **This is something you wear on your head.**
- **It keeps you safe.**
- **You wear it when you ride your bike.**

WGR: **What did Curiosity bring for us today? A bicycle helmet. Yes, today we will talk about staying safe on our bicycles.**



## Learning with Curiosity



tps

- Explain that today we will learn about safety rules to follow when we ride bikes.
- Use Think-Pair-Share to have children discuss what they know about staying safe on a bike.

**T-P-S: What do you know about staying safe on a bike?**

- Use the sharing sticks to select children to share responses. Record children's responses on chart paper. Award paw points for thoughtful responses.
- Introduce and play the "Humpty Dumpty Safety Helmet" video.

**Helmets can keep us safe when we ride our bicycles. Let's watch this video to find out another way that helmets can keep us safe.**

## Wonderful Word



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

**Our Wonderful Word today is "bicycle." A bicycle is something that has two wheels and pedals that you push to make it go.**



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

## Daily Message

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

**There are rules for being safe on a bike.**

- Point out the word "bike" in the Daily Message. Show the Wonderful Word card for "bicycle." Tell children that "bike" and "bicycle" look different, but they are both words for the same thing.

## Letter Links

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

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

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



- Reinforce the sound and shape of the letter “r” by showing the “Fun Factory’s Letter R” video.



Have children stand and recite “Jack and Jill” as a transition to Getting Along Together.

## Getting Along Together

GAT word(s):  
attention  
focus

### Active Instruction

- Review focus skills and the Focus Signal.

**Last week we practiced our memory skills. It is one of the skills that we practice by playing brain games. Do you remember the other skills that we practice by playing brain games?** *Stop and think skills and focus skills.* **This week we are going to practice our focus skills. We first learned about focus earlier in the year.** Give the Focus Signal. (Hold your hands around your eyes like binoculars.)



**T-P-S: What do you need to do to focus?** *You need to pay attention, look carefully with your eyes, and listen closely with your ears.*

**We have to use our focus skills many times during the day. We focus when we listen to the teacher and to one another, and we focus when we are doing an activity or learning something new.**

- Review how to focus when playing brain games.

**This week we are playing Silly Sounds to help us build our focus skills. Tell your partner what you do to focus on the sounds when we play the game.** Invite a few children to share responses. **We also play I Spy to practice our focus skills.**

**T-P-S: What do you do to focus when playing I Spy?** *I pay attention and listen closely to the description of what I'm looking for, and then I use my focus binoculars to look carefully around the room for the object.*

**We will keep practicing our focus skills so we get better. It's important to use active listening when you focus.** Show the Active Listening poster to review active-listening skills. Have children show you how they actively listen.

## Partner Practice

- Have children walk slowly along a line to practice focusing. Use colored tape to make a line on the floor in the classroom, or use an area in the school with lines on the floor already.

**We will walk slowly on a line to practice focusing. Walk slowly and try your hardest to keep your feet on the line. Remember to pay attention to each step you take and watch the line with your eyes. Use your binoculars to keep your eyes focused on the line.** Demonstrate walking slowly along the line. Show what happens if you are not paying attention and get distracted as you walk. **If I don't stay focused, I will not be able to stay on the line.**

- Have children walk across the line one at a time. Praise children for using their focus skills and paying attention as they walk.



- Award paw points for children paying close attention and focusing on tasks throughout the day.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

## 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

## Small-Group Instruction

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

### Following Safety Rules

- Gather five or six children at a table.
- Have children share a time when they followed a safety rule and how following that safety rule helped them stay safe.



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):

lonely  
obey

### Officer Buckle and Gloria

*Author and illustrator: Peggy Rathmann*

## Review

- Display the front cover of the book. Review the title and the name of the 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 *Officer Buckle and Gloria*. That's the name of the story. Peggy Rathmann is the author and illustrator of this story. She wrote the words and made the pictures.**



- Review the story vocabulary that you introduced yesterday.

**We heard the word “obey” in the story yesterday. Gloria obeys Officer Buckle when he tells her to sit. T-P-S: Grown-ups, such as parents and**

**teachers, tell you to do things like put away your toys or brush your teeth. What do you do when you obey them?**

**When Gloria goes to the school alone, she feels lonely. T-P-S: What would make you feel lonely?**

## Story Retell

- Hold up the book *Officer Buckle and Gloria*, and tell children that they will help you retell the story by acting out parts of the text.

**Today when I read the story, I will stop so you can act out what’s happening in that part of the story.**

- Stop on the following pages, and have children dramatize the actions indicated:
  - Page 2                      Children not paying attention/sleeping
  - Page 5                      Gloria sitting
  - Page 9                      Officer Buckle watching Gloria
  - Page 11                     Children clapping and cheering
  - Page 15                     Officer Buckle talking on the phone
  - Page 17                     Gloria eating ice cream
  - Page 21                     Audience cheering for Officer Buckle and Gloria
  - Page 25                     Gloria on stage looking lonely
  - Page 29                     Officer Buckle showing how happy he is
- Conclude this activity by having children tell why it’s important to follow safety rules.



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

## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

### Active Instruction

- Bring Curiosity to the group with a set of three-dimensional shape cards.

**Curiosity wants us to go on a shape hunt today. She would like us to find things in our classroom that have these shapes. Let’s say the names of the shapes together.**

- Hold up each shape card, and have children name the shape with you.

## Partner Practice

- Provide each partnership with a three-dimensional shape card. Invite partners to search the room for something that has the shape represented on their card.

**Look at your card, and tell your partner the name of the shape on it. Then take the card with you, and look for something in our class that has the same shape as the one on your card. If the thing you find is too big or can't be moved, stand near it, and you will be able to show us your shape when everyone has found something.**



TRANSITION

- Use the sharing sticks to select partnerships to share. Award paw points for appropriate responses.
- Reinforce the concept of three-dimensional shapes by showing the “3-D Shapes: It’s a Sphere” video.

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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned that there are rules to help us stay safe on our bikes.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “bicycle.” Remember that a bicycle has two wheels and pedals to make it move. T-P-S: When did we hear the word “bicycle” today?**



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

### Theme Learning Extension

- Review the list of bike-safety rules that children generated, and add any new ideas they may have.
- Use Think-Pair-Share to have children tell their partners how these rules help to keep them safe when they ride wheeled toys. Encourage children to use safety-related vocabulary.



**T-P-S: Think about one of the bike-safety rules that we learned about, and tell your partner how following this rule keeps you safe.**

- 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 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

I can stay healthy by not touching some things.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Add the STaR book <i>Officer Buckle and Gloria</i> by Peggy Rathmann</li> <li>Math Lab: 3-D shapes (appendix), five sets</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>CC Activity Cards: Safe and Unsafe picture card set</li> <li>CC Activity Card: Wonderful Word picture card for "germ"</li> <li>CC Activity Cards: Letter card for "Rr"</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>Letter "R" Pattern (appendix), one per child</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No new materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Duck on a Bike</i> by David Shannon</li> <li>Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Objects that are sphere, cube, and cone shaped, one or two objects per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Concepts-of-print book: <i>Achoo!</i> by Irene Baranyk</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: donkey</li> </ul>



## Day 8


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Add the STaR story *Officer Buckle and Gloria* by Peggy Rathmann to the lab.

#### Letter Lab: Rice "R"s

- Same as day 7

#### Math Lab: Shape Hunt

- Point out the addition of the 3-D shape cards from Math Moments on day 7. Have children travel quietly and safely around the classroom, gathering objects that are sphere, cone, or cube shaped.

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

- Same as day 1

#### Writing Lab: Let's Be Safe

- Same as day 6

#### Art Lab: My Shape

- Same as day 6

Science Lab: Safe or Unsafe?

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

**Last night's math section talked about a round shape called a sphere. Oranges and blueberries are spheres. T-P-S: Can you find something in our classroom that is shaped like a sphere? A globe, ball.**



- 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):

burn  
germ\*  
hurt  
touch

### Curiosity's Clues

- Bring Curiosity to the group with the safe and unsafe picture card for "stove."

**Teacher: Curiosity, will you give us some clues about what we will learn today?**

**Curiosity: Sure. Listen carefully to my clues.**

- **This is in my kitchen.**
- **Mom uses it to cook dinner.**
- **It gets very hot.**

**WGR: What is it?** *The stove.* Show the stove picture card to children.

**Why do you think we are talking about stoves today?** *To learn how to be safe around stoves.*



## Learning with Curiosity

- Explain that we will learn about things that are safe and unsafe to touch.

**There are some things that are safe to touch, but there are other things that are not safe to touch. Some things are not safe to touch because they could hurt you, and some things are not safe to touch because they could make you sick.**



**T-P-S: What are some things that you shouldn't touch because they could hurt you or make you sick?** *Matches, fire, a knife, a snake, poison ivy, medicine that's not yours, cleaners are all things that could hurt you or make you sick.*



- Use the sharing sticks to select children to share their responses. Record children's responses, and award paw points for acceptable answers.
- Provide each partnership with a safe and unsafe picture card. Have partners decide whether the object on their card is safe or unsafe to touch and why.
- Use the sharing sticks to select children to share.
- Introduce and play the "Elmo, Abby, and the Tissue" video.



