

A theme guide for preschool | **Unit 2**

# Marvelous Me



**Curiosity Corner**  
2nd Edition

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

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**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>	

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*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)

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# Standard Graphics Key

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

# Why *Marvelous Me*?

Children learn about the world around them by exploring with their entire bodies and all of their senses. *Marvelous Me* helps children understand how their senses and amazing bodies help them play, grow, and learn. As children learn about their bodies, the names of its various parts, how each part works, and how each part of their bodies helps them learn, they will explore ways in which people are different and the same. No matter how similar two people might be, each person is unique.

Along with knowledge about their bodies and how they work, children need to learn about their feelings. As they learn to name how they feel, they will also begin to recognize that others have feelings too. They will begin to identify the feelings of others by observing facial expressions and body language.

In this unit, children will use their bodies to learn in all domains, particularly when they create ABAB patterns with classmates. Children will make sense of stories as they use their bodies to dramatize them in a retell. Children will develop their gross-motor skills by participating in active play and dancing to various types of music as they become aware of spatial relationships. Small-muscle control develops as they manipulate puzzles and games and build with blocks.

Children grow and change daily at this age. Four-year-olds are aware that they are no longer babies and that there are many things they can now do by themselves that they couldn't do before. This realization enables them to look forward to all the things their bodies will allow them to do and learn in the future.

# Marvelous Me

## *thematic concepts*

- I am unique. There is no one exactly like me.
- I have a body with many parts. Each part of my body has an important job.
- Our senses let us know what is going on around us.
- Our eyes help us see.
- Our ears help us hear.
- Our tongues help us taste.
- We can feel things when we touch them.
- Our noses help us to smell.
- My body is growing and changing.
- I can do many things now that I could not do when I was a baby.

### Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- make a macaroni “m.”
- decorate an “s” with sequins or other shiny materials.
- create eyeglasses with pipe cleaners.
- pretend and imitate during dramatic play activities.
- create props for imaginative play.
- sing and dance.

### Emotional/Personal Domain

Children will:

- demonstrate active listening when others are speaking.
- participate in group activities.
- organize materials when finished with them.
- follow simple rules and routines.
- use the Stay Cool strategy to manage anger or anxiety.

### Language/Literacy Domain

Children will:

- learn the meanings of new theme-related vocabulary words.
- hold a book right-side up.
- become familiar with the names, shapes, and sounds of the letters “m” and “s.”
- observe that sentences end with a period.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that words ending in “s” often indicate more than one.
- observe that there are spaces between words.
- observe that some words are longer than others.
- count the number of words in a sentence.
- recite rhymes and sing songs.
- recognize rhyming words.
- manipulate word order in a rhyme.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- compare the experiences of characters in two different books.
- explore with writing materials.
- begin to demonstrate an interest in writing to communicate meaning.

**Mathematical Domain**

Children will:

- develop number sense for the numbers 2 and 3.
- identify the numerals 2 and 3.
- identify, extend, and create ABAB patterns.
- count to 10 by rote.
- represent the month and day on a calendar.

**Cognitive Domain**

Children will:

- participate in brain games that help to develop the ability to focus.
- observe and compare objects.
- engage in imaginary play using real and imaginary props.
- participate in activities that help to develop inhibitory control.

**Social Domain**

Children will:

- identify feelings through facial expressions and body language.
- label feelings with words.
- clean up materials after use.
- help maintain the classroom by performing a classroom job.
- recognize and acknowledge the positive behaviors of others.

**Science/Social Studies Domain**

Children will:

- observe and document the weather.
- observe similarities and differences among people.
- explore each of the five senses.
- identify the roles of body parts.
- identify differences and similarities between babies, children, and adults.
- identify things they have learned and what they would like to learn in the future.
- identify the challenges and strengths of blind and deaf people.

**Physical Domain**

Children will:

- manipulate crayons, brushes, and scissors.
- cut along a straight line.
- throw and catch a ball.
- do specific physical motions while dancing to music and/or reciting poems.

# Vocabulary

Theme-Related Words		
arm	hear	scent
bigger	hearing	see
bitter	knees	shoulders
blind	learn	sour
Braille	leg	stinky
change	me	sweet
eyes	mouth	taste buds
feel	myself	toes
feet	nose	tongue
flavor	odor	touch
hand	older	twins
head	salty	

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

Wonderful Words	
Day 1	unique
Day 2	body
Day 3	senses
Day 4	sight
Day 5	hearing
Day 6	taste
Day 7	touch
Day 8	smell
Day 9	grow (height)
Day 10	baby

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.

Basic Words				
baby	car	inside	rope	soft
ball	chocolate	jar	rose	talk
bed	different	key	rough	taller
bee	doll	lemon	same	title
bigger	duck	moon	shake	triangle
book	earrings	older	shoes	tricycle
bug	fan	pretzel	small	tripod
bus	gloves	puzzle	smooth	vanilla
cap	hard	ride	sock	walk

Basic words are those that are helpful for four- and five-year-old children to know. If children do not know them already, there will be opportunities to learn the basic words during this unit.

Math Words
count
five
pair
pattern
set
three
two

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

Getting Along Together Words
angry
feelings
happy
"I" Message
proud
sad
scared
surprised

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>All by Myself!</i> practice
<i>Whistle for Willie</i> carton
<i>Everybody Has Feelings</i> errand
<i>Rain</i> rain
<i>Brown Bear, Brown Bear, What Do You See?</i> looking

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

# Peek at the Week 1

Lesson Component		Day 1	Day 2
<b>Learning Focus for the Day</b>		I am unique. There is no one exactly like me.	I have a body with many parts. Each part of my body has an important job.
 <b>Greetings, Readings, &amp; Writings</b> Children's Choices	<b>Classroom Library Lab</b>	Enjoy a Story	Enjoy a Story
	<b>Letter Lab</b>	Uppercase and Lowercase Letter Match	Macaroni "M"
	<b>Math Lab</b>	Count 'em	Count 'em
	<b>Computer/Media Lab</b>	Exploring with Technology	Exploring with Technology
	<b>Writing Lab</b>	I Like It!	I Like It!
	<b>Art Lab</b>	Sculpting Faces	Self-Portraits
	<b>Science Lab</b>	Sensational Sand	Sensational Sand
	<b>Puzzles &amp; Games Lab</b>	Free Exploration	Free Exploration
 <b>Gathering Circle</b>	Daily start-up routines	Daily start-up routines	
 <b>Move It!</b>	Get on Up and Move Your Body	Head, Shoulders, Knees, and Toes	
 <b>Clues &amp; Questions</b>	Explore Curiosity's mirror. We are each unique. Introduce the letter "m."	Body part puzzles Review the letter "m."	
 <b>Rhyme Time</b>	"Me" Rhyme Identification: Picture match game		
 <b>Getting Along Together</b>		Name feelings, and discuss expressions.	
 <b>Plan &amp; Play</b>	Scenario Options: Play Date Dress Up Doctor's Office Construction Site	Scenario Options: Same as day 1  Small-Group Instruction: I am unique.	
 <b>STaR</b> <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>All by Myself!</i> by Aliki	<i>All by Myself!</i> Story Retell: Text to text comparison	
 <b>Math Moments</b>	Count by rote to 10. Number sense for 2: Create sets of two.	Count by rote to 10. Number sense for 2: Create sets of two.	
 <b>Question/Reflection</b>	Brain Games: Simon Says and I Spy	Brain Game: I Spy Silly picture	

Day 3	Day 4	Day 5
Our senses let us know what is going on around us.	Our eyes help us see.	Our ears help us hear.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Macaroni "M"	Macaroni "M"	Macaroni "M"
Count 'em	Count 'em	Count 'em
Exploring with Technology	Exploring with Technology	Exploring with Technology
I Like It!	My Senses Flap Book Cover	My Senses Flap Book: Sight
Self-Portraits	Self-Portraits	Groovy Glasses
Sensational Sand	Sensational Sand	Feeling Letters
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Follow the Leader	Freeze	Elmo's Got the Moves
<i>My Five Senses</i> by Alik Review the letter "m."	Concepts-of-print book: <i>My Five Senses</i> Review the letter "m."	Secret sound cups Review the letter "m."
	"Myself" Rhyme Identification: Stand Up, Sit Down game	"Myself" Rhyme Identification: Picture match game
Match feelings to situations.		
Scenario Options: Same as day 1	Scenario Options: Same as day 1	Scenario Options: Same as day 1
Small-Group Instruction: Same as day 2	Small-Group Instruction: Same as day 2	Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>Whistle for Willie</i> by Ezra Jack Keats	<i>Whistle for Willie</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>Everybody Has Feelings</i> by Charles Avery
Count by rote to 10. Number sense for 3: Create sets of three.	Count by rote to 10. Number sense for 3: Create sets of three.	Count by rote to 10. Problem solving with numbers 0–3
Brain Game: I Spy Letter "m" classroom search	Brain Game: I Spy Discuss blindness; explore Braille cards.	Brain Game: I Spy Discuss deafness and sign language.

# Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Our tongues help us taste.	We can feel things when we touch them.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Making Words	Sequin "S"
	Math Lab	Count 'em	Bear Patterns
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	My Senses Flap Book: Hearing	My Senses Flap Book: Taste
	Art Lab	Creation Station	Creation Station
	Science Lab	Secret Sound Cups	Salty, Sweet, or Sour?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle		Daily start-up routines	Daily start-up routines
 Move It!		Balloon Ball	Touch
 Clues & Questions		Taste items that are sour, sweet, and salty. Introduce the letter "s."	Identify items using sense of touch. Review the letter "s."
 Rhyme Time		"My Mirror" Rhyme Identification: Stand Up, Sit Down	
 Getting Along Together			Introduce the Chilly puppet and Stay Cool steps.
 Plan & Play		Scenario Options: Birthday Party Play Date Dress Up Doctor's Office Construction Site	Scenario Options: Same as day 6  Small-Group Instruction: Staying Cool
 STaR <small>Story Telling and Retelling</small>		Interactive Story Reading: <i>Rain</i> by Manya Stojic	<i>Rain</i> Story Retell: Sound effects
 Math Moments		Count by rote to 10. Introduce ABAB patterns.	Count by rote to 10. Extend patterns.
 Question/Reflection		Brain Games: I Spy and What's the Magic Word?	Brain Game: What Is the Magic Word? Two meanings of the word "feel" (touch/emotion)

Day 8	Day 9	Day 10
Our noses help us to smell.	My body is growing and changing.	I can do many things now that I could not do when I was a baby.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Sequin "S"	Sequin "S"	Sequin "S"
Bear Patterns	Bear Patterns	Bear Patterns
Exploring with Technology	Exploring with Technology	Exploring with Technology
My Senses Flap Book: Touch	My Senses Flap Book: Smell	Same as days 4–9
Texture Art	Smelly Art	Smelly Art
Feeling Bags	What's that Smell?	What's that Smell?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Beanbag Pass: Body Parts	The Elmo Slide	Kitty Walk
Investigate smells with sniffing jars. Review the letter "s."	Observe changes as people grow. Review the letter "s."	SFAF Big Book: <i>Look at Me Now</i> Review the letter "s."
	"My Mirror" Listening: Nonsense Game	"My Mirror" Rhyme Production: Curiosity's story
Apply Stay Cool steps to the story about Angry Annie.		
Scenario Options: Same as day 6	Scenario Options: Same as day 6	Scenario Options: Same as day 6
Small-Group Instruction: Same as day 7	Small-Group Instruction: Same as day 7	Small-Group Instruction: Same as day 7
Interactive Story Reading: <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.	<i>Brown Bear, Brown Bear, What Do You See?</i> Story Retell: Dramatize the animals.	Free-Choice Story Reading: Suggestion – <i>Me and My Amazing Body</i> by Joan Sweeney
Count by rote to 10. What Comes Next? Children arrange themselves into an ABAB pattern.	Count by rote to 10. Copy an ABAB pattern.	Count by rote to 10. Solve a pattern problem.
Brain Game: What Is the Magic Word? Letter "s" classroom search	Brain Game: What Is the Magic Word? Reread concepts-of-print book: <i>My Five Senses</i> .	Brain Game: What Is the Magic Word? Abilities: Baby or Older Child?

# You Will Need

## Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> <li>• <i>All by Myself!</i> by Sally Francis Anderson</li> <li>• <i>Whistle for Willie</i> by Ezra Jack Keats</li> <li>• <i>Rain</i> by Manya Stojic</li> <li>• <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</li> <li>• <i>Cassie Starts School</i> by Bette Chambers (from unit 1)</li> <li>• <i>Everybody Has Feelings</i> photographed by Charles E. Avery</li> <li>• <i>Me and My Amazing Body</i> by Joan Sweeney</li> </ul>	
	<p><b>Concepts of Print</b></p>	
	<ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Sally Francis Anderson (class set)</li> <li>• <i>At School</i> by Sally Francis Anderson (from unit 1, one copy)</li> </ul>	
	<p><b>Theme Learning</b></p>	
	<ul style="list-style-type: none"> <li>• <i>SFAF Big Book: Look at Me Now!</i> by Sally Francis Anderson</li> <li>• <i>My Five Senses</i> by Alik</li> </ul>	
Media	<ul style="list-style-type: none"> <li>• Curiosity Corner 2nd Edition Software</li> <li>• Curiosity Corner Home Link show for unit 2</li> <li>• <i>Getting to Know Myself</i> by Hap Palmer</li> </ul>	
Cards/Card Sets	<p><b>Curiosity Corner Activity Cards for Unit 2</b></p>	
	<p><b>Letter Cards</b></p>	<ul style="list-style-type: none"> <li>• “Mm,” “Ee,” “Pp,” “Ss,” “Aa,” and “Xx”</li> </ul>
	<p><b>Numeral Cards</b></p>	<ul style="list-style-type: none"> <li>• 2, 3</li> </ul>
	<p><b>Thematic Content</b></p>	<ul style="list-style-type: none"> <li>• Wonderful Word picture cards: unique, body, senses, sight, hearing, taste, touch, smell, grow, learn</li> <li>• Day 9: Growing Older card set, Baby Curiosity card*</li> </ul>
	<p><b>Rhyme Time</b></p>	<ul style="list-style-type: none"> <li>• Day 1: cap, bug, ball, key, bed, rope</li> <li>• Day 5: car, bus, rose, ball, fan, duck, sock, bee, moon</li> </ul>
	<p><b>Getting Along Together</b></p>	<ul style="list-style-type: none"> <li>• Day 2: Feelings Faces set</li> <li>• Day 7: Stay Cool cards</li> </ul>
	<p><b>Plan &amp; Play Scenario Cards</b></p>	<ul style="list-style-type: none"> <li>• Play Date, Dress Up, Doctor’s Office, Construction Site, Birthday Party</li> </ul>
	<p><b>Math Moments</b></p>	<ul style="list-style-type: none"> <li>• Day 1: Pairs Pictures set</li> </ul>

	<p><b>Rhyme Cards</b></p>
	<ul style="list-style-type: none"> <li>• “Me,” “Myself,” and “My Mirror”</li> </ul>
	<p><b>Other Card Sets</b></p>
	<ul style="list-style-type: none"> <li>• Braille cards</li> <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>• Stay Cool 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 points 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>• Face and Body flannelboard set</li> <li>• Counting bears</li> <li>• Wooden lacing sneaker (Puzzles &amp; Games Lab)</li> <li>• Listening Lotto – Outside Sounds (Puzzles &amp; Games Lab)</li> <li>• Curiosity Corner Unit Record Form for unit 2 (generate with data-tools system)</li> </ul>

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

- Box with small mirror inside (Clues & Questions, day 1)
- Resealable baggies (Math Moments, days 1, 2, 4, 9, and 10)
- Two identical objects (Math Moments, day 2)
- Macaroni noodles, uncooked (Letter Lab, days 2–5)
- Handheld mirror (Plan & Play, days 2–5)
- Scarf to cover Curiosity’s eyes (Clues & Questions, day 4)
- Earmuffs or headphones to cover Curiosity’s ears (Clues & Questions, day 5)
- Secret sound cups: paper cups, masking tape, and small items that make a distinctive sound when shaken inside, such as paperclips, marbles, or cotton balls (Clues & Questions, day 5)
- One or two inflated balloons (Move It!, day 6)
- Lemon slices, pretzels, chocolate pieces, or other sour, salty, and sweet foods to which no children in your class are allergic, enough for every child to sample each of the three flavors (Clues & Questions, day 6)
- Feeling bags: paper lunch bags, objects to place inside the bags, such as pieces of sandpaper, cotton balls, crayons, balls, papers, small building blocks; see To Be Prepared section (Clues & Questions, day 7)
- Beanbag or other item for children to pass (Move It!, day 8)
- Smell jars: items with a strong odor or scent, such as a small piece of cut onion or cotton balls soaked with perfume, flavor extract, or vinegar; opaque containers with lids or masking tape (Clues & Questions, day 8)
- Green paper leaves for the story tree
- Wonder Box and supplies for Plan & Play prop creation; see *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:**

<b>Learning Labs</b>	
<b>Classroom Library Lab</b>	
Enjoy a Story	<ul style="list-style-type: none"> <li>Books of all kinds, theme-related books</li> </ul>
<b>Letter Lab</b>	
Uppercase and Lowercase Letter Match	<ul style="list-style-type: none"> <li>Set of uppercase and lowercase letter match cards (from unit 1)</li> </ul>
Macaroni “M”	<ul style="list-style-type: none"> <li>“M” letter shape (appendix), glue, dry macaroni noodles, paint and brushes (optional)</li> </ul>
Making Words	<ul style="list-style-type: none"> <li>Magnetic, foam, or plastic letters, concepts-of-print book or other book with relatively large print</li> </ul>
Shiny “S”	<ul style="list-style-type: none"> <li>“S” letter shape (appendix), sequins, glitter, glue</li> </ul>
<b>Math Lab</b>	
Count ‘em	<ul style="list-style-type: none"> <li>Things that children can count: linking cubes, buttons, beads, pattern blocks, etc.</li> </ul>
Creating Patterns	<ul style="list-style-type: none"> <li>Counting bears, bear pattern strips (appendix), crayons</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 Resource Center for suggested websites.)</li> </ul>
<b>Writing Lab</b>	
I Like It!	<ul style="list-style-type: none"> <li>Paper, writing instruments, items with texture (such as feathers, small pieces of sandpaper), scratch-and-sniff stickers (optional)</li> </ul>
My Senses Flap Book	<ul style="list-style-type: none"> <li>My Senses pages (appendix), writing instruments, glue, items with texture (small pieces of sandpaper, feathers, etc.), scratch-and-sniff stickers</li> </ul>
<b>Art Lab</b>	
Creation Station	<ul style="list-style-type: none"> <li>Variety of craft supplies that children can choose from: construction paper, glue, scissors, sequins, glitter glue, paint, paintbrushes (If you have an easel, it can be considered part of the Art Lab.)</li> </ul>
Sculpting Faces	<ul style="list-style-type: none"> <li>Playdough</li> </ul>
Self-Portraits	<ul style="list-style-type: none"> <li>Paper plates, hair-colored yarn, glue, scissors, markers, crayons, mirror (optional)</li> </ul>
Groovy Glasses	<ul style="list-style-type: none"> <li>Pipe cleaners</li> </ul>

Learning Labs		Art Lab (continued)		
	Texture Art		<ul style="list-style-type: none"> <li>Construction paper, glue, items that can be glued to paper, such as feathers, buttons, sequins, scraps of paper, or fabric</li> </ul>	
	Smelly Art		<ul style="list-style-type: none"> <li>Scented markers, paper</li> </ul>	
	<b>Science Lab</b>			
	Sensational Sand		<ul style="list-style-type: none"> <li>Sand table, sand, sand toys (cups, shovels), magnifying glass</li> </ul>	
	Feeling Letters		<ul style="list-style-type: none"> <li>Braille cards (provided)</li> </ul>	
	What's That Sound?		<ul style="list-style-type: none"> <li>Secret sound cups (from Clues &amp; Questions, day 5) – opaque cups covered with masking tape or lids and objects inside such as paperclips, marbles, jingle bells, or cotton balls</li> </ul>	
	Salty, Sweet, or Sour?		<ul style="list-style-type: none"> <li>Set of Salty, Sweet, or Sour? food picture cards (appendix)</li> </ul>	
	Feeling Bags		<ul style="list-style-type: none"> <li>Paper lunch bags with classroom objects inside</li> </ul>	
	What's That Smell?		<ul style="list-style-type: none"> <li>Smell jars (from Clues &amp; Questions, day 8) – opaque cups covered with masking tape or lids and items with distinctive smells inside, such as a slice of onion, perfume or vinegar on a cotton ball</li> </ul>	
	<b>Puzzles &amp; Games Lab</b>			
Free Exploration		<ul style="list-style-type: none"> <li>Wooden lacing sneakers (provided)</li> <li>Listening Lotto – Outside Sounds</li> <li>Silly Picture: Body Parts sheet (appendix)</li> <li>Other theme-related puzzles and games</li> </ul>		
Plan & Play				
	Scenario	Suggested Classroom Space	Ideas for Props	
	Play Date	Any area	<ul style="list-style-type: none"> <li>Board games, playdough, dolls and accessories, toy cars</li> </ul>	
	Dress Up	Any area	<ul style="list-style-type: none"> <li>Large mirror, clothes, hats, purses, shoes, etc.</li> </ul>	
	Doctor's Office	Any area	<ul style="list-style-type: none"> <li>Chairs for waiting room, toy cash register, toy doctor tools, adhesive bandages, clipboard, paper, pencil or crayon</li> </ul>	
	Construction Zone	Area where blocks are stored	<ul style="list-style-type: none"> <li>Blocks, toy dump trucks and bulldozers, wooden people or other dolls, toy cars, construction hats</li> </ul>	
	Birthday Party	Housekeeping area	<ul style="list-style-type: none"> <li>Empty boxes, wrapping paper, scissors, tape, party decorations</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	
G, R, & W	<ul style="list-style-type: none"> <li>Set up the Learning Labs. See the Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios section from the previous pages for information about how to set up each lab. Check the lesson plan or the Peek at the Week to see which labs will be offered on day 1.</li> <li>Duplicate the theme introduction letter.</li> <li>Duplicate the Learning Labs Facilitation Guide.</li> </ul>
C & Q	<ul style="list-style-type: none"> <li>Place a mirror inside a small box with a lid such as a shoe box. Hide the box inside Curiosity's house.</li> </ul>
STaR	<ul style="list-style-type: none"> <li>Number the pages of the book <i>All by Myself</i>. Page 2 begins, "Run to the bathroom..."</li> </ul>
MM	<ul style="list-style-type: none"> <li>Collect a pair of two identical objects.</li> <li>Place an even number of linking cubes in resealable plastic bags, varying the number of cubes in the bags, one bag per partnership.</li> </ul>
Day 2	
G, R, & W	<ul style="list-style-type: none"> <li>Duplicate the Letter "M" sheet (appendix).</li> </ul>
C & Q	<ul style="list-style-type: none"> <li>Cut out the body pieces from the Face and Body flannelboard set (four), and place the parts for each body in a separate resealable plastic baggie. Place the baggies inside Curiosity's house.</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>Duplicate the Silly Picture: Body Parts sheet, one per child (appendix).</li> </ul>
Day 3	
C & Q	<ul style="list-style-type: none"> <li>Place the book <i>My Five Senses</i> by Sally Francis Anderson inside Curiosity's house.</li> </ul>
MM	<ul style="list-style-type: none"> <li>Duplicate and cut apart the Are There Three? pictures (appendix)</li> </ul>
Day 4	
G, R, & W	<ul style="list-style-type: none"> <li>Duplicate the cover page for the My Senses flap books (appendix), one per child.</li> </ul>
MM	<ul style="list-style-type: none"> <li>Place nine counting bears in resealable plastic bags, one bag per partnership (size or color).</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>Cover Curiosity's eyes with a scarf (between Clues &amp; Questions and Question/Reflection).</li> </ul>
Day 5	
G, R, & W	<ul style="list-style-type: none"> <li>Duplicate the senses of sight and hearing page for the My Senses flap books (appendix); cut as indicated to provide enough for one page per child.</li> </ul>
C & Q	<ul style="list-style-type: none"> <li>Prepare the secret sound cups (one cup per partnership). Place items, such as paperclips, marbles, cotton balls, or other small items that make a distinctive sound when shaken, in opaque containers so each container has a different type of item, and seal them.</li> </ul>

Day 6	
C & Q	<ul style="list-style-type: none"> <li>• Cut out the face pieces from the Face and Body flannelboard set.</li> <li>• Prepare sour, sweet, and salty food samples, one piece of each flavor per child.</li> </ul>
P & P	<ul style="list-style-type: none"> <li>• Make props available for the new birthday party scenario. (See Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios.)</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the Salty, Sweet, or Sour? picture cards (appendix), and place them in the Science Lab.</li> </ul>
Day 7	
G, R, & W	<ul style="list-style-type: none"> <li>• Duplicate the Letter “S” sheet, one per child.</li> <li>• Duplicate and prepare appendix items for the Letter, Math, Writing, and Science Labs according to the instructions on the blackline masters.</li> </ul>
C & Q	<ul style="list-style-type: none"> <li>• Prepare feeling bags. Place an object, such as a piece of sandpaper, cotton ball, crayon, ball, paper, or small building block, in a small paper bag, one bag per partnership. There can be more than one bag with the same object.</li> </ul>
Day 8	
G, R, & W	<ul style="list-style-type: none"> <li>• (Optional) Place new objects in the feeling bags (C &amp; Q, day 7).</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>Brown Bear, Brown Bear, What Do You See?</i> Page 2 begins, “Brown Bear....”</li> </ul>
C & Q	<ul style="list-style-type: none"> <li>• Create several (five to eight) smell jars. Place items with a strong scent or odor, such as small pieces of cut onion or cotton balls soaked with perfume or flavor extracts, into unbreakable opaque containers with lids or covered with masking tape.</li> </ul>
Day 9	
G, R, & W	<ul style="list-style-type: none"> <li>• Duplicate the sense of smell page for the My Senses flap books (appendix); cut apart as indicated to provide enough for one page per child.</li> <li>• (Optional) Create a second set of smell jars that duplicate those from day 8.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Place counting bears in resealable plastic baggies. Each baggie should contain six red bears and six green bears (sizes of the bears may vary), one baggie per partnership.</li> </ul>
Day 10	
RT	<ul style="list-style-type: none"> <li>• Print one copy of Curiosity’s story (appendix).</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Baggies of counting bears (from day 9)</li> </ul>

# Day 1 | Ready, Set

## Focus

I am unique. There is no one exactly like me.

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>• Partnership chart and name cards</li> <li>• Curiosity puppet</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 2</li> </ul>
<p><b>Greetings, Readings, &amp; Writings</b></p>	<ul style="list-style-type: none"> <li>• Learning Lab 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>• Concepts-of-print book: <i>At School</i> (one copy)</li> </ul>
<p><b>Move It!</b></p>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<p><b>Clues &amp; Questions</b></p>	<ul style="list-style-type: none"> <li>• Small box with mirror inside</li> <li>• CC Activity Cards: Wonderful Word picture card for "unique"</li> <li>• CC Activity Cards: Letter cards for "Mm," "Ee," and "Pp"</li> </ul>
<p><b>Rhyme Time</b></p>	<ul style="list-style-type: none"> <li>• Rhyme card for "Me" (optional)</li> <li>• CC Activity Cards for cap, bug, ball, key, bed, and rope (or IWB access)</li> </ul>
<p><b>Plan &amp; Play</b></p>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Scenario cards for Play Date, Dress Up, Doctor's Office, and Construction Site</li> <li>• Colored clothespins</li> <li>• Paper and crayons or pencils for writing play plans</li> </ul>
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Trade book: <i>All by Myself!</i> by Aliki</li> <li>• Number the book <i>All by Myself!</i> Page 2 begins, "Run to the bathroom..."</li> <li>• Leaf for story tree</li> </ul>
<p><b>Math Moments</b></p>	<ul style="list-style-type: none"> <li>• Resealable baggies with eight counting bears each, one baggie per partnership</li> </ul>

Materials	
Question/Reflection	<ul style="list-style-type: none"><li>• Cool Kid certificate and marker</li><li>• Celebration jar</li><li>• Theme introduction letters (appendix)</li><li>• Home Link show for unit 2</li><li>• Home Link animal hand 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 an activity. Introduce newly added activities as appropriate.</li> <li>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</li> <li>5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.</li> </ol>

**Available Activities**

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

**Classroom Library Lab: Enjoy a Story**

- Include new books related to the individuality of each child, how our bodies work, and the five senses.

**Letter Lab: Uppercase and Lowercase Letter Match**

- Allow children to continue to play Memory with the uppercase and lowercase letter matching cards used in the previous unit.

**Math Lab: Count 'em**

- Have a variety of manipulatives available that children can count. Examples include linking cubes, plastic bears, buttons, beads, and pattern blocks.

**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 types of devices you are using.)

**Writing Lab: I Like It!**

- Encourage children to draw a picture or write about something they like to do.

Art Lab: Sculpting Faces

- Encourage children to make faces from playdough. Use words such as “eyes,” “eyebrows,” “nose,” “nostrils,” “cheeks,” etc. as you talk to them about their activities.

Science Lab: Sensational Sand

- Encourage children to think about how the sand feels, looks, sounds, and smells as they experiment with shovels, cups, or other sand toys.

Puzzles & Games Lab: Free Exploration

- Point out the wooden lacing sneaker. Encourage children to use the sneaker to practice lacing and tying shoes.
- 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



- Hold up a copy of *At School*. Use Think-Pair-Share to inquire about the previous Home Link assignment.

**Did any of you read this book with someone in your family? Tell your partner whom you read the book with or whom you would like to share the book with tonight. Remember to use active listening while your partner is speaking.**



- 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 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!

- Explain today's Move It! activity.

**We will see a new video today. It has a new song called “Get on Up and Move Your Body” that will make you want to dance! Feel free to dance any way you like as we watch!**



- 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.