**Some things are not safe to touch because they are poison, or they could burn us. Other things have germs on them. Let's watch this video that reminds us to use a tissue so we won't spread germs.**

## Wonderful Word



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

**Our Wonderful Word today is "germ."** **Germs are like little tiny bugs that can get inside our bodies and make us sick. Germs are so small that we cannot see them.**



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

## Daily Message

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

**There are some things we should not touch.**

- Point out the uppercase "T" at the beginning of the sentence. Remind children that sentences start with an uppercase letter.

## Letter Links

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

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

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



- Reinforce the sound and shape of the letter “r” by showing the “You’ve Got a Letter R” video.



Have children stand and recite “Jack and Jill” as a transition to Getting Along Together.

## Getting Along Together

### Active Instruction

- Review focus skills and the Focus Signal.

**We have been practicing our focus skills and building our brain muscles. We have been playing Silly Sounds and using our listening skills to pay close attention to each sound.** Give the Focus Signal.



**T-P-S: What do you do when you focus?** *I listen and pay close attention, I focus with my eyes and ears, I keep my eyes focused on one thing at a time, etc.*

### Partner Practice

- Have children carefully trace the outline of the letter “r” to practice focusing.

**We will trace the shape of the letter “r” to practice focusing.** Hand out one copy of the letter “R” pattern to each child. Model how to trace the shape of the letter “r.” Have children imitate you by tracing the shape in the air. **Now I want you to use a crayon to carefully and slowly trace the shape of the letter “r” on your paper. Take your time, and focus carefully.** Circulate as children work to offer guidance and support as needed.

- If time allows, play a few rounds of I Spy to practice focus skills.

**Remember to use your focus binoculars and pay close attention throughout the day in school. We will continue to practice and build our brain muscles all year!**



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

See day 7 for small-group activity instructions.



### 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."



STaR word(s):

wild

#### **Duck on a Bike**

*Author and illustrator: David Shannon*

Duck gets a wild idea that he can ride a bike. After a wobbly start, he gets the hang of it and rides around the farm. Each of the animals expresses his or her opinion about Duck's foolishness. But when a group of kids leave their bikes unattended, the animals change their minds.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Duck on a Bike*. That's the name of the story. The author and illustrator is David Shannon. 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.



**Look at the picture on the front cover of this story. T-P-S: What do you see? We see a duck on a bike, and that is the title of this story. T-P-S: What ideas does this picture give you about what happens in the story?**

**If we look at the pictures in the book, maybe we'll get some more ideas about what happens.**

- Take a Picture Walk through the book, stopping occasionally to allow children to focus on the illustrations to get some ideas about the story.

**T-P-S: What ideas do you have about the story now that you've seen some of the pictures?**

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 4: **Look at the picture of Duck on the bike. T-P-S: Why does Sheep think Duck might hurt himself?**
  - Page 10: T-P-S: **Why is Duck not as fast as Horse?**
  - Page 17: **Look at Duck now. T-P-S: Why do the pigs think he is a show-off?**
  - Pages 22 and 23: T-P-S: **What will happen next?**

After Reading

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

**Duck has a wild idea about riding a bike. T-P-S: What do you think the word “wild” means? “Wild” can mean different things. You can use it to tell about the kind of animal that lives in a zoo. In this story, it means silly. Duck has a silly idea. What can you think of that is silly?**

**In the beginning of the story, the animals thought Duck was silly to try to ride a bike. T-P-S: What happens that makes them change their minds and tell Duck that riding bikes is a good idea?**

- 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):

alike  
different  
same



### Count with Curiosity

- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

### Active Instruction

- Introduce the learning activity.

**Curiosity brought some objects with her today. Let’s look at some of the objects and see what we notice about them.**

- Show two objects that are the same shape, but different sizes.

T-P-S: **How are these two things the same? How are they different?**

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



## Partner Practice



- Provide each partnership with a three-dimensional object. Have partners talk to each other about the object.



- Use the sharing sticks to select partnerships to share their observations about their object.
- Have children place the objects in piles according to their shapes.
- Reinforce the concept of describing and classifying three-dimensional shapes by showing the “3-D Shapes: It’s a Cone” video.



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



## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned that there are some things we should not touch.**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “germ.” Remember that a germ is something that gets inside of our bodies and can make us sick.**

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



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

### Theme Learning Extension

- Show the cover of the concepts-of-print book, *Achoo!* Remind children that the exclamation mark tells them to read the title with lots of expression.
- Guide children to read the repetitive text along with you in unison.

### 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

I can stay healthy by not touching some things.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
Gathering Circle	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
Move It!	<ul style="list-style-type: none"> <li>Ball</li> </ul>
Clues & Questions	<ul style="list-style-type: none"> <li>CC Activity Cards: Safe and Unsafe picture card set</li> <li>SFAF book: <i>Curiosity Stays Safe</i> by Jill Crawford</li> <li>CC Activity Card: Wonderful Word picture card for "soap"</li> <li>CC Activity Card: Letter card for "Rr"</li> </ul>
Rhyme Time	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
Plan & Play	<ul style="list-style-type: none"> <li>Scenario cards for new scenarios (if applicable)</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Trade book: <i>Duck on a Bike</i> by David Shannon</li> </ul>
Math Moments	<ul style="list-style-type: none"> <li>Bags containing assortments of three-dimensional objects</li> </ul>
Question/Reflection	<ul style="list-style-type: none"> <li>Don't Touch! image (appendix)</li> <li>Mr. Yuk stickers (optional: available from various organizations)</li> <li>Several clean, empty plastic household-chemical containers</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: cow</li> </ul>



## Day 9


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 6

#### Letter Lab: Rice "R"s

- Same as day 7

#### Math Lab: Shape Hunt

- Same as day 8

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

- Same as day 1

#### Writing Lab: Let's Be Safe

- Same as day 6

#### Art Lab: My Shape

- Same as day 6

Science Lab: Safe or Unsafe?

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities



#### Welcome

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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**In the first part of last night's show, Elmo was looking for a tissue. Abby was trying to help Elmo. Elmo had to sneeze and his mommy told him to always sneeze into a tissue. T-P-S: What did Abby teach Elmo to do when he doesn't have a tissue? To sneeze into his elbow.**



- 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!

You may want to place children in groups to reduce the wait time for each child to get a turn.

- Invite children to form and sit in a circle with you. Review the game Ball Roll, and explain that they will name a safety rule when they roll the ball.

**Today when we play Ball Roll, you will name a safety rule as you roll the ball to a friend.**

- Name a safety rule as you roll the ball to a child to start the game. Allow children to play until all children in the circle have had a turn to play.



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

## Clues & Questions

Theme-related word(s):

matches  
soap\*

### Curiosity's Clues

- Have Curiosity join the group with the picture card of a book of matches.

**Curiosity: When I was walking to school today, I saw something that I know I should not touch. I told a teacher what I found, and she picked it up and put it in a safe place.**

**Teacher: What did you find?**

**Curiosity: I'll give you some clues and see if you can guess.**

– **These are things that only grown-ups use.**

– **They can start a fire.**

– **If you find them, tell a grown-up.**

**T-P-S: What do you think Curiosity found?**





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

### Learning with Curiosity

- Use the book *Curiosity Stays Safe* to reinforce the importance of not touching dangerous items.

**The name of this book is *Curiosity Stays Safe*. Jill Crawford wrote this book about Curiosity. Let's look at some of the pictures to find out how Curiosity stays safe.**

- Take a Picture Walk through the book, stopping on pages 2 and 11 to reinforce the message that children should not touch matches or electrical outlets.
- Review other items that children should not touch.

**We shouldn't touch or play with matches or electrical outlets because we can get burned. Yesterday we talked about not touching some things because they might be poisonous or have germs on them.**

**T-P-S: What should we do if we get something on our hands that could be unsafe to touch? Wash our hands. When we wash our hands, we need to remember to use soap.**



- Play the "Great Sink Moments: Washing Hands" video.

### Wonderful Word



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

**Our Wonderful Word today is "soap." Soap is something we use to wash our hands and bodies.**



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

**Always use soap when you wash your hands!**

- Point to the exclamation point at the end of the sentence.

**I see that our Daily Message has an exclamation point at the end of it. That means something exciting or important is being said.**

## Letter Links

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

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

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



- Reinforce the sound and shape of the letter “r” by showing the “Chalk R” 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 “Jack and Jill” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

## Develop Phonological Awareness—Rhyme Production

- Introduce the game, Make a Rhyme.

**Today we are going to play a game called Make a Rhyme. I will tell you a word from our rhyme, and you will think of a word that rhymes with it. Rhyming words are words that end with the same sound.**

**Let’s think of some words that rhyme with the word “hill” in the rhyme “Jack and Jill.” “Bill” rhymes with “hill.” These two words, “hill” and “bill,” both end with /ill/. Now you try to make some rhymes. Think of a word that rhymes with “pail.” Tell your partner the word you thought of that rhymes with “pail.”**



- Play the game. Have children use Think-Pair-Share to tell their partners words that rhyme with the given word.

**down**

**broke**

**came**

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



- Award paw points if children successfully produced rhyming words.



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

## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

## Small-Group Instruction

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



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):

wild

### Duck on a Bike

*Author and illustrator: David Shannon*

### Review

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

**Let's read the title of the book we read yesterday: *Duck on a Bike*.**

- Review the story vocabulary that you introduced yesterday.



**When we read this book yesterday, we found out that Duck had a wild idea. T-P-S: What was Duck's wild idea?**

### Story Retell

- Display the front cover of *Duck on a Bike*, and tell children that they will help you retell the story by repeating the comments that the animals make about Duck.

**Yesterday we read this silly story about a duck riding a bike. At first, all the animals think Duck is crazy. Today when we read the story, you will pretend to be the animals and say their thoughts about Duck riding a bike.**

- Read the story with expression, particularly when reading the animals' comments. After reading each animal's thoughts, invite children to repeat that part of the text with you. For example, after reading the text “A duck on a bike? That's the silliest thing I've ever seen!” on page 3, you might say, “Let's say that together.” Encourage children to use expression as they recite the words.
- Conclude this activity by having children tell their partners whether they think Duck had a good idea and why they feel that way.



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



## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

### Active Instruction

- Bring Curiosity to the group with a bag of three-dimensional objects.

**Today we will play a guessing game. Curiosity will show us how to play the game.**

- Have Curiosity reach into the bag and feel one of the objects.

**Curiosity: I feel something that has flat sides. It has points, and it feels like a box.**



**WGR: What shape could Curiosity be feeling? A cube.**

### Partner Practice

- Combine partnerships to create groups of four children each. Provide each partnership with a bag of three-dimensional shapes.
- Have children take turns feeling the shapes and describing what they feel as they touch them.

**Now it’s your turn. Each of you will have a turn to put your hand in the bag and feel a shape. Without using your eyes, you will tell the other children in your group what the shape you’re touching looks like. The other children in your group will guess the name of the shape just like Curiosity did.**



- Use the sharing sticks to select children to share their observations. Award paw points as you see fit.



- Reinforce the concept of describing and classifying three-dimensional shapes by showing the “3-D Shapes: What’s Next?” video.



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



## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that we should never play with matches or touch things that might hurt us. If we accidentally get something that might be unsafe on our hands, we should wash our hands with soap.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “soap.” Remember that we use soap to clean ourselves. T-P-S: When did we hear the word “soap” today?**



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

### Theme Learning Extension

This would be a good time to introduce Mr. Yuk, and distribute stickers if available.

- Show the Mr. Yuk image to children. Ask what the picture is for and what it means.

**T-P-S: Who knows what this picture means? Whenever you see this, you know that you shouldn't touch something. It could be poisonous and could hurt you. Let's look at some things you might find in your house that could have this sticker on them.**

- Show children several clean, empty plastic household-chemical containers. Name each household chemical, and ask children to share with a partner whether they have seen a grown-up use this product.

### Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

## Home Link/Departure

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

# Day 10 | Ready, Set

## Learning Focus

People sit in car seats and wear seatbelts to stay safe in cars.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Add the STaR story <i>Duck on a Bike</i> by David Shannon</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>CC Activity Card: Wonderful Word picture card for "seatbelt"</li> <li>CC Activity Card: Letter card for "Rr"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li><i>I Can Be Safe</i> by Pat Thomas or other storybook for free choice</li> <li>Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Curiosity, Squeaky, and Chilly puppets</li> <li>Ice cream cone, ball, and cube</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>CD: <i>Learning Basic Skills Through Music: Health and Safety</i> by Hap Palmer</li> <li>Cool Kid certificate and marker</li> </ul>



# Day 10 Greetings, Readings, & Writings

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

## Available Activities

### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Duck on a Bike*. Encourage children to read this book with a friend and dramatize different parts of the story.

### Letter Lab: Rice "R"s

- Same as day 7

### Math Lab: Shape Hunt

- Same as day 8

### Computer/Media Lab: Exploring with Technology

- Same as day 1

### Writing Lab: Let's Be Safe

- Same as day 6

### Art Lab: My Shape

- Same as day 6

Science Lab: Safe or Unsafe?

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

**In last night's story, Chilly and Buster learned a lesson about being a good listener. T-P-S: Can you tell me what good listening looks like? *Yes, my eyes should be on the speaker, and I should be sitting still and not talking.***



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

Classroom Jobs

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

Calendar

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

### Weather

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

### Cool Kid

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



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

## Move It!

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

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



- Invite children to stand in a circle. Play the “Elmo Slide” video. Encourage children to dance along with Elmo.



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

## Clues & Questions

### Theme-related word(s):

car seat  
seatbelt\*

### Curiosity's Clues

- Have Curiosity join the group with the seatbelt picture card.

Teacher: **Curiosity, do you have clues about what we will learn today?**

Curiosity: **Yes. Listen to my clues, and try to guess what we'll learn about.**

- **I wear this in a car.**
- **It buckles.**
- **It helps me stay still and safe.**



WGR: **What do you think Curiosity is talking about? A seatbelt.** Show children the seatbelt picture card.

**Why do you think Curiosity brought clues about a seatbelt today? So we can learn to be safe in the car.**

## Learning with Curiosity

- Explain to children that today we will practice how to stay safe in the car.

**Curiosity wants us to take a trip together. When we go on a trip in a car, we have to follow some safety rules.**

- Have children pretend to take a trip in a car with you and Curiosity. Act out how to be safe in a car by getting in, buckling up, sitting still, and waiting until the car stops to unbuckle and get out.
- Repeat the activity if time allows.
- Introduce and play the “Ten Commandments of Health” video.



**We have talked about many ways to stay healthy and safe. This video will help us remember ten important ones.**

## Wonderful Word



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

**Our Wonderful Word today is “seatbelt.” A seatbelt is a strap that we wear in a car to keep us still and safe.**



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

**Children wear seatbelts and sit in car seats to stay safe in cars.**

- Underline the word “seatbelts” in the message.

**Our Wonderful Word, “seatbelts,” is in the message. Seatbelts is a long word! Let’s count the letters in the word together.**

## Letter Links

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

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

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



- Reinforce the sound and shape of the letter “r” by showing the “Letter R: Run and Roar” 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 “Jack and Jill” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonological Awareness—Rhyme Recognition and Production

- Introduce the activity.

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



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

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

**Curiosity: I brush my teeth with lots of care,  
And now I need to comb my \_\_\_\_\_.**

**That’s all I have so far. I need a word that rhymes with “care.” Well, “bear” rhymes with care. Could we use “bear”?**

**Teacher: Hmm. “I brush my teeth with lots of care, and now I need to comb my bear.” I don’t think that makes sense. Let’s see if the boys and girls can help.**



- Use Think-Pair-Share to have children think of words that rhyme with “care.” Try any suggested words in the story to see if they make sense.



- Award paw points if children are able to produce the word “hair.”



Invite children to join you in front of the play-planning board. Remind children that Silly Sounds is a game that will help them to focus.



## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### 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

- Encourage children to become engaged in the play scenarios by joining in the play. Acknowledge children who are playing out something from their plan.

### Small-Group Instruction

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



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

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



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *I Can Be Safe* by Pat Thomas.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.



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



### Count with Curiosity



- Play the “Count with Curiosity: 5s to 50” video. Invite children to count by 5s to 50 with Curiosity as they are able.

### Problem Solving

- Introduce today’s problem.

**Today we will help Curiosity solve a problem. Curiosity and her friends Squeaky and Chilly all want to play with different things. They each want to play with something that is their favorite shape.**

- Show the ice cream cone, ball, and cube to children.

**Here are the things that Curiosity, Squeaky, and Chilly can have. Curiosity’s favorite shape is a cone, Squeaky’s favorite shape is a cube, and Chilly’s favorite shape is a sphere.**

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

**T-P-S: How can they figure out which object each friend should choose?**

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Reinforce the concept of describing and classifying three-dimensional shapes by showing the “Cecille the Ball: I Wanna Be Me” video.



Have children play this week’s brain game, Silly Sounds.

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned that people sit in car seats and wear seatbelts to stay safe in the car.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “seatbelt.” Remember that a seatbelt is a strap that we wear in a car to keep us still and safe. T-P-S: When did we hear the word “seatbelt” today?**



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

### Theme Learning Extension

- Play the “Buckle Your Seatbelt” song from the CD *Learning Basic Skills Through Music: Health and Safety* by Hap Palmer.
- Encourage children to act out buckling their seatbelts as they follow along with the song.

### Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

## Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Give a copy of the concepts-of-print book *Achoo!* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to someone in their family.
- Remind children to complete their Read & Respond today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.