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



## Clues & Questions

### Theme-related word(s):

twins  
unique\*

### Basic words:

inside  
small  
same  
different



### Curiosity's Clues

- Bring out the Curiosity puppet and a small box. Have Curiosity give clues about what is inside the box.

**Curiosity: I have something very special inside this small box. There is a person in here; can you believe it? The person is unique. The person is like no one else in the whole world!**

**Think quietly for a moment about who you think might be in the box. Wait a moment for children to think. Now tell your partner who you think might be inside the box.**

- Allow children to peek in the box, one at a time, without telling anyone who is inside the box. (Children will see themselves in a mirror.)

**WGR: Who is the person inside Curiosity's box? Each one of you!**



### Learning with Curiosity

- Explain to children how each person is unique.

**Curiosity said that the person in the box is unique, so that means that each one of you is unique. There is no one else anywhere exactly like you!**

**“Unique” means not like anyone or anything else.**

**Many of us have things about us that are the same, but there are differences too. Think for a moment about how you are the same as Curiosity. Provide wait time. If you thought of a way that you are the same as Curiosity, tell your partner.**



- Use the sharing sticks to select a child to share his or her ideas about how he or she is the same as Curiosity. *We both have two ears, two eyes, a mouth, teeth, a tongue, a nose, etc.*



**Now think about a way that you are different from Curiosity. Provide wait time. T-P-S: Tell your partner how you are different from Curiosity.**

- Use the sharing sticks to select a child to share his or her ideas about how he or she is different from Curiosity. *Curiosity has fur, a tail, etc.*



- Award paw points for reasonable responses. Use the opportunity to recognize children who shared their ideas with their partners.
- Explain that some people look exactly the same because they were born on the same day from the same mother. They are called twins. Even though twins might look the same, they are different in some ways.



- Introduce the video.

**Let's watch a video about the ways in which people are unique.**

- Play the "There Is No One Exactly Like You" video.
- Show the "Count Me In" video to further develop the concept of each person being unique.

## Wonderful Word



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

**Our Wonderful Word today is "unique." Remember that "unique" means different from anyone or anything else.**

- Remind children that they can earn paw points when they use or hear the word "unique" 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 the children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

**There is no one exactly like me.**

### Letter Links

- Have Curiosity provide clues about the letter of the week. Use Think-Pair-Share to have children guess the letter, then show the letter card to reveal it to the children.

**This week we will start something new with our Daily Message. We will study a new letter each week. We will find the letter in our message. Our letter for this week is in our message today.**

Display the letter cards for "Mm," "Ee," and "Pp." **Our letter of the week is one of these three letters. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell which one it is!**

- My uppercase shape is tall, and my lowercase shape is small.
- My uppercase shape looks a little different from my lowercase shape.
- My shapes remind people of mountains.



WGR: What letter am I? "*m*"

**"M" is our letter of the week!** Put away the other two letter cards.

- Have children help you identify the letter of the week 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 imaginary 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.**



- Reinforce the sound and shape of the letter “m” by showing the “M’ is for Mouth, ‘M’ is for Music” video.



Ask children to stand up as they recite “Penny, Nickel, Dime” to signal the transition to Rhyme Time.

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

## Rhyme Time

### Theme-related word(s):

me  
myself

### Basic word(s):

tall  
small  
cap  
bug  
ball  
key  
bed  
rope



### Say the Rhyme

- Introduce the new poem “Me.”

**Today we will begin to learn a new rhyme about some of the things that we can do. It’s called “Me.” Listen for rhyming words as you hear the words to the rhyme.**

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

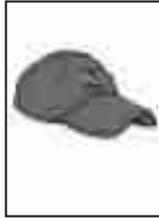
**Me**  
**I can always stand up tall.**  
(Stand on tiptoe, reach hands toward ceiling.)  
**I can make myself so small.**  
(Get into crouching position.)  
**I can be quiet as quiet can be.**  
(Put fingers up to your mouth.)  
**But here I am, just being me.**  
(Jump up to standing position.)

### Develop Phonological Awareness—Rhyme Recognition

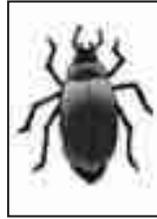
- Invite children to recall the rhyming words from the poem.

**Which word rhymes with “tall”?** *“Small.” Tall, small. They both have “-all” at the end. Which word rhymes with “be”?* *“Me.” Be, me. They both end with /eee/.*

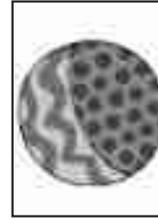
- Lead the Picture Match game. Show the first set of pictures. Point to and name each picture.



cap



bug



ball



**WGR: Which word rhymes with “tall” and “small”?** *“Cap,” “bug,” or “ball”?* *“Ball.”*

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



key



bed



rope



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.

#### Play Date

**Imagine that you will visit a friend for a play date. What kinds of things will you do on the play date? Does the friend have sisters and brothers?**

#### Dress Up

**You can use the dress-up clothes to pretend that you are someone else. Who will you be? What will you do? You may also dress up the dolls.**

#### Doctor's Office

**We are talking about ourselves this week. One way to take care of ourselves is to visit the doctor regularly. Today you can pretend to play in a doctor's office.**

#### Construction Site

**We learned that different people like to do different things. Some of you may wish to pretend that you are working at a construction site in our blocks area. What will you pretend to build?**

### 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.

#### EXAMPLE

**I have placed a red clip on this picture of children playing doctor's office. If you want to pretend in the doctor's office today, you will wear a red clip on your clothing. As you can see, we could fit about eight children in the doctor's office area, so I have eight red clips here. Once the clips are all gone, you will need to choose another scenario.**

**Remember to stop by the planning table on your way to your chosen area so you can think about what you'd like to pretend today.**

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

## Plan

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

## Play

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

## Coaching

- Encourage children to fulfill their play plans as you join in the play.

### EXAMPLES

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Play Date **Hi. I just moved in next door. Can I play with you too?**

Dress Up **I want to wear this hat. Do you think it will look good on me?**

Doctor's Office **Excuse me. I hurt my foot. Is there someone here who can take a look at it?**

Construction Site **Hello. My company is looking for some builders to help us with our newest office. Can you tell me a little bit about what your buildings are like? Are they strong enough to not blow away in the wind? Will the insides stay dry when it rains?**



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.

### **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):  
practice

### **All by Myself!**

*Author and illustrator: Alik*

The story depicts active involvement during a school day as one of the many accomplishments of a young child who is growing in independence. Your children can identify with the boy in the story as he celebrates mastering self-help and other skills.

## **Interactive Story Reading**

### Before Reading

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

**The title of our story today is *All by Myself!* That’s the name of the story. The author is Alik. She wrote the words for the story. The illustrator is also Alik. 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 boy on the cover of this book. T-P-S: How do you think he feels? He sure looks excited about something.**

**I’ll read the words in the title. Maybe the words will tell us why he looks this way. Point to the title as you say, in an excited voice, “*All by Myself!*” T-P-S: What do you think the boy can do all by himself?**

**Let’s read the book together to see if your ideas are in the 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 11: **These are all the things the boy does when he wakes up in the morning. T-P-S: Which of these things do you do? Are you able to do them all by yourself, with no help?**
- Page 15: T-P-S: **What are some of the things the boy does at school that are the same as the things you do?**
- Page 21: **Tell your partner one thing that the boy does after school all by himself that you do too.**

After Reading

- Ask summative story questions, and reinforce the new STaR vocabulary.

T-P-S: **What is something the boy in the story can do all by himself?**

Reread the top of page 19. **The boy is playing a violin in this picture.**

T-P-S: **What do you think the word “practice” might mean?**

**When we practice something, we do it many times so we will be good at it. By practicing, we can do more and more things all by ourselves.**

T-P-S: **Can you think of something that you have practiced before?**

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



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

**When I’m Doing Math**

**When I’m doing math,**

**I wonder what I’ll see.**

**Lots of things for counting,**

**1, 2, 3.**



Math word(s):

two  
set

**Count with Curiosity**



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

## Active Instruction

- Invite the Cool Kid and another child to stand where everyone can see them.

**Let's count how many children are standing here.** Touch each child on the head as children count. **There are two children. We are talking about the number 2 today.**

- Help children, as needed, to place themselves in sets of two. You may want to suggest that they pair up with their partners.

**Let's see how many other sets of two children we can make with our classmates.**

- Once children are paired off, help them count the number of children in each set to make sure there are two. Then count the number of sets. As a set of two children is counted, the children in that set should sit down.

**First, let's make sure we did this correctly. Let's make sure there are two classmates in each set.** Count the children in one set. **1, 2. Good.** Continue until all sets are verified.

**Now let's find out how many sets of two we made. When I count you, you may sit down. Ready?** Begin counting.

## Partner Practice

- Distribute a baggie of counting bears to each partnership. Have partners work together to create sets of two bears.

**How many sets of two did you find? You will put them back into your bag as we count.** *Four sets.*

- Reinforce the concept of the number 2 by showing the “Egyptian Box #2” video.

Have children play last week's brain game, Simon Says.



### Brain Game: Simon Says

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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned that no one else is exactly the same as another person. You might look the same or like to do the same things as someone else, but no one is exactly like you.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “unique.” Remember that “unique” means not like anyone or anything else. T-P-S: When did we hear the word “unique” today?**



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

### Theme Learning Extension

- Introduce this week’s brain game, I Spy!, and explain how to play.

**This week we will play a new brain game. Many of you have played this game before. It’s called I Spy! Playing I Spy! teaches our brains to focus, and it’s also fun to play!**

#### Brain Game: I Spy

This game is played in partnerships. A person chooses an object in the room and names something about the object (e.g., color), saying: “I spy with my little eye something that is [descriptive word].” The children work with their partners to find objects that match the clue. Then they ask questions, such as “Is it the clock?,” as they try to guess the object. You may want to ask questions with students the first time so you can model how to ask useful questions. After about a minute, if no one has guessed the object, a second clue (e.g., location, size) may be provided. The person who guesses the object first gets to choose the next object.

- After explaining the rules, invite the Cool Kid to come in front of the class and give the first clue. The child who guesses correctly will then come up and give the next clue.

## 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.

**Today, you will watch your very first Home Link show online! Watch today's show with someone in your family if you can. You will find today's show when you click on the chick.**

- Remind children to complete their Read & Respond bookmark.
- 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

## Focus

I have a body with many parts. Each part of my body has an important job.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Art Lab: Paper plates, crayons or markers, hair-colored yarn, glue, scissors, mirror (optional)</li> <li>• Letter Lab: Dry macaroni noodles, “m” letter shape (appendix), glue</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>• Face and Body flannelboard set puzzle pieces – bodies (four sets)</li> <li>• CC Activity Cards: Wonderful Word picture card for “body”</li> <li>• CC Activity Cards: Letter card for “Mm”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Feelings Faces set</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Small-group activity: Handheld mirror</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>All by Myself!</i> by Alike</li> <li>• SFAF book: <i>Cassie Starts School</i> by Bette Chambers</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Curiosity puppet or IWB access</li> <li>• CC Activity Cards: Numeral 2</li> <li>• A pair of identical objects</li> <li>• CC Activity Cards: Pairs Pictures set</li> <li>• Baggies of counting bears, one per partnership (from day 1)</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Silly Picture: Body Parts (appendix)</li> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal hand 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. Turn in homework.</li> <li>3. Sign in.</li> <li>4. 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: Macaroni "M"

- Point out the new materials in the lab. Invite children to glue macaroni noodles onto the letter "m" shape.

Math Lab: Count 'em

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: I Like It!

- Same as day 1

#### Art Lab: Self-Portraits

- Point out the paper plates and other materials available for children to make self-portraits. Explain that they can use the paper plates to make faces that look like them. Encourage them to talk about their facial features and to use theme-related vocabulary as they work.

#### Science Lab: Sensational Sand

- Same as day 1

#### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief



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

**T-P-S:** In the story *Mrs. Katz and the Five Senses*, how did Mrs. Katz have the children try out their sense of taste? *She had them tell about all the good things that they had tasted at lunch.*



- 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.
- Remind the children to ask their family members to complete the Read & Respond bookmark each day.

#### 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 do the motions to the song “Head, Shoulders, Knees, and Toes.” Elmo will show us how!**



- Show the “Head, Shoulders, Knees, and Toes” video. Invite children to sing and do the motions along with Elmo as they learn the song.



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

## Clues & Questions

### Theme-related word(s):

body\* head  
feet hand  
arm leg

### Basic word(s):

puzzle

### Curiosity's Clues

- Bring out Curiosity and the bags containing the body-part puzzles from the Face and Body flannelboard set. Have Curiosity give clues about the puzzles.

**Curiosity: I brought some little puzzles today. The puzzles are clues. When we put them all together, you will find out what we will learn about today!**

- Combine partnerships to create four small groups of children. Distribute a bag of puzzle pieces to each group. Ask children to look at the puzzle pieces inside their bags.



**WGR: What do you think you can make with your puzzle pieces? A child, a boy, a person.**

- Have children give each person in their group at least one puzzle piece. Give the children a few minutes to put the puzzles together.

### Learning with Curiosity

- Introduce the word “body.”

**Each of you had all the parts of a person in your puzzle. When we talk about all your parts together, we are talking about your body.**

- Help children name and say sentences about body parts.

**Each part of your body has a special name and a special job. Let’s talk about what some of the parts of our bodies are called.**

**Curiosity is going to tell us about one of the body parts from your puzzle. Point to the body part on your puzzle that she tells us about.**

- Have Curiosity give a clue.

**These are at the bottom of your legs. You walk on them. You put shoes on them. WGR: What are they? *Feet*.**

- After children point to the correct body part, name the part, and model a sentence that uses the part’s name. Ask children to say the sentence together with you.

EXAMPLE

**I can make a sentence about feet. Our feet help us walk. Let’s all say that together. Our feet help us walk.**

Continue with the other clues.

**I am at the top of your body. I have hair, ears, eyes, a nose, and a mouth on me. What am I? *Head*.**

**We are long things at the sides of your body. You can use us to hug a friend. What are we? *Arms*.**

**We are attached to the ends of your arms. We each have five fingers. You can use us to pick things up. What are we? *Hands*.**

**We are long things that connect your feet to the rest of your body. With us, you can run fast. What are we? *Legs*.**



- Reinforce the names of the body parts by playing the “Body Parts Cooperation” video.

## Wonderful Word



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

**Our Wonderful Word today is “body.” All of your parts together are called your body.**



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

**Each part of my body has an important job.**

- Hold the Wonderful Word picture card next to the word “body” in the Daily Message.

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

## Letter Links

- Have Curiosity show the letter card for “m.” Remind children that the letter for the week is “m.”
- Invite children to use their letter goggles 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 “m” by showing the “Jake the Dog Letter ‘m’” video.



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

## Getting Along Together

### GAT word(s):

feelings  
angry  
scared  
surprised  
proud  
happy  
sad



### Active Instruction

- Introduce the topic of feelings, and show the “Emotions Faces with Kids” video.  
**Today we will learn about some feelings we have. There are many feelings we can feel at different times. Let’s watch a video about feelings.**

- Introduce the Feelings Faces card set.