# Appendix





Curiosity Corner Unit Record Form . . . . .	131
Learning Labs Facilitation Guide . . . . .	132
Snack Time! . . . . .	135
Outside/Gross-Motor Play . . . . .	136
Blackline Masters	
Egg Match 1–6 . . . . .	139
Adhesive Bandages . . . . .	140
Tooth Pattern . . . . .	141
Picnic Table . . . . .	142
Healthy Foods . . . . .	143
Egg Match 7–9 . . . . .	145
Letter “R” Pattern . . . . .	146
3-D Shapes . . . . .	147
Don’t Touch! . . . . .	148
Curiosity’s Story . . . . .	149
Theme Introduction Letter (English Version) . . . . .	150
Theme Introduction Letter (Spanish Version) . . . . .	151










# Learning Labs Facilitation Guide






## Week 1

 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore health, safety, and other books in the classroom library.
Engage all children:	<b>Are the characters in this book doing anything to help stay healthy? Let's look and see.</b>
Offer support:	<b>Where can I find the title, or the name, of this story? What is the story about?</b>
Challenge:	Invite the child to compare characters from the book that he or she is exploring with those from another book. <b>How are the characters in each story the same? How are they different?</b>
 <b>Letter Lab</b>	<b>Making Words</b> Children find words in the concept-of-print books and form those words with plastic letters or letters from the letter-blending cards.
Engage all children:	<b>Do you know the names of the letters in the word that you made? Tell me the letter names that you know.</b>
Offer support:	Limit what the child is looking at by writing one word on a piece of paper or giving the child a word card instead of having him or her look through books.
Challenge:	Model sounding out phonetic words, or point out a letter sound that the child can see and hear. <b>This word says /sss/... /aaa/... /t/. Sat or, This word says "make." It starts with the letter "m." The letter "m" says /mmm/. I hear /mmm/ at the beginning of /mmm/ake.</b>
 <b>Letter Lab</b>	<b>Playdough "X"</b> Children use playdough to create the letter "x."
Engage all children:	Ask children to look at the letter shape on the letter card and explain how many snakes they will need to create the shape. Encourage them to use phrases like "straight lines" and "curved lines" as they talk about how to form the shapes.
Offer support:	Help children make snakes if necessary. Then work with them to help them form the letters with the snakes.
Challenge:	Ask the child to describe the difference between the lowercase and uppercase form of the letter.
<b>Tip:</b> You may need to teach children to first create a ball by rolling a piece of playdough on a table with their palms. Then show them how to roll the ball back and forth to form a snake.	
 <b>Math Lab</b>	<b>Egg Match</b> Model counting the number of dots on one egg half and matching it to the corresponding numeral.
Engage all children:	Encourage children to count aloud, touching each dot as they say the corresponding number. Invite them to trace the numerals with their fingers.
Offer support:	Model the process of counting dots on one egg half. Then ask the child to identify the matching numeral.
Challenge:	Select two egg halves that display dots. Ask the child which one has more dots.

 <b>Writing Lab</b>	<b>My Favorite Food</b> Children draw or write about their favorite healthy foods on paper plates.
Encourage children to talk about something they like to eat as they draw. Ask questions that will support the use of theme-related language, such as “What foods do you like to eat that help you grow strong and healthy?” or “What do you like best about this healthy food?” Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.	
 <b>Art Lab</b>	<b>Still Life</b> Children draw or paint healthy foods as inspired by a model of fruits and vegetables in a bowl.
<b>Engage all children:</b>	Talk with children about the process of painting. You might make a comment, such as “I see you like to move the brush all the way across the paper as you paint” or “Look at what happens when you touch the paper with the tip of the brush.”
<b>Offer support:</b>	Encourage children to tell you something about the food that they are painting, such as if they like to eat this particular food or what it tastes like.
<b>Challenge:</b>	Ask children to describe their paintings to you. Teach them a new descriptive word if necessary.
 <b>Science Lab</b>	<b>Examining Teeth</b> Children use mirrors to count the healthy teeth in their mouths.
<b>Engage all children:</b>	Invite children to write or draw about their observations. For example, if they counted ten teeth, have them draw a picture of ten teeth. They might want to draw a picture of themselves smiling, and they can draw their mouths with just the teeth that show when they smile.
<b>Offer support:</b>	Model counting your teeth, pointing to each one as you say the number.
<b>Challenge:</b>	Challenge children to count their upper teeth and lower teeth separately and then figure out how many upper and lower teeth they counted all together.
<b>Tip:</b> Remind children that it’s not healthy to put their fingers in their mouths because their hands may not be clean.	

## Week 2

 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore health, safety, and other books in the classroom library.
<b>Engage all children:</b>	Invite children to look for the words “achoo” from the concepts-of-print book. <b>Did you see the word? Can you find any exclamation marks?</b>
<b>Offer support:</b>	<b>When I come to the end of a page, what should I do? Can you show me what I should do?</b>
<b>Challenge:</b>	<b>What other information about health or safety could the author have included? How can you use the information you learned?</b>
 <b>Letter Lab</b>	<b>Letter Match</b> Children match the letters on the letter-blending cards to the same plastic or magnetic letters.
<b>Engage all children:</b>	<b>Do you know the names of any of these letters? Tell me the letter names that you know.</b>
<b>Offer support:</b>	Limit the number of different letters the child has to match. Create a group that contains pairs of only three or four letters.
<b>Challenge:</b>	<b>How does the plastic/magnetic foam letter look the same as the letter on the letter card? How does it look different?</b>

 <b>Letter Lab</b>	<b>Rice "R"s</b> Children cover an "R" pattern with rice.
<b>Engage all children:</b>	Encourage children to feel the shape of the rice-covered "R" after the glue sets. Talk with them about the sound and shape of the letter.
<b>Offer support:</b>	Invite the child to say /rrr/ice with you. Ask them how their mouths feel when they make the /rrr/ sound.
<b>Challenge:</b>	Encourage children to think of words that begin with the /r/ sound.
 <b>Math Lab</b>	<b>Shape Hunt</b> Children use the shape pictures as a guide as they look around the classroom for objects shaped like cones, cubes, or spheres.
<b>Engage all children:</b>	Have children show you the shapes that they have found. Acknowledge their successes.
<b>Offer support:</b>	Show the child two or three classroom items and one of the shape pictures. Ask the child to show you which object looks most like the picture.
<b>Challenge:</b>	Encourage children to use the correct names of the shapes as they identify them. For example, if a child says, "I found a ball," you might say, "That ball does have a round shape. What is the name of a shape that is round like a ball?"
 <b>Writing Lab</b>	<b>Let's Be Safe</b> Encourage children to write about safety rules.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	
 <b>Art Lab</b>	<b>My Shape</b> Children trace and color one another's body outlines on large paper.
<b>Engage all children:</b>	Encourage children to tell you how they created their body outlines.
<b>Offer support:</b>	To assist children with tracing around one another's bodies, demonstrate how to maintain your grip on the writing instrument without lifting it from the paper.
<b>Challenge:</b>	Have children compare their body outlines and then discuss the similarities and differences that they observe.
 <b>Science Lab</b>	<b>Safe or Unsafe?</b> Children sort pictures of safe and unsafe objects into groups.
<b>Engage all children:</b>	Encourage children to tell you why items in a group are safe or unsafe.
<b>Offer support:</b>	Identify and describe the objects in the pictures as needed.
<b>Challenge:</b>	Have children identify whether unsafe items are a problem because they can make someone sick or because they can hurt them.

# 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

- Chicken soup with rice
- Grapes (As a follow-up to Math Moments on day 3, have children count out nine grapes like they did for Curiosity's picnic.)
- Provide a variety of fruits and vegetables and small portions of protein and grains buffet style, and have children make selections that include items from each category.
- Pasta with grated cheese

**\*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.

## **Wheeled-Toy Safety Course**

- Designate an area of the play space as a vehicle safety course. Use any traffic signs you may have from the blocks area to indicate places for children on wheeled toys to stop, yield, etc.
- Mark some riding areas to designate imaginary hazards such as cars turning (if some neighborhoods have driveways) and alleys (if this is a characteristic of the homes where some of your children live). You can draw with sidewalk chalk or use chairs or other props to symbolize a driveway or other obstacle.
- If there is a sidewalk with curbs that flatten out for wheelchairs, let children practice riding in that area so they learn that they must stop and look for danger whenever the surface changes in some way.

## **Crossing Guard, May I?**

This is a modification of the game *Mother, May I?* Take the first turn as the crossing guard to model how to play the game.

- Indicate a spot in the play area to represent a street for children to cross. Have players line up side by side on one side of the street. Call one child at a time to use a specific movement to get closer to the opposite side of the street. For example, the crossing guard says, “Keisha, you may take three elephant steps to cross the street.” Keisha asks, “Crossing guard, may I?” The crossing guard responds, “Yes” or “No.” If the crossing guard says yes, Keisha moves forward three elephant steps. If the crossing guard says no, Keisha remains where she is.
- Continue to call different children to move forward with baby steps, bunny hops, frog leaps, giant steps, etc. until all children have crossed the street. Select a new crossing guard, and continue to play as long as children are interested.
- Children can move into and out of the game as they wish.

## **Crossing the Street**

- Invite children to learn the safe way to cross a street. Designate a place in your play area to represent a street. If there is a sidewalk within your play area, have children practice there.

- Explain that it is important for children to hold an adult's hand when crossing the street. When people cross the street, there are three things they must do. First, they must stop at the curb. Then, they should look both ways, and finally, they must listen for oncoming traffic. After making sure it's safe to cross, people can walk (do not run) across the street.
- Teach children the rhyme "Stop, Look, and Listen," and then have them practice this safety routine at the designated street in your play area.

**Stop, Look, and Listen**

**Stop, look, and listen** (Hold hand out in a stop position.)

**Before you cross the street.**

**First, you use your eyes.** (Point to your eyes.)

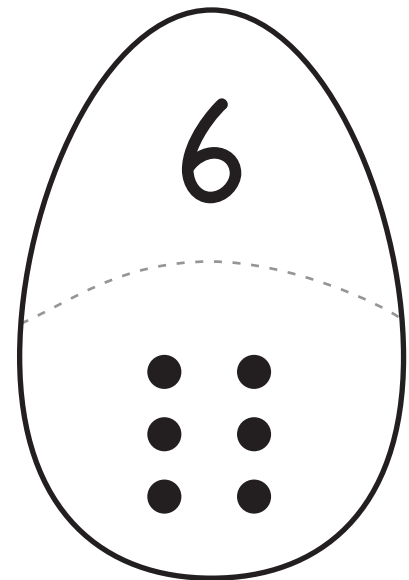
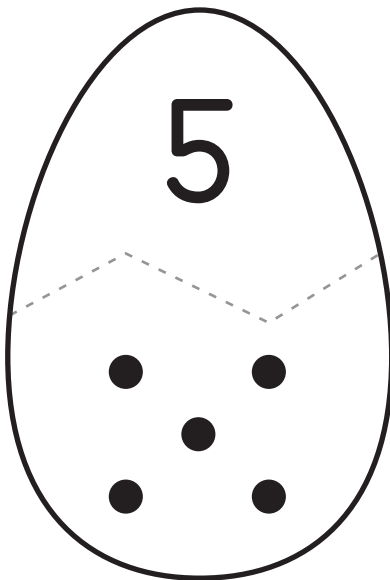
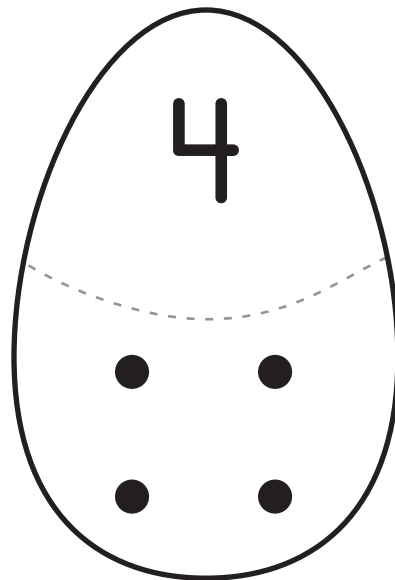
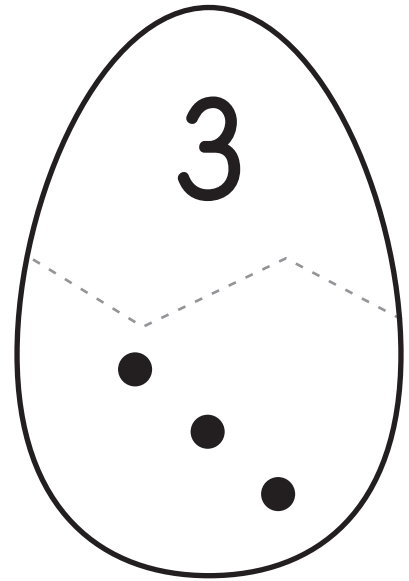
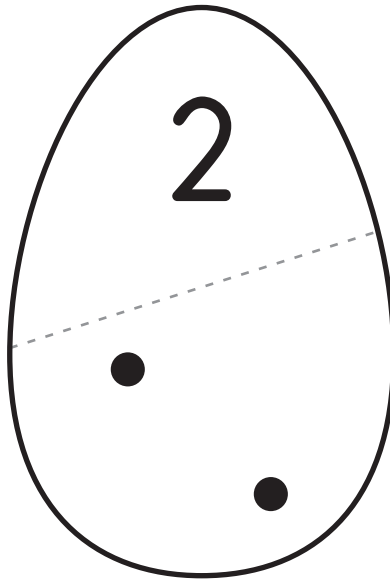
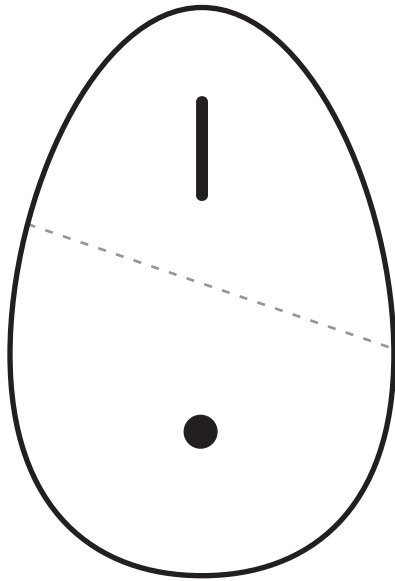
**Then, you use your ears.** (Point to your ears.)

**And then you use your feet.** (Pantomime walking.)



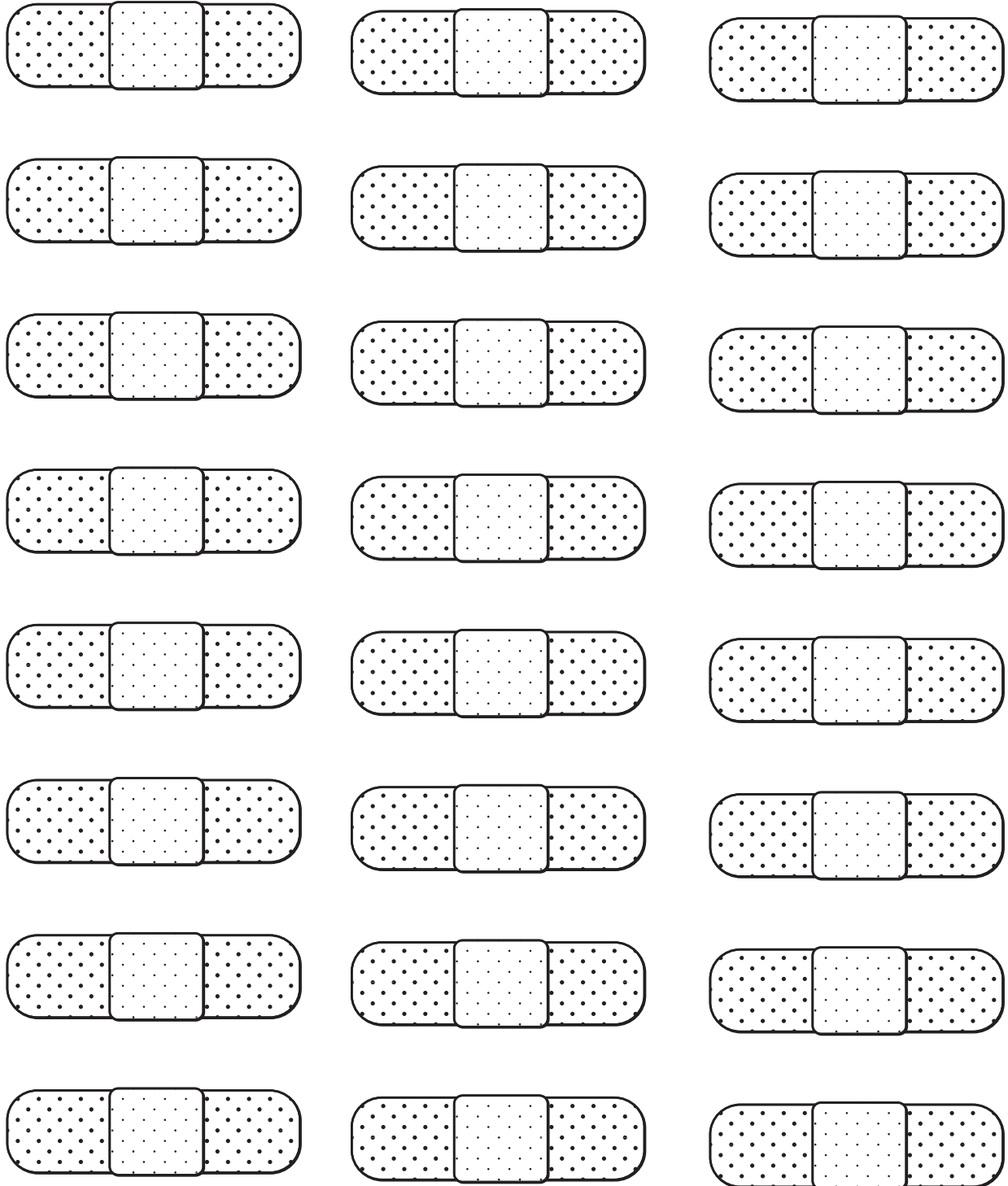
# Egg Match 1–6

Copy and cut out the eggs; then cut each egg along the dotted line. Make several sets.