**Now we will use these cards to name some feelings and decide what our faces might look like when we have those feelings.**

### Partner Practice



- Present the Feelings Faces cards one at a time, and name the feeling represented on each card. Begin with the card for “happy” using the following example.

**Look at the girl in this picture. T-P-S: How do you think she feels? How do you know she feels happy (or other feeling named)? We can tell the girl feels happy because she is smiling, and it makes her whole face look happy. We can tell how people feel when we look at their faces and bodies.**

**Show your partner what your face looks like when you are happy.**

- Continue with the other feelings cards. Have children name each feeling, talk about how they know when someone is feeling that way, and make their faces show the feeling that is pictured.



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.

## 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 fulfill their play plans as you join in the play.

### Small-Group Instruction

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

### **I Am Unique**

Present one or more mirrors to the group. Hold a discussion about a quality that each child has that is different from others in the group. If they are able, help each child say a sentence with the frame "I am unique because \_\_\_\_."



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):  
practice

**All by Myself!**  
*Author and illustrator: Alikì*

### Review

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

**We read this story yesterday. Let’s see if we can remember the title. The title of our story today is *All by Myself!* That’s the name of the story. Alikì is the author and illustrator of this story. She wrote the words and drew the pictures.**

- Review the story vocabulary introduced yesterday.

**We heard the word “practice” in the story yesterday. T-P-S: Why does someone practice something? *To get better at doing it.***

### Story Retell

- Hold up the story *Cassie Starts School*, and tell children that they will compare some of the things Cassie does in school with those that the boy in *All by Myself!* does.

**When we read this book about Cassie, we saw some of the things she does in school. When we read this story yesterday, we saw that we do some of the same things the boy in the story can do by himself.**

**Today when we read the story about the boy in *All by Myself!*, we can see if he does some of the same things that Cassie does in school.**

- Read the story through without stopping to ask questions or make predictions, emphasizing pages 12–15.
- Take a Picture Walk through *Cassie Starts School*, and encourage children to talk with their partners about the things Cassie does in school. Invite children to talk about how these things are similar to or different from the things that the boy does in *All by Myself!*

**Let’s see if we can find some things that Cassie and the boy both do in school.**

- Close the activity by having children tell their partners something they can do by themselves.



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



## Math Moments

Math word(s):

pair

Basic word(s):

shoes

gloves

earrings



### Count with Curiosity

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

### Active Instruction

- Display a set of two objects, and have children count them with you.

**We have a set of two** (name of objects).

- Introduce the concept of a pair.

**Yesterday we made sets of two things. Today we’re going to think about things that come in twos.**

- Show the pairs picture cards (shoes, gloves, and earrings).

**Some things always come in twos. When things come in twos, they are called a pair. Let’s count the items in these pictures and make sure there are two of each thing.** Point to the items in each picture as the class counts.

EXAMPLE

**Let’s count the shoes in this picture. 1, 2. There is a pair of shoes in this picture.**

**T-P-S: Many of your body parts come in pairs. Tell your partner the name of a part of your body that comes in a pair.** *Responses may include eyes, ears, hands, legs, feet, etc.*

- Introduce the numeral 2. Invite children to look for the number 2 in the classroom.

**When we want to write that there are two of something, this is what we write. This tells that there are two of something. Look around our classroom to see if you can find a 2.**

### Partner Practice

- Distribute a bag of counting bears to each partnership. Have partners work together to create sets of two bears. Help each partnership count the number of sets that they found.
- Reinforce the concept of the number 2 by showing the “Salty and Pierre: Swan Lake” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Our bodies have many different parts. Each part of our bodies has a very special job.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “body.” Remember that all of your parts, such as your arms, legs, and head, make up your body. T-P-S: When did we hear the word “body” today?**



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

### Theme Learning Extension

- Distribute a silly picture to each partnership.

**T-P-S: Look carefully at the picture, and think in your mind about what silly things you see. Provide wait time. Tell your partner one of the silly things in the picture.**

- Invite several children to share what they see. *One man has an arm where his head should be. A girl has three legs, etc.* Help and encourage them to use the names of the body parts and to speak in complete sentences. Award paw points for reasonable answers.

### 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, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, "How did we fill the jar?" the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

### Paw Points

**Paw points, paw points, how did we earn our paw points?**

**Paw points, paw points, how did we fill the jar?**

## Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond and to watch tonight's Home Link episode online to share what they learned today 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

## Focus

Our senses let us know what is going on in the world around us.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: <i>All by Myself!</i>, <i>Cassie Starts School</i></li> <li>Puzzles &amp; Games Lab: Silly Picture: Body Parts sheet (appendix) from day 2</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>Trade book: <i>My Five Senses</i> by Aliki</li> <li>CC Activity Card: Wonderful Word picture card for "senses"</li> <li>CC Activity Card: Letter card for "Mm"</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>CC Activity Cards: Feelings Faces set</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>Whistle for Willie</i> by Ezra Jack Keats</li> <li>Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Pictures cut from the Are There Three? page (appendix), one picture 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 hand 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 STaR books *All by Myself!* and *Cassie Starts School* (unit 1) that you added to the lab. Read the books to children, and help them compare the things that the children in these stories do.

## Letter Lab: Macaroni "M"

- Same as day 2

## Math Lab: Count 'em

- Same as day 1

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: I Like It!

- Same as day 1

## Art Lab: Self-Portraits

- Same as day 2

### Science Lab: Sensational Sand

- Same as day 1

### Puzzles & Games Lab: Free Exploration

- Invite children to revisit the Silly Picture: Body Parts sheet from Clues & Questions on day 2. Encourage children to use theme-related vocabulary and complete sentences to describe the errors in the picture.



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

## Gathering Circle

### Welcome Activities

#### Welcome

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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**T-P-S: In “Alphabet Town,” you saw twenty-six words, one for each letter of the alphabet. Do you remember what word began with the letter “f” in “Alphabet Town?”** *Firetruck.*



- 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.
- Remind the children to ask their family members to complete the Read & Respond bookmark each day.

#### 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, Follow the Leader.

**Today we will play Follow the Leader. In a moment, everyone will line up behind the Cool Kid. The Cool Kid will walk around the classroom and do different movements such as raising his or her hands high in the sky or jumping up and down. Everyone should do what the leader does.**

- Help children form a line behind the Cool Kid. You may wish to play music as they move around the room.



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

## Clues & Questions

### Theme-related word(s)

senses\*

see

hear

taste

touch

hearing

### Curiosity's Clues

- Bring out the Curiosity puppet and the book *My Five Senses* by Alik. Have Curiosity give clues about the book's topic.

**Curiosity: Yesterday you talked about some of the parts of your bodies. I will give you a clue about what we will learn today. We will talk about some of the parts of your body that have very special jobs. They help**



**us know what is going on around us. I brought a book so we can learn about them.**

Teacher: Show the front cover of the book. **So this is the book that Curiosity brought, and she gave us a clue. She told us that the book is about body parts that tell us what is going on around us.** T-P-S: **What do you think we will learn about today?** *The five senses.*

### Learning with Curiosity

- Introduce the book.

**The book that Curiosity brought was written by Alik, the same person who wrote *All by Myself!* The title of the book is *My Five Senses*. The way we know what is going on around us is by using our senses. We will read this book to find out what our senses are and what body part we use for each sense.**

- Read the book to the children.

**Can you remember each of the five senses? Think about that in your mind.** Provide wait time. **Now talk to your partner and see if you can think of all five together. Put your hands together to form a friendship bridge if you can name all five.**



- Select a partnership to share. Award paw points if, together, the partners can name all five senses. Explain that they will learn lots more about the five senses over the next few days.



- Play the “Word on the Street: Senses” video to further develop the concept of what our senses are.

### Wonderful Word

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

**Our Wonderful Word today is “senses.” Our senses help us know what’s going on around us.**



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

**My senses help me learn about things in my world.**

- Point out the period at the end of the sentence.

**You may have noticed that there is often a little dot at the end of our Daily Message. Point to the period. That dot is called a period. The period tells us that the sentence is over.**

#### Letter Links

- Have Curiosity show the letter card for “m.” Remind children that the letter for the week is “m.”
- 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 “m” by showing the “M Art Supplies” video.



Have children stand and recite “Me” along with the video as a transition to Getting Along Together.

## Getting Along Together

GAT word(s):  
“I” Message  
feelings

### Active Instruction

- Review feelings.

**Yesterday we learned the names of some feelings and showed what we may look like when we have those feelings.**

- Present the Feelings Faces cards one at a time, and review the feeling represented on each card.

**Everyone has feelings. People have different feelings all in one day—happy, sad, angry, and scared. I may be happy one minute, and then something happens to make me feel sad. All these feelings are OK. One of the ways we make our classroom a safe place is by telling other people how we feel.**

- Bring out the Curiosity puppet to introduce using “I” Messages to tell others how we feel.

**Teacher: Hi, Curiosity, we are talking about feelings. Do you ever feel happy, sad, mad, or scared?**

**Curiosity: Oh, yes, I have all those feelings. Yesterday I was getting ready to enjoy a bowl full of milk. Just as I was going to drink some, Squeaky ran by and knocked over my bowl. All the milk spilled on the floor! That made me really mad.**

**Teacher: That would make me feel mad too. What did you do when Squeaky knocked over your bowl?**

**Curiosity: I told Squeaky, “I feel mad because you knocked over my bowl of milk.”**

- Help children identify that Curiosity says both how she feels and why she feels that way.

**Curiosity gave an “I” Message. An “I” Message is a way to tell how we feel and why. There are two parts of an “I” Message. The first part is to say how we feel. Let’s practice with Curiosity: “I feel mad.”** (Children say this in unison with Curiosity.) **The second part is to say why we feel that way: “Because you knocked over my bowl of milk.”** (Children say this in unison with Curiosity.)

**“I” Messages are important because they let other people know how we feel and why. When other people give us an “I” Message, it helps us understand exactly how they feel. Would anyone like to practice giving an “I” Message right now? You can tell the class how you feel today and why you feel that way.** Invite one or two children to share an “I” Message. Make sure they name a feeling and a reason why they feel that way.

### Partner Practice

- Read aloud each of the following stories. Invite children to talk with their partners after each story to determine which of the Feelings Faces cards shows the feeling described in the story. As children name the feeling for each story, hold up the appropriate Feelings Faces card, and have them say the name of the feeling with you. Then have children share an “I” Message that the character could give to tell how he or she feels and why.

**Mary dropped her ice cream cone before she even had one bite. How does Mary feel?** *Sad; I feel sad because I dropped my ice cream cone.*

**Josh waited for a long time to play with the soccer ball. When he picked it up, Kendall took it from him. How does Josh feel?** *Mad; I feel mad because you took the ball from me.*

**When Kelsi was a baby, she couldn’t ride a bike. Now she can ride a bike all by herself. How does she feel?** *Proud; I feel proud because I can ride a bike all by myself.*

- Compliment children on their ability to work with their partners to name feelings and give “I” Messages.
- Award paw points for children giving “I” Messages 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.

### 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 fulfill their play plans as you join in the play.

### 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.”

See day 2  
for small-group  
activity instructions.



**STaR word(s):**

carton  
errand

**Whistle for Willie**

*Author and illustrator: Ezra Jack Keats*

Peter wants to whistle. He knows that if he could whistle, he could call his dog Willie or even play tricks on him. As Peter travels through the neighborhood, he tries and tries to whistle as he engages in typical neighborhood activities. His practice pays off when he is able to trick Willie. Peter can't wait to show his parents and continue to practice this new skill.

**Interactive Story Reading**

Before Reading

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

**The title of our story today is *Whistle for Willie*. That's the name of the story. The author is Ezra Jack Keats. He wrote the words for the story. The illustrator is also Ezra Jack Keats. He 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 boy on the cover of this book. T-P-S: What do you think the boy is trying to do? It looks like the boy is whistling. When you whistle, you put your lips together and blow to make a sound.** Demonstrate whistling if you can. Invite children to try to whistle. **The title of the book is *Whistle for Willie*. If the boy is the one whistling, I wonder who Willie is. WGR: Who do you think Willie is?**

**Let's read the book together to see what we find out about Willie.**

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 11: T-P-S: **Where is Peter hiding? Another word for "box" is "carton." Peter is hiding from Willie in an empty box. T-P-S: Why does Willie walk past Peter?**
  - Page 17: T-P-S: **Why do you think Peter puts his father's hat on to practice whistling? Maybe he thinks that if he looks grown up, he will be able to whistle.**
  - Page 23: T-P-S: **What do you think Peter will do next?**

## After Reading

- Ask summative story questions, and reinforce the new STaR vocabulary.

**Before we read this story, we wondered who Willie is. T-P-S: What did we find out about Willie? Willie is Peter’s dog.**

**In the beginning of the story, Peter wants to be able to whistle and trick Willie. T-P-S: Where does Peter hide from Willie? Peter hides in a carton. That’s another word for “box.”**

**T-P-S: What are some of the things Peter does while he’s learning how to whistle for his dog?**

**Peter is so proud when he is finally able to whistle, he whistles while he goes on an errand to the grocery store. T-P-S: What do you think the word “errand” means?**

**When you go on an errand, you take a quick trip to do something like go to the store or the post office. T-P-S: Have you gone with a grown-up to do an errand? Where did you go?**

- 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):**

three

**Basic word(s):**

tricycle  
triangle  
tripod

**Count with Curiosity**

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

**Active Instruction**

- Place children into groups of three.



**We’ve been talking about the number 2 this week. Today we will talk about a new number. Count the number of children in your group.**

**WGR: What number do you think we will talk about today? *Three.***

**Let’s count to make sure there are three children in each group. When I touch your head, you may sit down. Ready?** Encourage children to count with you as you count the number of children in each group. Touch each child’s head as you count him or her.

## Partner Practice

- Introduce the partner practice activity.

**Many things come in sets of three. Let's explore some of them.**

- Give a picture cut from the Are There Three? page to each partnership. Ask children to find something in the picture that comes in a set of three.
- Hold up one of the pictures. Ask one of the children whose partnership has that picture to tell how their picture shows a set of three.

EXAMPLE

**Which partnerships have this picture? This is a tricycle. What do you see three of in the picture? *Wheels.* A tricycle has three \_\_\_\_ (wheels). I can count them. Touch each wheel in the picture as you count it. **1, 2, 3.****



- Repeat the process with the triangle (three sides) and the tripod (three legs).
- Show the “Three on a Farm Song” video to reinforce the concept of the number 3.



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

## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. We have five senses. Our senses help us know what's happening around us.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “senses.” Remember that our five senses include sight, hearing, taste, smell, and touch. T-P-S: When did we hear the word “senses” today?**



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

### Theme Learning Extension



- Show the letter card for “m.” Remind children that “m” is the letter of the week.
- Show the “M is for Mouth, M is for Music” video to review the sound and shape of the letter “m.”

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

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

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

### Cool Kid Recognition

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

## Focus

Our eyes help us see.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Writing Lab: Cover page for the My Senses flap books, crayons, or markers (appendix)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• CD or digital music player with music children like to dance to</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>• Concepts-of-print book: <i>My Five Senses</i> by Sally Francis Anderson (class set)</li> <li>• CC Activity Card: Wonderful Word picture card for “sight”</li> <li>• CC Activity Card: Letter card for “Mm”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Rhyme card for “Myself” (optional)</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>Whistle for Willie</i> by Ezra Jack Keats</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Are There Three? pictures, one each, from day 3 (or IWB access)</li> <li>• CC Activity Card: Numeral card for 3 or IWB access</li> <li>• Baggies of nine counting bears, one baggie per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Scarf</li> <li>• Braille cards</li> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal hand stamp: lamb</li> </ul>



## Day 4

Greetings, Readings,  
& Writings

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

**Available Activities**

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Macaroni "M"

- Same as day 2

Math Lab: Count 'em

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: My Senses Flap Book: Cover

- Show children the cover pages of the five senses book. Encourage them to decorate the covers and write their names in the author space if they would like to make a book over the next week. Assist with name writing as needed.

Art Lab: Self-Portraits

- Same as day 2

Detailed instructions for making the My Senses flap books are located in the appendix.

Science Lab: Sensational Sand

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 3



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

## Gathering Circle

### Welcome Activities



#### Welcome

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

#### Attendance

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

#### Partners

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



#### Home Link Debrief

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

**T-P-S: How did the singer (John Legend) cheer up Hoots the owl?**  
*By singing a song and playing music.*



- 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.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

#### 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):

sight\*  
eyes

### Basic word(s):

title  
book

### Curiosity's Clues

- Bring out Curiosity.

Curiosity: **I brought something special for you today. I will give you some clues, and we'll see if you can guess what I brought. Here we go. There are enough of these things that you can each have your own. They are made of paper. You can read them. WGR: What do you think they are? Books.**

### Learning with Curiosity

- Distribute the concepts-of-print book *My Five Senses* to each child.
- Explain that you will read the book together. Walk around and make sure that each child is holding his or her book right-side up. Have children point to the title.

**The title of our story is *My Five Senses*. Can you point to the words on the cover of your book while we say the name of the book together? Ready? *My Five Senses*.**

- Show children that this book has a title page, a page that tells us the name again, on page 1.
- Have children follow along as you read the book. After reading each page, invite children to say the words with you.

EXAMPLE

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**Now turn to page 2. Put your finger on the 2 when you find it. Help children locate and point to page 2. The words on this page say “I have eyes.” The picture can help you remember that. Let’s say those words together. I have eyes.**

- Continue in this manner with the remainder of the story. Keep in mind that the goal is to give children the experience of handling books and turning the pages correctly. They may or may not be able to read the words on the page or understand fully that the words indicate what the reader should say.
- Draw attention to the sense of sight.

**Today we will think a little more about the sense of sight that we read about in our book. WGR: Which body parts give us our sense of sight? *Eyes*. Sometimes our eyes don’t work as well as they should, and we have to wear glasses. Let’s watch a video about someone who needs glasses.**



- Show the “Eyeglasses Princess” video.

### Wonderful Word

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

**Our Wonderful Word today is “sight.” We know our eyes help us see. Being able to see is our sense of sight.**



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

**My eyes help me see.**

- Make a connection between the words “see” and “sight.”

**Our eyes are the body part that gives us our sense of sight. If we had no eyes, we would not be able to see anything.**

## Letter Links

- Have Curiosity show the letter card for “m.” Remind children that the letter for the week is “m.”
- 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.



- Review the shape and sound for the letter “m” by showing the “Letter M Stores” 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 poem “Myself.”

**Today we will begin to learn a new rhyme about some of the parts of our bodies. It’s called “Myself.” Listen for rhyming words as you hear the words to the rhyme.**



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

#### **Myself**

**Two arms, two legs, but just one nose.** (Point to arms, legs, and nose.)

**One head, ten fingers, and ten toes.** (Point to head, wiggle fingers, and point to toes.)

**Two ears to hear, two eyes to see,** (Point to ears and eyes.)

**And lots of hair, but just one me.** (Point to hair then chest.)

## Develop Phonological Awareness—Rhyme Recognition

- Introduce the game Stand Up, Sit Down.

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

- Play the game.

<b>ball</b>	<b>small</b>	<i>(Stand up.)</i>
<b>me</b>	<b>mad</b>	<i>(Sit down.)</i>
<b>toes</b>	<b>clothes</b>	<i>(Stand up.)</i>
<b>see</b>	<b>three</b>	<i>(Stand up.)</i>
<b>tall</b>	<b>tree</b>	<i>(Sit down.)</i>



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



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.

## 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 fulfill their play plans as you join in the play.

### 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.”



### Whistle for Willie

*Author and illustrator: Ezra Jack Keats*

## Review

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

**We read this story yesterday. Let's see if we can remember the title. The title of our story today is *Whistle for Willie*. That's the name of the story. Ezra Jack Keats is the author and illustrator of this story. He wrote the words and drew the pictures.**

- Review the story vocabulary that was introduced yesterday.

**Peter thinks it will be funny to hide in a carton from Willie. T-P-S: What is a carton? A box.**

**When Peter learns to whistle, he whistles while he runs to the store on an errand. T-P-S: What do you do when you go on an errand? Go on a quick trip to get something done, go to the store, etc.**

## Story Retell

- Hold up the story *Whistle for Willie*, and tell children that they will act out the things that the characters do in the story. Divide the class into two groups. One group will play the part of Peter, and the other will play the parts of Willie and Peter’s mother.

**Today when we read this story, some of you will pretend to be Peter, and some of you will pretend to be Willie and Peter’s mother.**

- As you reread the story, invite children to demonstrate the actions of the characters.
  - Page 5: Have the Peter group pretend to try to whistle.
  - Page 7: Have the Peter group turn around. (You may want to give a direction as to how many times children should turn around to keep them from falling on one another.)
  - Page 11: Have the Peter group pretend to hide in a box, and have the Willie group walk past the Peter group without looking at them.
  - Page 15: Have the Peter group pretend to draw on the sidewalk.
  - Page 19: Invite children to repeat the dialogue on pages 18 and 19 with you.
    - Peter: “I’ve come home early today, dear. Is Peter here?”
    - Willie/Mother: “Why no, he’s outside with Willie.”
    - Peter: “Well, I’ll go out and look for them.”
  - Pages 21–23: Have the Peter group perform the actions described as you read them. The Willie group should walk toward the Peter group.
  - Page 24: Have the Peter group pretend to hide under a carton. You may need to provide the whistling as they pretend to do so. Have the Willie group look around as if they’re trying to find the source of the sound.
  - Page 27: Have the Peter group stand up and say, “It’s me!” Have the Willie group run to the Peter group.
  - Page 29: Have the Peter group whistle and the Willie group sit up on hind legs.
  - Page 31: Have the Peter group walk and whistle, and have the Willie group follow the Peter group.
- Conclude this activity by having children tell a partner if they would like to be able to whistle like Peter. Why or why not?



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



## Math Moments

### Count with Curiosity



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

### Active Instruction

- Review the number 3 with the Are There Three? picture cards.

**Yesterday we looked at these pictures and found out that they all have the same number of something. WGR: Do you remember what that number is? *Three.***

Point to the triangle. **The triangle has three sides.** Point to each side as you count it. **1, 2, 3.**

Point to the tricycle. **The tricycle has three wheels.** Point to each wheel as you count it. **1, 2, 3.**

Point to the tripod. **The tripod has three legs.** Point to each leg as you count it. **1, 2, 3.**

- Show the numeral 3 card.

**This is what a 3 looks like. Let’s see if you can find any 3s in our classroom. Look around the room. If you see one, whisper to your partner where you found it.**

If children notice that the words all begin with “tri-,” acknowledge their observation by stating, “Yes, any time you hear ‘tri-’ at the beginning of a word, there will probably be three of something.”



- Invite volunteers to share responses. Award paw points for correct identification of the numeral 3.



- Reinforce the concept of the number 3 by showing the “Number Three in the Forest” video.

### Partner Practice

Distribute a bag of counting bears to each partnership. Have partners work together to create sets of three counting bears.

**WGR: How many sets of three did you find? *Three sets.* Let’s check to see if you have three bears in each set. Touch the bears in a set as we count them. Ready? 1, 2, 3.** Repeat this with each set. Then have children return all the bears to their baggies.



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

## Question/Reflection

### Learning-Focus Review

Bring out Curiosity wearing a scarf over her eyes. Have her bump into things and complain because she can't see. Review the day's learning focus.

**Curiosity, you can't see because you have a scarf covering your eyes! Remove the scarf. That reminds me about what we've learned today. We talked about one of our five senses. We learned that our eyes help us see, and that is called our sense of sight.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “sight.” Remember that sight is the sense we use to see. T-P-S: When did we hear the word “sight” today?**



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

Theme-related  
word(s):  
Braille  
blind

### Theme Learning Extension

- Introduce the concept of blindness.

**People who cannot see are blind. Blind people can do many of the same things as people who can see. They learn about the world by using their other senses. Let's watch this video about some blind children who go to a park.**



- Show the “Blind Class Trip to the Playground” video.
- Introduce the concept of Braille.

**We saw in the video that blind people can do most of the same things that seeing people can do by using their other senses. They can even read. Hold up a Braille card. These cards have letters that blind people can feel with their fingertips. Writing made of bumps that blind people can read by using their sense of touch is called Braille.**

- Pass the cards around so children can feel them.

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



# Day 5 | Ready, Set

## Focus

Our ears help us hear.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: Trade book: <i>Whistle for Willie</i> and concepts-of-print book: <i>My Five Senses</i></li> <li>• Writing Lab: Senses of sight and hearing pages for My Senses flap books, glue</li> <li>• Art Lab: Pipe cleaners</li> <li>• Science Lab: Braille cards</li> </ul>
<b>Puzzles &amp; Games Lab</b>	<ul style="list-style-type: none"> <li>• Outside Sounds Game</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>• Ear muffs (or headphones)</li> <li>• Secret sound cups and objects (see To Be Prepared section of You Will Need), one cup per partnership</li> <li>• CC Activity Card: Wonderful Word picture card for "hearing"</li> <li>• CC Activity Card: Letter card for "Mm"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• CC Activity Cards: car, bus, rose, ball, fan, duck, sock, bee, moon (or IWB access)</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>Everybody Has Feelings</i> as photographed by Charles E. Avery or other storybook for free choice</li> <li>• Leaf for the story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Curiosity (cat) and Squeaky (squirrel) puppets</li> <li>• Six crayons</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book: <i>My Five Senses</i> (class set)</li> <li>• Cool Kid certificate and marker</li> </ul>



## Day 5

Greetings, Readings,  
& Writings

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

**Available Activities**

## Classroom Library Lab: Enjoy a Story

- Add the STaR story *Whistle for Willie* to the lab. Encourage children to work with a partner or a small group to retell the story by acting out the parts of Peter, Willie, and Peter's mother.

## Letter Lab: Macaroni "M"

- Same as day 2

## Math Lab: Count 'em

- Same as day 1

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: My Senses Flap Book: Sight

- Point out the sight and hearing pages for the My Senses flap books. Encourage children to focus on the sense of sight page as they write or draw about something they can see.

## Art Lab: Groovy Glasses

- Encourage children to use the pipe cleaners to make a pair of glasses. Demonstrate how to make the glasses if needed.

Detailed instructions for making the My Senses flap books are located in the appendix.

### Science Lab: Feeling Letters

- Encourage children to examine the Braille cards to see if they can determine how Braille helps a blind person recognize letters.

### Puzzles & Games Lab: Free Exploration

- Invite children to play listening lotto with the game provided.



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief



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

**T-P-S: In the story, *Shy Dilly's Big Move*, why did someone think Dilly was a rock? Because Dilly was rolled up into a ball and looked like a rock.**



- 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.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

#### 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 dance with Elmo because Elmo's got the moves!**



- Encourage children to mimic Elmo's movements as you play the "Elmo's Got the Moves" video.



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

## Clues & Questions

Theme-related  
word(s):

hearing\*

Basic word(s):

inside

shake

### Curiosity's Clues

- Have Curiosity join the group wearing earmuffs or headphones. Have her give a clue about what children will learn today.

Curiosity: **I have clues about what we will learn today!**

Teacher: **What are the clues, Curiosity?**

Curiosity: **What did you say? I can't hear you! Well, I'll just give the clues. It's one of the five senses. It does not have anything to do with your eyes, your hands, your nose, or your tongue. WGR: What do you think it is? *Hearing*. What? I can't hear you. Remove the earmuffs. What do you think it is? *Hearing*. That's right! We will talk about our sense of hearing.**

**I could not hear you because my ears were covered. We hear with our ears.**

### Learning with Curiosity

- Present the secret sound cups and the objects. Explain the activity.

**I have some objects here. Let’s see if you can name them.** Help the class say the name of each of the small objects that you have brought. **These cups are called secret sound cups. A different item is inside each cup. There are either paperclips, rocks, or cotton balls** (Name all the objects you brought.) **inside the cup.** Display the objects where children can see them.

- Give a cup to each partnership. Provide time and assistance as each group listens to the sound the object makes in their cup and tries to figure out what is inside.

**You will take turns listening to the sound that the object inside your cup makes when you shake it.** Point to the objects you have brought. **Your cup has one of these things inside. You will not be able to see the objects. You must use your sense of hearing to guess which object is inside the cup.**

- Hold up each of the objects. Invite all partnerships that believe they have the same object inside their cups to stand together. Continue until all children are in a group. Then let children open their cups to see if they guessed correctly.



- Award paw points if children were able to correctly identify the objects.



- Reinforce the sense of hearing by playing the “Professor Grover Listens” video.

### Wonderful Word

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

**Our Wonderful Word today is “hearing.” We use our ears to hear sounds all around us. That’s our sense of hearing.**



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

**My ears help me hear.**

- Point to the “s” at the end of the word “ears.”

**This is the letter “s.” It makes the /s/ sound. Many times, when I see an “s” at the end of a word, I know that means there is more than one thing. The word says “ears.” The “s” is telling me that we’re not just talking about one ear.**

#### Letter Links

- Have Curiosity show the letter card for “m.” Remind children that the letter for the week is “m.”
- 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 shape and sound of the letter “m” by showing the “You’ve Got an ‘M’” video.



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

## Rhyme Time

#### Basic word(s):

car  
bus  
rose  
doll  
fan  
duck  
sock  
bee  
moon



#### Say the Rhyme

- Invite children to recite the rhyme “Myself.”
- Start the video so children recite the poems along with children in the video.

#### Develop Phonological Awareness—Rhyme Recognition

- Introduce the picture match game.

**We are going to play our picture match game again today. I will show you three pictures and tell you a word. You have to name the picture that rhymes with the word. Ready?**



- Show the first set of pictures. Use My Turn, Your Turn to have children say each picture name.