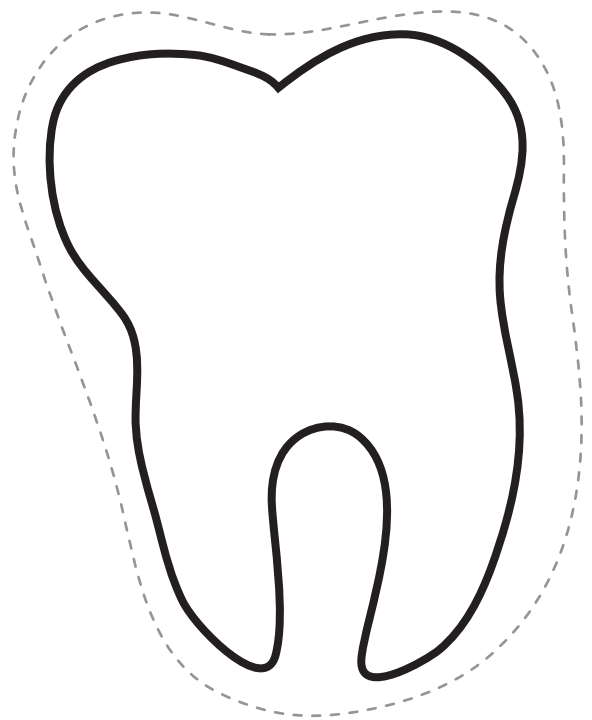
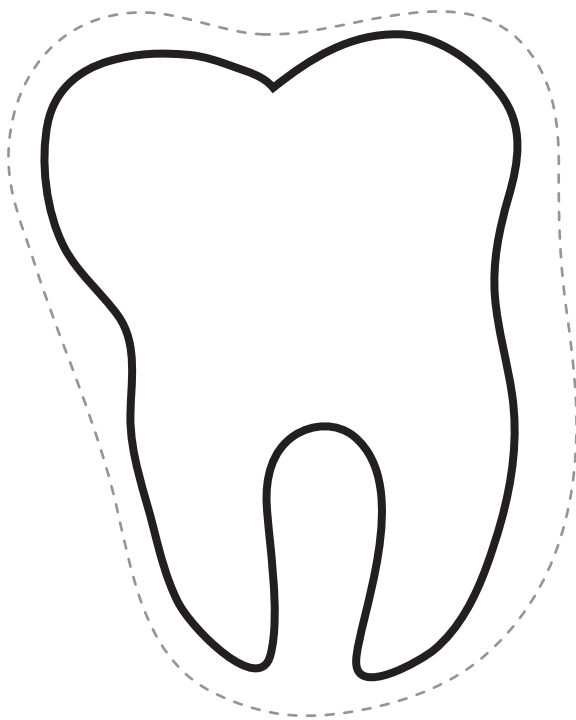
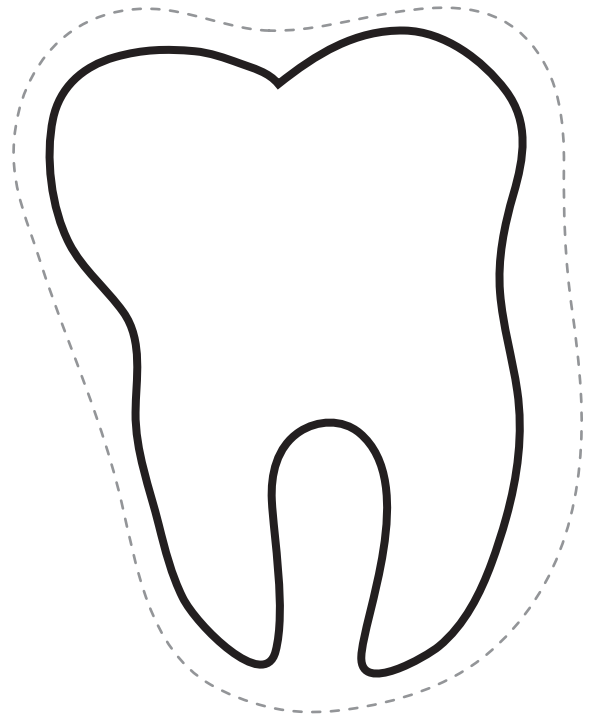
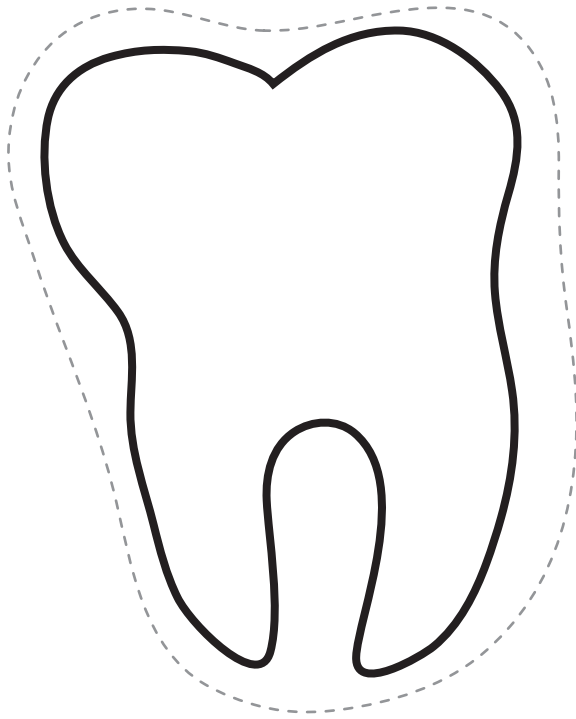
# Adhesive Bandages

Copy and cut out enough for eight bandages per partnership.



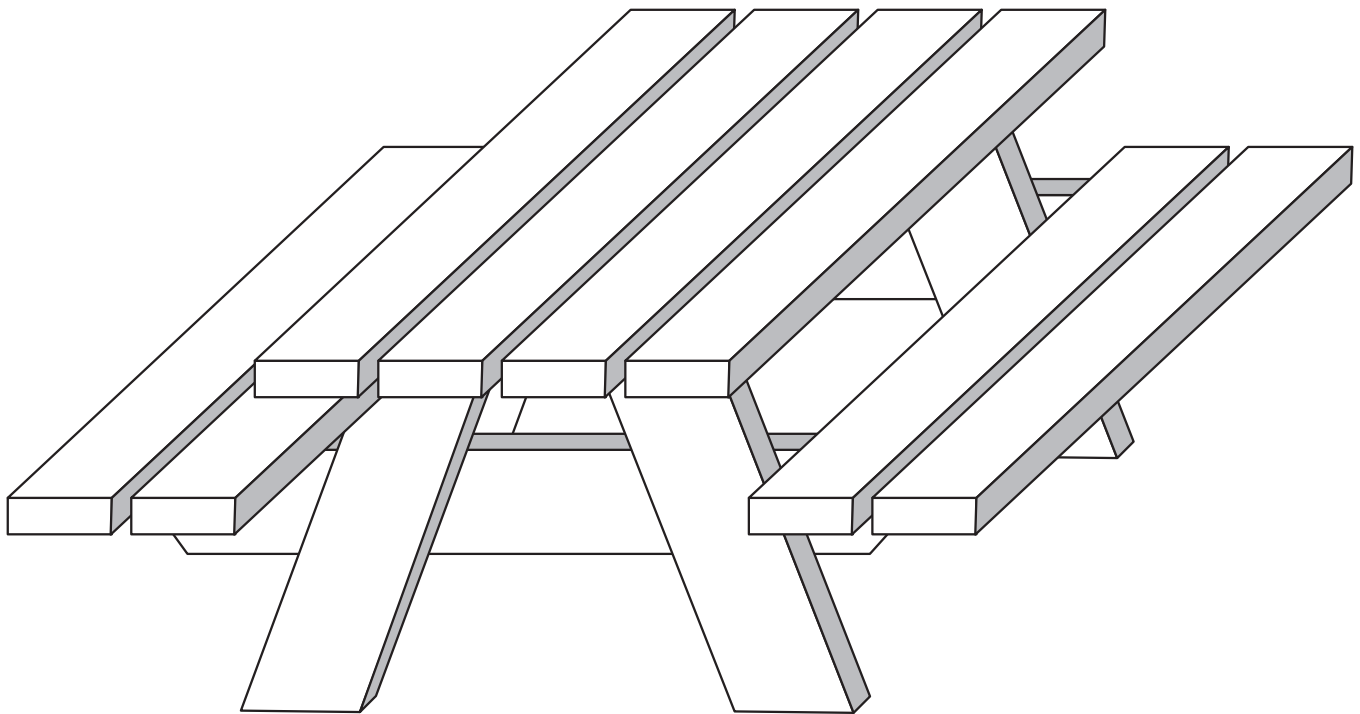
# Tooth Pattern

Make four copies and cut out each tooth.