**WGR: Which word rhymes with “nose” and “toes”? “Rose.”**



car



bus



rose

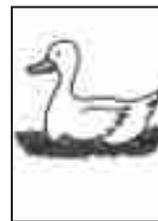
**WGR: Which word rhymes with “tall” and “small”? “Ball.”**



ball



fan



duck

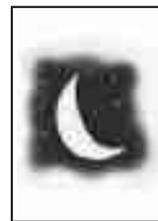
**WGR: Which word rhymes with “see” and “me”? “Bee.”**



sock



bee



moon



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

### 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 fulfill their play plans as you join in the play.

#### Small-Group Instruction

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



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

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



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Everybody Has Feelings* photographed by Charles E. Avery.
- 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: 1–10” video. Invite children to count to 10 with Curiosity.

### Problem Solving

- Introduce today’s problem.

**Today we will help Curiosity solve a problem. We have been talking about the numbers 0, 1, 2, and 3. Today we will use what we know about those numbers to solve some problems.**

- Place Curiosity and Squeaky where children can see them. Give one crayon to Curiosity and two crayons to Squeaky.



**Here is our first problem. We want to know how many crayons Curiosity and Squeaky have altogether. WGR: First, how many crayons does Curiosity have? One. How many crayons does Squeaky have? Two.**



**T-P-S: How could we find out how many they have altogether? Put all the crayons together and count them, or count the crayons that one puppet has and then keep counting with the crayons that the other puppet has.**

**Let’s find out.** Put the crayons together, and point to each one as you count it. **1, 2, 3. If we put 1 and 2 together, we get 3.**

- Repeat the above process with combinations such as those listed below. Avoid sums that are greater than 3.
  - Curiosity has 0, and Squeaky has 3.
  - Curiosity has 1, and Squeaky has 1.
  - Curiosity has 2, and Squeaky has 0.



- Reinforce the concept of the numbers 2 and 3 by showing the “Salty and Pierre: Swan Lake” and “Number Three in the Forest” videos.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned about another one of our five senses. We learned that our ears help us hear.**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “hearing.” Remember that our sense of hearing allows our ears to hear. T-P-S: When did we hear the word “hearing” today?**



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

### Theme Learning Extension

- Introduce the concepts of deafness and sign language.



**Yesterday we learned that some people can’t see well, or they can’t see at all. WGR: What do we call it when someone cannot see? *Blind*. Today we’ve been talking about hearing. Some people cannot hear. We say that someone who cannot hear is deaf. Deaf people use their other senses to do things. They can use their hands to talk. It’s called sign language. Let’s watch a video that shows sign language.**



- Show the “Little Theater of the Deaf” 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.).
- 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

## Focus

Our tongues help us taste.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Letter Lab: Magnetic letters, concepts-of-print book: <i>My Five Senses</i> (two or three copies)</li> <li>• Science Lab: Secret sound cups (from day 5, Clues &amp; Questions)</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>• Inflated balloon</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Face and Body flannelboard set—face pieces</li> <li>• Lemon slices, one per child</li> <li>• Pretzels, one per child</li> <li>• Chocolate pieces, one per child</li> <li>• CC Activity Card: Wonderful Word picture card for “taste”</li> <li>• CC Activity Cards: Letter cards for “Ss,” “Aa,” and “Xx”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Rhyme card for “My Mirror” (optional)</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• CC Activity Card: Scenario card for Birthday Party</li> <li>• Wonder Box (see To Be Prepared section of You Will Need)</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Rain</i> by Manya Stojic</li> <li>• Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</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 hand stamp: goat</li> </ul>



## Day 6

Greetings, Readings,  
& Writings

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

**Available Activities**

## Classroom Library Lab: Enjoy a Story

- Same as day 1

## Letter Lab: Making Words

- Place the set of magnetic letters in the lab for children to explore and manipulate. Encourage them to use the letters to form words from the book *My Five Senses*.

## Math Lab: Count 'em

- Same as day 1

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: My Senses Flap Book

- Invite children to work on the hearing section of the sight and hearing page of the My Senses flap books. Encourage children to write or draw about something they hear. For children who haven't visited this lab yet, invite them to work on all the pages introduced thus far (cover, sight, and hearing).

Detailed instructions for making the My Senses flap books are located in the appendix.

#### Art Lab: Creation Station

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they'd like.

#### Science Lab: What's That Sound?

- Place the secret sound cups from Clues & Questions on day 5 in the lab. Encourage children to shake the cups and match the sounds to the displayed items.

#### Puzzles & Games Lab: Free Exploration

- Invite children to explore the wooden birthday cake. Engage them in a conversation about what kind of cake this is and what the candles are for.
- Continue to encourage children to learn to tie shoes with the wooden lacing sneakers.
- 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.

## 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 children if they 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 stand up and spread out across the room. Provide a blown-up balloon for them to use for the activity.

**Today we will play Balloon Ball. To play Balloon Ball, we try 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.

Theme-related word(s):

taste\*  
tongue  
sweet  
salty  
bitter  
mouth  
flavor  
taste buds

Basic word(s):

lemon  
pretzel  
chocolate



## Clues & Questions

### Curiosity's Clues

- Bring out the Curiosity puppet and a paper bag. Have Curiosity give clues about what is inside the bag.

Curiosity: **I have something unusual inside this bag. I will give you clues, and we will see if you can guess what it is. Listen to the clues.**

**Everyone has one of these.**

**Each one looks different.**

**It rhymes with “pace.” What is it? *A face.***

### Learning with Curiosity

- Present the face with the mouth missing.

**Curiosity gave us clues about a face. But there’s something wrong with this face. WGR: What’s wrong? *The mouth is missing.***

**The mouth is missing. I wonder why Curiosity brought a face without a mouth. We’ve been learning about our senses, so maybe she wants us to think about a sense we have in our mouths. T-P-S: What do we use our mouths for? We use our mouths to taste food. T-P-S: What sense do you think we have in our mouths? Our mouths help us with our sense of taste.**

- Have partners look at the taste buds on each other’s tongues.

**Please turn so you are looking at your partner’s face. Today I’m going to ask you to do something we usually don’t do in school. I want you to stick your tongue out and leave it out so your partner can look at it. Pause. T-P-S: What did you notice about your partner’s tongue?**

- Use the sharing sticks to select a child to share his or her observations about his or her partner’s tongue. *Possible responses include: it’s red; it has bumps; it’s wet.*
- Award paw points for reasonable responses. Use the opportunity to recognize children who shared their ideas with their partners.

**Explain the function of taste buds. The little bumps you see on your partner’s tongue contain taste buds. Taste buds help us taste our food. Taste buds have special jobs depending on where they are on our tongues. Some taste buds taste sweet things, some taste sour things, some taste salty things, and others taste bitter things.**

- Invite children to taste the three items that you have prepared. **Today we’re going to find out what our taste buds tell us about some foods.**

Distribute a small slice of lemon to each child, and have children taste it. **You may put the lemon in your mouth and taste it. T-P-S: How does the lemon taste when you put it in your mouth? *Sour.***



Distribute a salty pretzel to each child, and have them taste it. **Now let's taste the pretzel.** T-P-S: **What did your taste buds tell you about the pretzel when you put it in your mouth?** *It's salty.*

Distribute a chocolate bit to each child, and have them taste it. **Now you may taste the chocolate.** T-P-S: **How did the chocolate taste on your tongue?** *Sweet.*

- Invite children to talk with their partners about the foods they tasted.

T-P-S: **Tell your partner which of the things you tasted that you liked. Why did you like it?**



- Use the sharing sticks to select a child to share his or her response about the taste that he or she liked best. Award paw points for reasonable responses.
- Play the “Chocolate Factory in Argentina” video to develop background about places that create things we like to taste.

### Wonderful Word

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

**Our Wonderful Word today is “taste.” We use our tongues to taste the food we eat.**



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

**My tongue helps me taste.**

- Point out the letter “s” in the word “helps.”

**Listen carefully for a word that has the /s/ sound as I read the message again. Is it this one? Point to the wrong letter. This one? Point to the “s.” Yes! This word is “help/sss/.” My tongue help/sss/ me taste.**

### Letter Links

- Have Curiosity provide clues about the letter of the week. Use Think-Pair-Share to have children guess the letter, then show the letter card to reveal it to children.

**We have a new letter this week. The letter is in our message today. It is one of these three letters.**

Display the letter cards for “Ss,” “Aa,” and “Xx.” Name each letter as you display it. **Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell which one it is!**

Curiosity:

- **My uppercase and lowercase forms have the same shape.**
- **Both my uppercase and lowercase shapes are made with a curvy line.**
- **Some people say I look like a snake.**



WGR: **What letter am I? “S.”**

**“S” 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 “s” by showing the “Seymore the Snail” 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 our faces when we use our sense of sight to look in the mirror. It’s called “My Mirror.” Listen for rhyming words as you hear the words to the rhyme.**



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

**My Mirror**

**When I look in my mirror,**

**My face looks back at me.**

**I think I must be happy**

(sad, tired, mad),

**That's a smiling** (crying, sleepy, frowning) **face I see.**

**Develop Phonological Awareness—Rhyme Recognition**

- Use Think-Pair-Share to have children identify the two rhyming words in the poem. “*Me*” and “*see*.”
- Introduce the game Stand Up, Sit Down.

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

- Play the game.

**me**      **flea**      (*Stand up.*)

**see**      **saw**      (*Sit down.*)

**me**      **tree**      (*Stand up.*)

**see**      **bee**      (*Stand up.*)

**me**      **man**      (*Sit down.*)



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



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.

Play Date

Dress Up

Doctor's Office

Construction Site

- Introduce the new birthday party scenario.

**We've been talking about our bodies and all the wonderful things they can do. As our bodies grow and change each year, we can celebrate how old we are with a birthday party.**

- Explain where children can pretend to have a birthday party.
- Introduce the Wonder Box.

**We have something new that we can use when you play birthday party or anything else. It's called the Wonder Box. Hold up a prop that you have provided for the birthday party scenario. Here is some paper that you can use to wrap a gift, but what if you don't have a gift? In the Wonder Box, you will find lots of things that you can use for pretending. Maybe this paper towel roll is a telescope, and I will wrap it to make a birthday gift.**

- Point out a few other items in your Wonder Box, and give examples of what they could be to support the other scenarios. Remind children that they may also create props, such as party decorations or invitations, in the Art and Writing Labs.

**Teacher's Note:** If children in your community do not celebrate birthdays for cultural or religious reasons, continue the scenarios from days 1–5.

## Scenario Selection

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

## Plan

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

## Play

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

## Coaching

- Encourage children to use props as you join in their play. Remind them that they may use items from the Wonder Box and the supplies in the Writing and Art Labs to make things that they need.

## EXAMPLES:

**Doctor's Office** Address a child who is playing the role of the doctor. **I can see, Doctor, that we need to give this patient some of our new medicine to get rid of the red spots on his skin.** Retrieve an empty yogurt container from the Wonder Box. **If we rub a little of this miracle cream on his arm, the spots will disappear in no time.**

**Dress Up** **I think you need an additional accessory for that outfit. A bracelet is just what you need.** Retrieve some yarn from the Wonder Box. **I think we could use this to make a beautiful bracelet.**



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):

rain

### Rain

*Author and illustrator: Manya Stojic*

The animals in this story use their senses to track the rainstorm that relieves severe conditions in their environment.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Rain*. That's the name of the story. The author and illustrator is Manya Stojic. She wrote the words and drew the pictures for the story.**

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



**The title of the story is *Rain*.** T-P-S: **What is rain? Rain is water that falls from the clouds. Everyone on Earth needs water from rain to live. It looks like rain is falling on this animal.** Point out that the animal is a baboon, which is a kind of monkey.

**We are learning about our senses this week. T-P-S: Which senses do you think the baboon will use to find out about the rain in this story?**

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

During Reading



- Read the story through, stopping as needed to define unfamiliar vocabulary to help children understand the story.
- Reread the following pages of the story. Read as much of the text as necessary to help children remember how the animals know that the rain is coming. Use Think-Pair-Share to engage children in an ongoing discussion about the way the animals use their senses.
  - Page 4: T-P-S: **How does the porcupine know that the rain is coming?** *The porcupine smells it.* T-P-S: **What part of your body do you use to smell?**
  - Page 7: T-P-S: **How do the zebras know that the rain is coming?** *They see it.* Invite children to point to their eyes. **You see things with your eyes like the zebras do.**
  - Page 9: **The baboon can hear the rain.** T-P-S: **What parts of your body do you use to hear?** *Ears.*
  - Page 11: T-P-S: **How does the rhino know that the rain is here?** *He feels it.* **What part of the rhino's body helps him feel the rain?** *Skin.*
  - Page 13: Point to the raindrop on the lion's tongue. **The lion can taste the rain with its tongue.** T-P-S: **What did you taste with your tongue today?**

After Reading

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

**The animals in this story are waiting for the rain to come. Before we read the story, we said everyone on Earth needs water to live.**

T-P-S: **How does the rain help the animals?**

**After we add the title of this book to our story tree, we will practice with our numbers.**
- 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):  
pattern



### Count with Curiosity

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



### Active Instruction

- Introduce a pattern. Invite one boy to stand outside the circle in front of the class where everyone can see him. Invite a girl to come up and stand to his left. Next, invite another boy to stand to the girl’s left. Continue until you’ve created a boy-girl pattern with three repetitions.

**T-P-S:** **What do you notice about the children standing in this line?** *They are standing in the order boy, girl, boy, girl.*

**Teacher’s Note:** If your class does not have enough boys and girls to create this pattern, use another attribute such as children with long hair vs. children with short hair, shoes with shoelaces vs. hook and loop fasteners, etc.

- Stand behind the line of children, and tap each child on the head, beginning with the boy on your right, as you name the pattern.

**Look at these friends. They are lined up boy, girl, boy, girl, boy, girl. We can say these children make a pattern. The children are in the same order over and over.**

### Partner Practice

- Invite children to help you continue the pattern until everyone is included.

**The last person in the pattern is a girl. To keep our pattern going over and over, who should be next in line, a boy or a girl?** *A boy.*

- Make connections to the pattern on the calendar.

**WGR:** **Where do we have a special pattern in our classroom? We add to it every day.** *The calendar.*



- Reinforce the concept of an ABAB pattern by showing “The Detective Finds a Pattern” video.



Have children play last week’s brain game, I Spy.

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We learned how our tongues help us. Our tongues help by telling us how food tastes. WGR: What do we call the bumps in our mouths that tell us whether food is sweet, salty, sour, or bitter? Taste buds.**

### Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “taste.” When we taste food, our tongues tell us about the food we eat. T-P-S: When did we hear the word “taste” today?**



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

### Theme Learning Extension

- Introduce this week’s brain game, What’s the Magic Word?, and explain how to play.