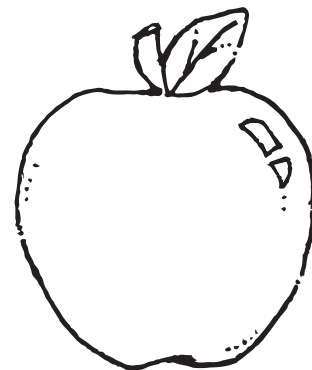
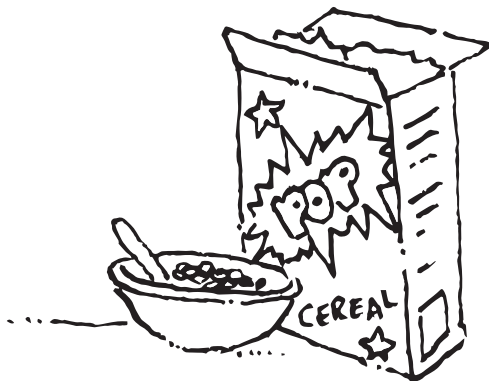
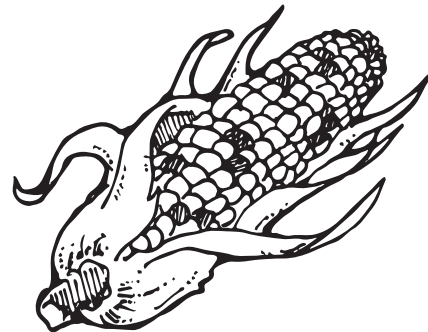
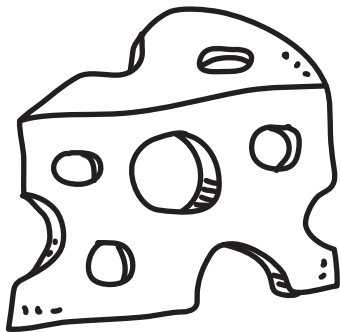
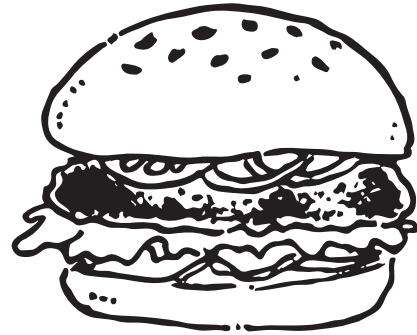
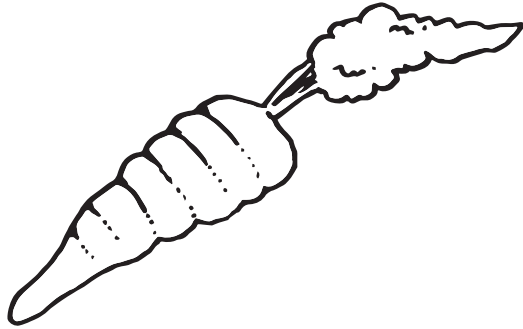
# Picnic Table

Copy one per partnership.



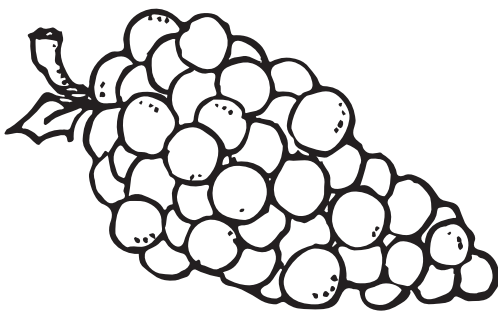
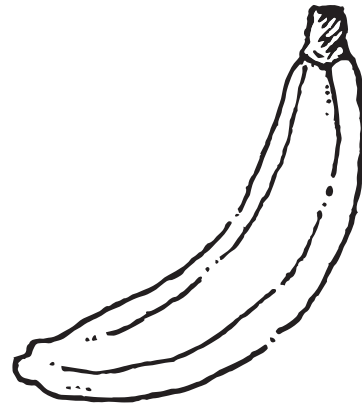
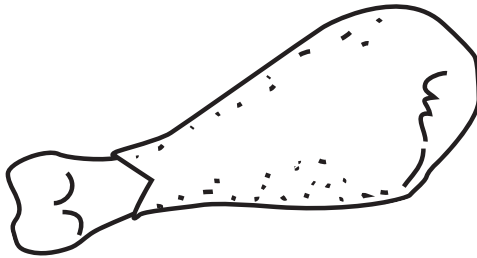
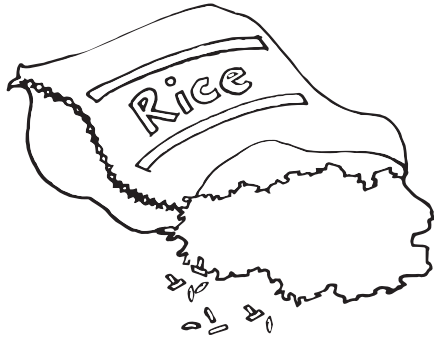
# Healthy Foods

Copy and cut apart the pictures, enough for one piece of food per child.



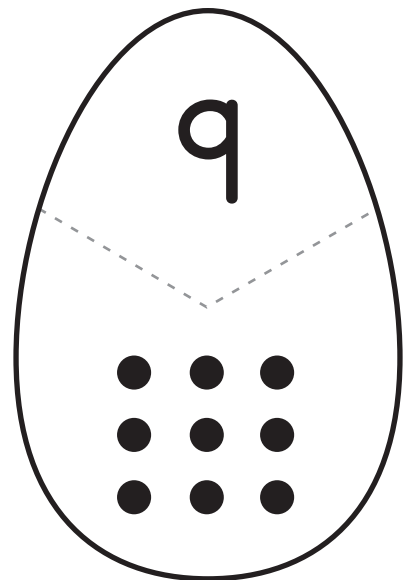
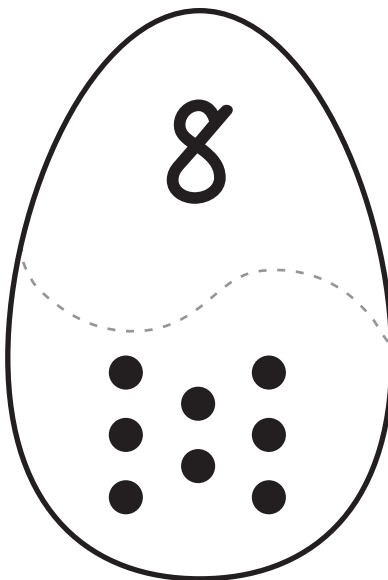
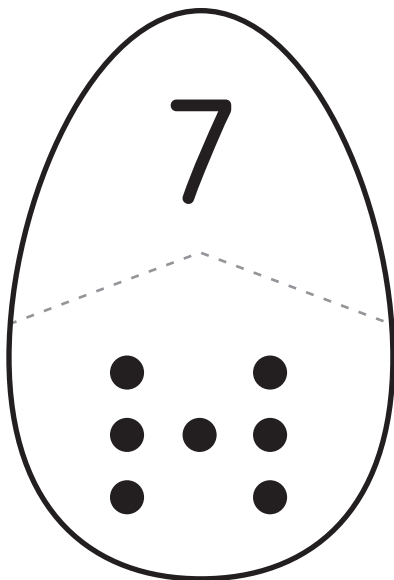
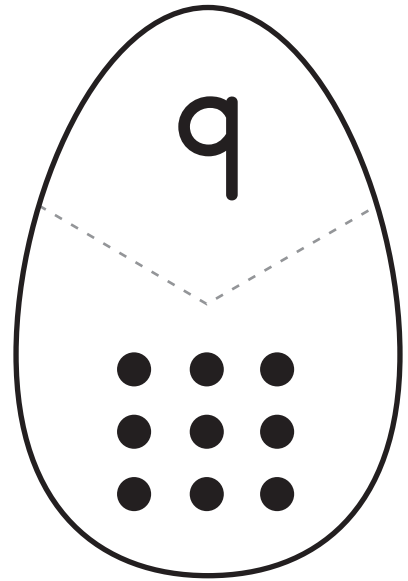
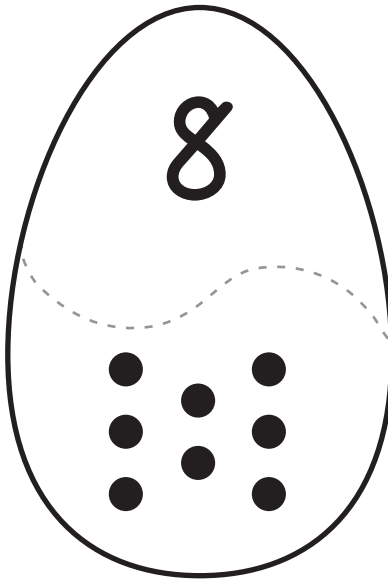
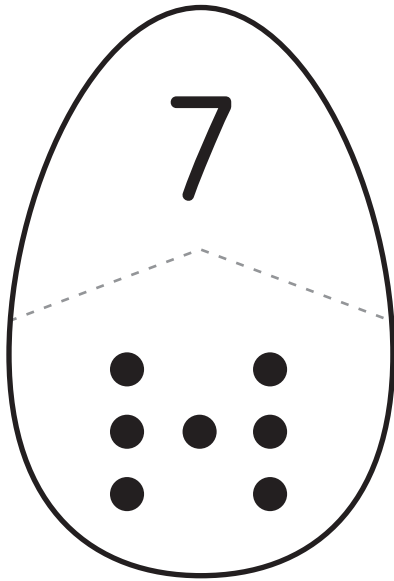
# Healthy Foods

Copy and cut apart the pictures, enough for one piece of food per child.



# Egg Match 7–9

Copy and cut out the eggs; then cut each egg along the dotted line. Make several sets.