**This week we will play a new brain game. It’s called What’s the Magic Word? Playing What’s the Magic Word? helps to teach our brains to focus, and it’s also fun to play!**

#### Brain Game: What’s the Magic Word?

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

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



# Day 7 | Ready, Set

## Focus

We can feel things when we touch them.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Letter Lab: Letter “S” sheet (appendix), sequins, glitter, glue</li> <li>• Math Lab: Counting bears, Bear Pattern Strips sheet (appendix)</li> <li>• Writing Lab: Senses of taste and touch pages for My Senses flap books (appendix)</li> <li>• Science Lab: Salty, Sweet, or Sour? card set (appendix)</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>, “Touch”</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Feeling bags (See To Be Prepared section of You Will Need)</li> <li>• CC Activity Card: Wonderful Word picture card for “touch”</li> <li>• CC Activity Card: Letter card for “Ss”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• Chilly puppet</li> <li>• Stay Cool poster</li> <li>• CC Activity Cards: Stay Cool card set</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>Rain</i> by Manya Stojic</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal hand stamp: pig</li> </ul>



## Day 7

Greetings, Readings,  
& Writings

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

**Available Activities**

## Classroom Library Lab: Enjoy a Story

- Same as day 1

## Letter Lab: Sequin "S"

- Encourage children to create a shiny letter "s" by gluing sequins and glitter to the letter "s" shape sheets. Assist with glue and other materials as necessary.

## Math Lab: Bear Patterns

- Encourage children to color a bear pattern strip to create an ABAB pattern. Then invite them to mimic the pattern with the counting bears.

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: My Senses Flap Book: Taste

- Point out the senses of taste and touch pages for the children's My Senses flap books in the lab. Invite children to focus on the taste page to draw or write about something they like to eat. For children who visit this lab for the first time, invite them to make a cover page and write about as many of the senses available as they wish.

Art Lab: Self-Portraits

- Same as day 5

Science Lab: Salty, Sweet, or Sour?

- Place the food picture cards (appendix) in the lab. Encourage children to sort the cards into groups: sweet, salty, and sour foods.

Puzzles & Games Lab: Free Exploration

- Same as day 3



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



## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief



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

**T-P-S: In the math section, what pattern did the detective find?** *A pattern of a solid line and dots.*



- 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.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

### 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.



- Invite children to listen to the song and follow the directions in the song "Touch."

**In this song, the singer tells us to touch one part of our body to another body part. When you listen carefully, you will hear him tell you which parts to touch together. Let's try it. Show me what you will do if the singer says, "Touch your elbows to your knees."**

- Encourage children to follow the directions as you play the song.



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



## Clues & Questions

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

feel  
touch\*

**Basic word(s):**

hard  
soft  
smooth  
rough

### Curiosity's Clues

- Bring out the Curiosity puppet and the paper bags you have prepared. Have Curiosity give clues about what sense the children will use to guess what's in their group's bag.

**Curiosity: I have some bags with me today, and you will have to use one of your senses to tell what's in them. When you use my clues, you will know which sense to use to find out what we will learn today! Ready? Here are the clues.**

**When you use this sense, you can use different parts of your body.**

**This sense helps you tell whether something is hard, soft, smooth, or rough.**

**You use this sense to feel things.**

**WGR: What sense is this? *Touch.***



### Learning with Curiosity

- Distribute a closed bag to each partnership. Tell partners that they will take turns using only their hands to touch what's in the bag.

**The bag I'm giving to your partnership is closed. When you open the bag, you will use only your sense of touch to figure out what's in it. It may be hard to do, but I want you to remember not to use your eyes to look inside the bag.**

- (Optional) If you are using an interactive whiteboard, ask children which picture on the screen shows the body part that can be used to feel the item in the bag?  
*The finger.*
- Have children take turns feeling what's inside the bag. Remind them not to peek inside the bag if necessary.
- When all children have had a turn to touch the contents of the bag, invite them to talk with their partners to decide what's in their bags.

**Please close your bag now. Tell your partner what you think you felt in the bag.** Allow time for children to share their ideas.

- Select a child from each partnership to share the partnership's ideas. Allow the other partner to remove the item from the bag to confirm their guess.



- Award paw points for correct responses.
- Explain the source of our sense of touch.

**When you touched the object inside your feeling bag, you used your fingers or hands. But we can feel things with any part of our body, right?**

**If I rub a cotton ball on my nose, I can tell that it's soft. We have skin all over our bodies, and inside our skin, we have things called nerves that help us feel things.**



- Reinforce the importance of skin by playing the “Skin Song: Kids at the Beach” video.

### Wonderful Word

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

**Our Wonderful Word today is “touch.” When we touch things, we can tell what they might be by feeling them. We can feel whether they are hard or soft or smooth or rough, and we can even feel their sizes and shapes. That is our sense of touch.**



- Play the digital dictionary video for “touch.”
- Remind children that they can earn paw points when they use or hear the word “touch” 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 can feel things when I touch them.**

- Hold the Wonderful Word card next to the word “touch” in the Daily Message.

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

### Letter Links

- Have Curiosity show the letter card for “s.” Remind children that the letter for the week is “s.”
- 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 “s” by showing the “Bubba’s Word Emporium: S” video.



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

## Getting Along Together

### Active Instruction

**Teacher’s Note:** In the older grades, students use a similar process called Stop and Stay Cool. Stay Cool is a simplified version of this process for preschoolers.

- Bring out and introduce the Chilly puppet. Allow children to greet him and shake his wing.

**Chilly is a penguin. Chilly is a very nice penguin, but sometimes he gets really angry. I am going to tell you a story about one day when Chilly got angry.**

- Show children the picture of Chilly chasing the fish.

**One day Chilly was trying to catch a fish. He kept chasing the fish, but he couldn’t catch one. Chilly started to get very frustrated. See how his face is getting red and he looks angry?**

- Show children the picture of Chilly with his red face and steam coming out of his ears.

**Chilly is very angry! How can you tell that Chilly is angry? *His face is red, and steam is coming out of his head.***

- Introduce the Stay Cool strategy.

**Chilly’s friends taught him a strategy called Stay Cool. Show the Stay Cool poster. We are going to use these steps to calm down when we get frustrated in school. Sometimes, if you get very angry, you might want to hit or throw something or take something away from a friend. It’s OK to feel angry. But it’s not OK to hit or throw things. Stay Cool is one way you can calm down.**

- Show the picture of Chilly after he has calmed down and is happy again.

**This is what Chilly looks like now that he has done the Stay Cool steps. You can use the Stay Cool steps just like Chilly did so you don’t hurt yourself or the people around you. When we use Stay Cool, it makes our classroom a safe and happy place for everyone to be.**

## Partner Practice

- Show children the Stay Cool poster. Read the steps aloud, and demonstrate the actions.

**I feel angry.** (Make a mad face.)

**I give myself a Chilly hug.** (Have children squeeze their own shoulders in a hug.)

**I breathe in—1, 2, 3, 4, 5—I breathe out.** (Have children take a big breath, hold it while you count to five, and then slowly let out the air.)

**I am cool and ready for school.** (Smile.)

- Repeat the steps to Stay Cool. Invite children to face their partners and repeat each step and do the actions in unison.

**Let's practice the steps to Stay Cool now with your partners.**

**Teacher's Note:** Throughout the week and whenever necessary, use the Stay Cool poster to help children calm down if you notice that they are getting angry, frustrated, overwhelmed, or anxious.



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.

## 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 use props as you join in their play. Remind them that they may use items from the Wonder Box and the supplies in the Writing and Art Labs to make things that they need.

## Small-Group Instruction

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

### Staying Cool

Bring out the Stay Cool poster. Talk with children about the reasons to use the steps to stay cool. Provide an example of something that might make children feel angry, e.g., their puppy chewed up their favorite teddy bear. Use the poster as a reminder of the Stay Cool steps as children practice them individually or as a group.



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):

rain

### Rain

*Author and illustrator: Manya Stojic*

## Review

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

**We read this story yesterday. The title of our story today is one word. Let’s read it together, *Rain*. Manya Stojic is the author and illustrator of this story. She wrote the words and drew the pictures.**



- Review the story vocabulary that was introduced yesterday.

**In this story, the animals use their senses to tell about the rain.**

**T-P-S: What happens when it rains? *Water comes from the clouds.***

## Story Retell

- Tell children that they will make the sound effects in the story.

**When we read this book about rain, we saw what happens when it rains on the hot African plain. Today when I read the story, you will make all the sounds that the animals and rain make. When you make the sounds from the story, we will use our ears to hear them.**

- Read the story, stopping to have children make the indicated sound effects.
  - Page 4: Sniff like the porcupine.
  - Page 8: Make thunder booms.
  - Page 10: Splash like raindrops.
  - Page 12: Purr like the lion.
  - Page 15: Rain sounds
  - Page 18: Purr like the lion.
  - Page 20: Squishy mud sounds
  - Page 22: Sounds of baboons eating juicy fruit
  - Page 25: Zebras drinking from the water hole
  - Page 27: Sniff like the porcupine.
  - Page 30: A sound that you make when it is very hot outside
- Close the activity by having children tell their partners something they like about rain.



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

## Math Moments

### Count with Curiosity



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

### Active Instruction



- Review ABAB patterns.

**Yesterday we arranged our classmates into a boy-girl-boy-girl order. WGR: What do we call it when we have things in the same order over and over again? *A pattern.* Today we’re going to see some friends in a new pattern.**

- Invite six children who were not part of the pattern yesterday to stand in a line in front of the class. Place them in the pattern girl, boy, girl, boy, girl, boy as you did yesterday.

**This looks like a pattern. Let's name this pattern.**

- Invite children to join you as you stand behind the line of children and say, "Girl, boy, girl, boy, girl, boy."

**These children make a pattern because they are standing in the same order over and over.**

### Partner Practice

- Think Aloud:

**I wonder what we would have to do to make the pattern one more time. I can see that the last child in line is a boy, so would a boy or a girl come next? Invite a girl to join the pattern. This looks right, but we need something else for this pattern. What do we need? A boy. We need a boy to finish the pattern.** Invite a boy to join the pattern.

- Verify the pattern.

**Let's check to make sure this is a pattern that repeats over and over.**

- As you did before, stand behind the first girl in the line, and move down the line, tapping each child on the head as you and the children name the pattern through all the repetitions presented.
- Reinforce the concept of patterns by showing the "What Comes Next? Birds" video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. We learned about our sense of touch. When we touch things, we can find out how they feel.**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is "touch." Remember that when you touch something, you can tell how it feels. T-P-S: When did we hear the word "touch" today?**



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

## Theme Learning Extension

- Explain the two meanings of the word “feel.”

**The word “feel” can mean two different things. We have talked about feeling whether an item is smooth, rough, hard, or soft when we touch it. We have also talked about our feelings. We can feel happy, mad, or sad.**

- Lead a game of Feel or Feel?

**We are going to play a game called Feel** (Tap the top of your left hand with the fingers from your right hand.) **or Feel?** (Cross your hands over your heart.) **I will say a statement. If the word “feel” means what you do when you touch something, you will touch the top of your hand like this.** Demonstrate the movement. **If “feel” means something you feel inside, such as angry or excited, then you will place your hands over your heart like this.** Demonstrate the movement. **Are you ready? Here we go.**

- **My grandmother is coming for a visit. I feel so excited.** *Hands over heart.*
- **I love to feel my kitten’s soft fur.** *Tap opposite hand.*
- **I hate to wear this sweater because it feels scratchy against my skin.** *Tap opposite hand.*
- **I feel so frustrated when I try to ride my scooter without falling off.** *Hands over heart.*
- **We need to put this towel back into the clothes dryer because it still feels wet.** *Tap opposite hand.*

- Invite children to create their own Feel or Feel? statements.

**Let’s see if you can think of one. Talk to your partner about a sentence that uses the word “feel.” We will let you share your sentence with us, and we will guess which meaning of “feel” you used.**



- Allow time for partners to talk. Select volunteers to share instead of using the sharing sticks since this may be a difficult task. Provide support as needed, and celebrate all attempts with paw points.

## 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 to share what they learned today 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

## Focus

Our noses help us to smell.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: STaR book <i>Rain</i></li> <li>• Art Lab: Items of various textures, glue, construction paper</li> <li>• Science Lab: Feeling bags (from day 7, Clues &amp; Questions)</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>• Beanbag or other item for children to pass</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Face and Body flannelboard set—face pieces (without the nose)</li> <li>• Smell jars (See To Be Prepared section of You Will Need)</li> <li>• CC Activity Card: Wonderful Word picture card for “smell”</li> <li>• CC Activity Card: Letter card for “Ss”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• Stay Cool poster</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>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</li> <li>• Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal hand stamp: donkey</li> </ul>



## Day 8

Greetings, Readings,  
& Writings

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

**Available Activities**

## Classroom Library Lab: Enjoy a Story

- Point out the STaR book *Rain* in the lab. Invite children to make the animal and environmental sounds as they did during the retell on the previous day.

## Letter Lab: Sequin "S"

- Same as day 7

## Math Lab: Bear Patterns

- Same as day 7

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: My Senses Flap Book: Touch

- Invite children to focus on the touch page of their flap books. Ask them to draw or write about something they like to touch. You may wish to provide something with texture, such as small pieces of sandpaper or feathers, for children to glue on this page.
- For children who visit this lab for the first time, invite them to make a cover page and write about as many of the senses available as they wish.

Art Lab: Texture Art

- Invite children to select items with different textures to glue on a piece of construction paper to create a tactile picture. Assist them with glue or cutting as needed. Talk to them about words that describe the textures of the objects.

Science Lab: Feeling Bags

- Point out the feeling bags with objects used on day 7 in the lab. Encourage children to describe the items in the bags and guess what they are. They may also hide new objects in the bags and ask friends to guess what is inside.

Puzzles & Games Lab: Free Exploration

- Same as day 3



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

## Gathering Circle

### Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

**T-P-S: In "Bubba's Word Emporium," Bubba showed us lots of words that begin with the letter "s." Can you remember one of the words that begins with the letter "s?"** *Sale, saddle, slide, socks, and savings.*



- 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.
- Remind the children to ask their family members to complete the Read & Respond bookmark each day.

### 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.



- Invite children to sit in a circle. Explain to children how to play the game, Beanbag Pass: Body Parts.

**I will start the game of Beanbag Pass by naming a body part, and then I'll pass the beanbag to the next person in the circle. That person will say the name of another body part and pass the beanbag on to the next child.**

- Say the word "arm," and pass the beanbag to the child next to you. Play until all children have had a turn to pass the beanbag.
- You may choose to alter the direction of the beanbag and play another round.



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



## Clues & Questions

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

nose  
scent  
odor  
stinky  
smell\*

**Basic word(s):**

jar

### Curiosity's Clues

- Bring out Curiosity and the flannelboard.

**Today I have another clue for you. Can you guess what is missing from these pictures? *The nose.*** (If children do not recognize that the nose is missing, have Curiosity give more clues.) **With this part of the body, we can smell things. We can smell the flowers outside and what's cooking inside. Can you guess what part is missing?**

### Learning with Curiosity



- Talk about the purpose of our noses.

**This picture is missing a nose. WGR: Where should the nose go?** Attach the nose to the appropriate place on the face.

**T-P-S: How do you use your nose to learn about the world around you? *To smell things.***

- Present the sniffing jars.

**Let's use our sense of smell right now to see if we can tell what is inside these jars without peeking.**

- Circulate one of the jars under the children's noses, and then have children try to guess the contents of that jar. After children guess, have them show whether they liked the smell of the item in the jar with a thumbs up or thumbs down. Repeat with the other jars.