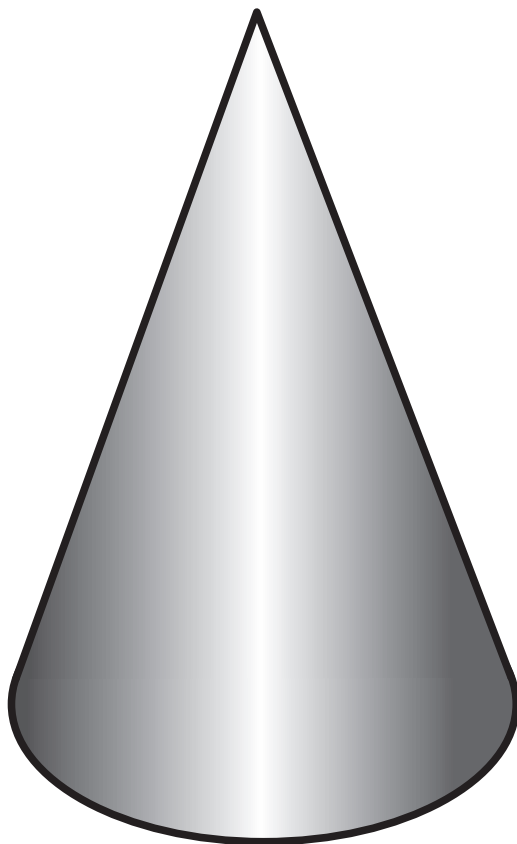
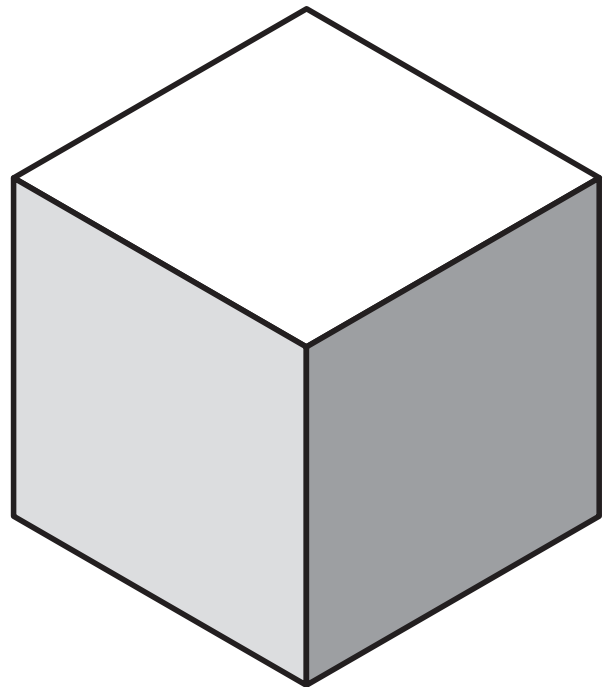
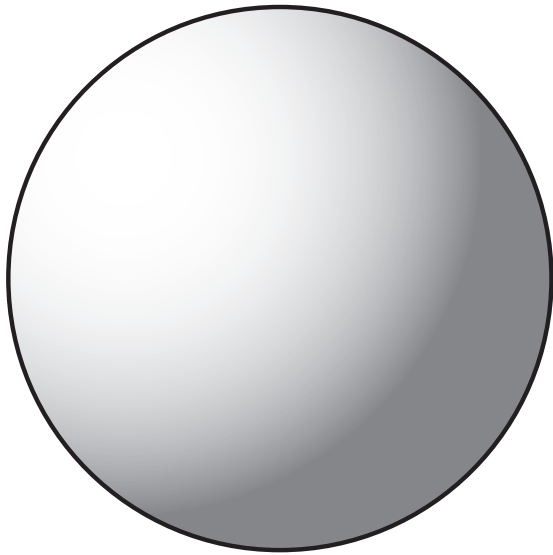
# Letter "R" Pattern

Copy one per child.



# 3-D Shapes

Make enough copies for one shape per child.



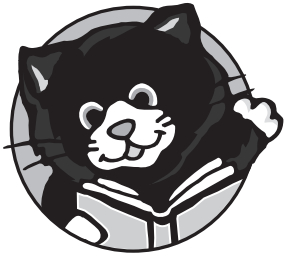
# Don't Touch!

Make one copy.



# Curiosity's Story

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



## Curiosity's Story

I brush my teeth

with lots of care.

And now I need to

comb my \_\_\_\_\_.

## Dear Family,

In the unit *Healthy Me!*, your child will learn about good nutrition, hygiene, and safety. Your child will learn that a variety of nutritious foods (breads and grains, fruits, vegetables, milk, and meat) can help to keep him or her healthy and strong.

If children do not have good nutrition, it is difficult for them to concentrate on learning activities in school. If you are concerned that your child does not want to eat the right foods and are unsure about how to deal with this, we have some suggestions. Offer your child different kinds of foods frequently and repeatedly, but never force food upon her or him. Offer just a taste of a new food without pressure. If your child does not like it, say that it is okay to discreetly spit the food into a napkin. Eventually, your child may give the food another try, especially if others are eating it.

Make meals a time for sharing conversation, without electronic distractions. Avoid using junk food as a reward for your child. Involve your children in food preparation to interest them in trying new foods, but keep health and safety in mind when preparing food with them.

Your child is becoming more able to take care of himself or herself, and that includes issues of personal hygiene. Activities included in this unit focus on helping children become aware that keeping themselves clean promotes good health.

Eating well and having good hygiene are important, but children also should be aware of safety issues that can affect their health. *Healthy Me!* addresses common threats to four-year-olds and prepares them to avoid these dangers if possible. Your child will learn that there are things he or she should not touch. Your child will also learn playground safety rules and that it is important to wear a helmet when bike riding and to use a car seat or seatbelt when riding in a car.

You can reinforce what your child learned in class by showing him or her specific things in your house that he or she should not touch. Mr. Yuk stickers also can be useful at home to mark materials that are dangerous; these are often available at your local poison control center. The stickers involve only minimal expense and may save a life.

We will read a variety of books about staying healthy, including *Ellis Goes to the Doctor*, a story that may parallel an experience with which your child is familiar. If you have an opportunity to go to the library, you will find many good stories about health and safety that your child will enjoy.

Remember to read with your child every night as a way to help him or her develop a love of reading and beginning literacy skills. Your child will bring home the book *Achoo!* at the end of this unit. As you help your child with the simple words on each page, he or she will begin to see himself or herself as a reader.



**Here's to your health!**

## Estimada familia,

En la unidad *Healthy Me!*, su niño aprenderá sobre la buena nutrición, la higiene y la seguridad. Su niño aprenderá que una variedad de alimentos nutritivos (panes y granos, frutas, verduras, leche y carne) pueden mantener a su niño sano y fuerte.

Si los niños no tienen una buena nutrición, es difícil para ellos concentrarse en las actividades en la escuela. Si su niño no quiere comer los alimentos adecuados, tenemos algunas sugerencias. Ofrézcale a su niño comidas diferentes con frecuencia y en varias ocasiones, pero nunca fuerce comida sobre él. Ofrecer un sabor de un alimento nuevo y sin presión. Con el tiempo, su niño puede darle la comida otra oportunidad, especialmente si otras personas están la comiendo.

Evite el uso de la comida chatarra, como recompensa por su niño. Las comidas deben ser un tiempo para la conversación sin distracciones electrónicas. Involucre a sus niños en la preparación de alimentos para interesarlos en probar nuevos alimentos, pero ten cuidado en la cocina.

Su niño es cada vez más capaz de cuidar de sí mismo, y que incluye temas de la higiene personal. Esta unidad se centra en ayudar a los niños a aprender que mantenerse limpios promueve la buena salud.

Por supuesto, los buenos hábitos de salud, como comer bien y tener una buena higiene son importantes, pero los niños también deben ser conscientes de los problemas de seguridad que pueden afectar a su salud. *Healthy Me!* aborda las amenazas comunes a niños de cuatro años y los prepara para evitar estos peligros. Usted puede reforzar lo que ha aprendido en la clase mostrándole cosas específicas en su casa que él no debe tocar. Mr. Yuk también pueden ser útiles en el hogar para celebrar los materiales que son peligrosos, los cuales a menudo están disponibles en la oficina local de control de intoxicaciones. Las pegatinas implican sólo un gasto mínimo y los pueden salvar una vida. Su niño también aprenderá las reglas de seguridad para el patio de recreo, y que es importante usar un casco al montar en bicicleta y utilizar un asiento de seguridad y cinturón de seguridad cuando viajan en un coche.

Vamos a leer una variedad de libros sobre cómo mantenerse saludable, incluyendo *Ellis Goes to the Doctor*, un cuento de una experiencia que es común que los niños. Si tienes la oportunidad de ir a la biblioteca, se encuentran muchas buenas historias sobre la salud y la seguridad.



Recuerde leer con su niño todas las noches como una forma de ayudar a él desarrollar un amor por la lectura y habilidades iniciales de alfabetización. Su niño llevará a casa el libro *Achoo!* al final de esta unidad. Cuando ayude a su niño con las palabras sencillas de cada página, el comenzará a verse a sí mismo como un lector.

**¡Salud!**