- Introduce the notion of good and bad smells.

**Some of the jars had things we all liked to smell. Something that smells good to you is called a scent. A flower has a pretty scent. Let's think about scents that you like. T-P-S: Tell your partner something that you love to smell.**

- After partners share, name some of the things in a sentence such as, "Popcorn, perfume, and freshly baked cookies have lovely scents."

**If something smells bad, we call that an odor. The trashcan has a bad odor. Things that smell bad can actually help us. When food stinks, we know not to eat it, or we'll get sick. If we smell smoke, we know there is a fire, and we should leave the building and call for help. Let's think about odors that you do not like to smell. T-P-S: Tell your partner something that you think has a bad smell.**

- Use the items that children share about what they do not like to smell to model a sentence for them.

## Wonderful Word

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

**Our Wonderful Word today is “smell.” We can smell wonderful scents or bad odors with our noses.**



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

**My nose helps me smell.**

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

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

## Letter Links

- Have Curiosity show the letter card for “s.” Remind children that the letter for the week is “s.”
- 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 “s” by showing the “S, You’re the Best” video.



Have children stand and recite “My Mirror” along with the video as a transition to Getting Along Together.

## Getting Along Together

### Active Instruction



- Show the “Angry Annie” video to prompt a discussion about the Stay Cool steps.
- Debrief the video content.

**What happened to Annie to make her angry?** *The comb got stuck in her hair, her brother ate the last orange, she had to wear old socks, and she had to clean up her room.* **How did we know that Annie was angry?** *She said she was angry, she looked angry, she stomped her feet and waved her arms, and she said she wanted to scream.*

- Show the Stay Cool poster.

**Yesterday we learned to stay cool when we feel angry. T-P-S: What are the steps we should follow when we feel angry?** *Recognize that we feel angry; give ourselves a Chilly hug; breathe in and count to 5, and breathe out; and then know that we are cool and ready for school.*

### Partner Practice

- Have children work with partners. Introduce the practice activity.

**We are going to practice getting angry or frustrated and then using the Stay Cool steps to calm down. Imagine that you are having a day like Annie’s. How does your body feel when you get angry? What does your face look like when you’re angry? Show your partner.**

- Guide children through using the Stay Cool steps to calm down.

**You know you are angry; that is step 1. What should you do next? Yes, give yourself a Chilly hug. And then what? Yes, breathe in and count 1, 2, 3, 4, 5. Now breathe out slowly. Ahhhh. That’s better. Now you are cool and ready for school.**



- Award paw points to children for using the Stay Cool steps 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.

### 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 use props as you join in their play. Remind them that they may use items from the Wonder Box and the supplies in the Writing and Art Labs to make things that they need.

### Small-Group Instruction

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

See day 7  
for small-group  
activity instructions.



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

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



STaR word(s):  
looking

**Brown Bear, Brown Bear, What Do You See?**

*Author: Bill Martin Jr.*

*Illustrator: Eric Carle*

Brown Bear answers the question in the title of the story by identifying a red bird. The story continues in this fashion as each animal named answers the question until the conclusion, when a class of children name all the animals that have been introduced. The simple repetitive text with vibrant illustrations allows children to quickly join in reading about the various colored animals.

**Interactive Story Reading**

Before Reading

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

**The title of our story today is *Brown Bear, Brown Bear, What Do You See?* That’s the name of the story. The author is Bill Martin Jr. He wrote the words for the story. The illustrator is Eric Carle. He drew the pictures.**

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



**Look at the bear on the cover of this book. It looks like the bear is looking at something. T-P-S: What do you think Brown Bear sees?**

**The title of this story asks Brown Bear a question about what he sees. In the story, we will find out how Brown Bear answers the question in the title. When you told your ideas about what you think Brown Bear is looking at, you answered my question about what Brown Bear sees.**

**Let’s read the book together to see if your answers to the question about what Brown Bear sees are in there.**

During Reading

- Read the story through, encouraging children to ask the repetitive question once they recognize the pattern. As you turn the page to reveal the next animal named, pause for children to name the color and the animal if they are able. For example, after reading the page with the text, “I see a yellow duck looking at me,” turn the page, and pause for children to say, “Yellow Duck, Yellow Duck, what do you see?” You may need to prompt children the first few times until they begin to see the pattern and jump right in.

## After Reading

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

**Before we read this story, we wondered what the bear sees.** T-P-S: **What does Brown Bear see?** If children start naming all the various animals in the story, explain that although we see all the animals, Brown Bear only saw the red bird. Each subsequent animal only identifies one animal that it sees. **Brown Bear saw a red bird. Then Red Bird sees Yellow Duck. Each animal sees another animal in this story.**

Reread pages 2 and 3. **Brown Bear says there is a red bird looking at it.** T-P-S: **What does it mean when someone is looking at you?**



**When someone is looking at you, he or she sees you.** WGR: **What do we use to see?** *Eyes.*

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



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

## Math Moments

### Count with Curiosity



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

### Active Instruction

- Review the concept of ABAB patterns.

**We have been working to make patterns by standing in lines. One pattern we made was boy, girl, boy, girl. Another pattern we made was girl, boy, girl, boy.**



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

### Partner Practice

- Introduce the partner practice activity.

**Today you will work in groups to see if you can arrange yourselves into a pattern. You can make your pattern boy, girl, boy, girl or something else, like tall and short or long hair and short hair.**

- Combine partnerships to create groups of four to eight children.
- Give children a few minutes to arrange themselves into a pattern.

- Assist children in explaining their patterns to the remainder of the class. Prompt them with questions as needed, such as “What pattern did you make?”



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We talked about our sense of smell. We can smell lovely scents or bad odors with our noses.**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “smell.” Remember that our noses help us smell good scents and bad odors. T-P-S: What did we smell today?**

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



### Theme Learning Extension



- Remind children that the letter of the week is “s.” Review the sound and shape of “s” by showing the “Wild West Letter S” video.
- Encourage children to find things in the classroom that begin with the /s/ sound. (This may include some of their names.)

**Before we go home, let’s look around the classroom to see if we can find anything that begins with the /s/ sound like we hear at the beginning of “smell.”**

- Allow children to walk around the room and look for objects that begin with /s/. If they find one, they should stop in front of the object and raise their hands. If children identify something that begins with a soft /c/ sound (like a circle), acknowledge that the object does begin with the /s/ sound, but it starts with another letter that also makes that sound.
- Award paw points for correct identifications of items that begin with /s/.



## 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 to share what they learned today 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

## Focus

My body is growing and changing.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Writing Lab: Smell page for the My Senses flap books (appendix)</li> <li>• Art Lab: Scented markers</li> <li>• Science Lab: Smell jars (from day 8, Clues &amp; Questions)</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: Curiosity's baby picture</li> <li>• CC Activity Cards: Growing Older card set</li> <li>• CC Activity Card: Wonderful Word picture card for "grow"</li> <li>• CC Activity Card: Letter card for "Ss"</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>• Trade book: <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Baggies of counting bears, one baggie per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Concepts-of-print books: <i>My Five Senses</i> by Sally Francis Anderson (class set)</li> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal hand stamp: cow</li> </ul>



# Day 9 Greetings, Readings, & Writings

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

## Available Activities

### Classroom Library Lab: Enjoy a Story

- Same as day 1

### Letter Lab: Sequin "S"

- Same as day 7

### Math Lab: Bear Patterns

- Same as day 7

### Computer/Media Lab: Exploring with Technology

- Same as day 1

### Writing Lab: My Senses Flap Book: Smell

- Invite children to focus on the smell page to draw or write about something they like to smell. You may wish to provide scratch-and-sniff stickers to add to this page.
- For children who visit this lab for the first time, invite them to make a cover page and write about as many of the senses available as they wish. Encourage children who haven't finished their books to visit the lab so they can complete a book to take home.

Art Lab: Smelly Art

- Introduce the scented markers in the lab. Encourage children to describe the smells from the markers as they create a picture.

Science Lab: What’s That Smell?

- Point out the smell jars from Clues & Questions on day 8 that you have added to the lab. Encourage children to work with a partner to identify the objects in the jars by the way they smell. If you have a duplicate set of jars, explain that children may work with a partner to try to match the smells.

Puzzles & Games Lab: Free Exploration

- Same as day 3



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



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

**T-P-S: The story in last night’s show told all about Curiosity’s birthday party. What did Curiosity get from her mom and dad? *A new basket.***



- 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.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

### Classroom Jobs

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

### Calendar

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

### Weather

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

### Cool Kid

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



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



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

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



- Invite children to stand in a circle. Encourage children to dance along with Elmo as they watch the "Elmo Slide" 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):**

change  
grow\*

**Basic word(s):**

older  
taller  
bigger



### Curiosity's Clues

- Bring out Curiosity and the picture of Curiosity as a kitten.

Teacher: **What do you have there, Curiosity?**

Curiosity: **This is a clue about what we will learn today. Look at this picture.**

Teacher: **Awwwww! That's such a cute little kitten. Wait—this kitten looks a lot like you, Curiosity! Is that your baby picture? I can see that the fur is the same color as yours, but you look a lot smaller!**

Curiosity: **Yes, it is me! T-P-S: What do you think we will talk about today, boys and girls? Tell your partner what you think it might be.**

*Growing older.*

### Learning with Curiosity

- Introduce the topic of how our bodies grow and change.

**We have been talking about the parts of our bodies and the jobs that different parts do. Today we will talk about how our bodies change as we get older.**

- Show the pair of cards from the Growing Older picture card set that depicts a baby girl and an older girl.

**Let's look at these pictures. T-P-S: How does this girl look the same now as when she was a baby?**

- Combine partnerships to create small groups of four or five children. Distribute a different set of Growing Older picture cards to each group. Encourage children to talk in their group about how the person shown in their set of pictures has changed as she or he grew older.



- Select a child from each group to show the group's pictures to the class and share their observations. Award paw points for reasonable responses.



- Reinforce the concept of growing older by showing the "Katy's Growing" video.

### Wonderful Word

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

**Our Wonderful Word today is "grow." As we get older, our body parts grow bigger until we are adults.**



- Play the digital dictionary video for "grow."



- Remind children that they can earn paw points when they use or hear the word “grow” 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.

**My body grows and changes.**

- Invite children to help you count the number of words in the Daily Message. Point out that there are spaces between the words. Point to each word as you count it.

**Let’s count all the words in our Daily Message. These spaces show us where one word ends and another begins.**

#### Letter Links

- Have Curiosity show the letter card for “s.” Remind children that the letter for the week is “s.”
- 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 shape and sound of the letter “s” by showing the “S Words” 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 Mirror” along with the children in the video. Encourage children to do the physical motions that accompany the rhyme.

## Develop Phonemic Awareness—Word Manipulation

- Bring out Curiosity. Introduce the Nonsense Game in which you substitute a word that does not make sense.

**Today we will play a game with Curiosity called the Nonsense Game. 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 “My Mirror.” Have Curiosity repeat the rhyme as if she is reciting it correctly, substituting the word “book” for “mirror” so the line reads, “When I look in my book.”

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

**“When I look in my book,**

**My face looks back at me.**

**I think I must be happy.**

**That’s a smiling face I see.”**

*That’s nonsense!*

- If children don’t recognize the incorrect word, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the substitution occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way you said the rhyme, and help them identify the mistake.
- Have Curiosity repeat the rhyme, this time substituting the word “marshmallow” for “mirror.”

Curiosity: **Let me try that again.**

**“When I look in my marshmallow, My face...”**

*That’s nonsense!*

Have Curiosity repeat the rhyme, this time using the correct word.

Curiosity: **How about this? “When I look in my mirror, My face...”**

*That’s right!*

- Continue in this manner with the other lines of the rhyme, substituting a word that does not make sense into each line.
- If children successfully identify the substituted words, recite the rhyme again, making additional substitutions. If children are able, invite them to think of a word to substitute for a given word in the rhyme.
- Award paw points if children were able to successfully identify the word substitutions.



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.

### 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 use props as you join in their play. Remind them that they may use items from the Wonder Box and the supplies in the Writing and Art Labs to make things that they need.

### 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):  
looking

**Brown Bear, Brown Bear, What Do You See?**

*Author: Bill Martin Jr.*

*Illustrator: Eric Carle*

**Review**

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

**We read this story yesterday. Let’s see if we can remember the title. The title of our story today is *Brown Bear, Brown Bear, What Do You See?* That’s the name of the story. Bill Martin Jr. is the author. He wrote the words for this story. Eric Carle is the illustrator of this story. He drew the pictures.**

- Review the story vocabulary that was introduced yesterday.



**When Brown Bear answers the question “What do you see?” he says, “I see a red bird looking at me.” T-P-S: What does Brown Bear mean when he says the bird is looking at him? *The red bird is using its eyes to see the bear.***

**Story Retell**

- Hold up the book *Brown Bear, Brown Bear, What Do You See?* and tell children that they will pretend to be the animals answering the questions in the story.
- Distribute a piece of colored paper to each child. Have children form groups by finding others with the same color paper. Invite the groups to sit together.
- Explain that as you reread the story, children with the color that describes the animal you’re reading about will stand and answer the question about what they see. For example, when you read “Brown Bear, Brown Bear, what do you see?” the group holding brown paper will stand. Then turn the page to prompt them to say, “I see a red bird looking at me.” Do this for pages 2–20. Read pages 21 and 22, and have children read pages 24 and 25 with you as you point to each animal in order.
- If children are able, they can ask the questions as a class. For example, after the Brown Bear group says, “I see a red bird looking at me,” the class can ask the next question, “Red Bird, Red Bird, what do you see?”
- Conclude this activity by having children tell a partner which animal they would like to see looking at them.



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



## Math Moments

### Count with Curiosity



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

### Active Instruction

- Review the concept of ABAB patterns by showing the “Wild West Patterns” and “Western Patterns” videos.
- Introduce the guided practice activity.

**We’ve been making patterns with real boys and girls—you! Today you will copy the pattern I make with counting bears. We can pretend that the red bears are boys and the green bears are girls.**

- Place the counting bears in a girl-boy (red-green) pattern where children can see. Invite children to name the pattern with you. Distribute a baggie of counting bears to each partnership.

**Hold up a green bear.**

- Verify that children have the correct bear, and have them place it on the floor (or table) in front of them. Now have them pick up a red bear and place it to the right of the green bear so it looks like the pattern you made. Continue until they replicate your pattern.

**You made the same pattern that I did. You’re learning how to copy a pattern that you see.**

### Partner Practice

- Invite children to make their own patterns.

**Now pick up your counting bears, and mix them all together. You can work together to make your own pattern.**

- Circulate as children create patterns, helping and/or offering suggestions as needed.
- Award paw points for successful attempts at creating patterns.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We talked about how our bodies change as we grow older.**

### Wonderful Word

- Review the Wonderful Word.



**Our Wonderful Word today is “grow.” Remember that when someone grows, he or she gets bigger. T-P-S: When did we hear the word “grow” today?**



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

### Theme Learning Extension

- Give a copy of *My Five Senses* to each child. Reread the story together in unison.
- Check to see that all children are holding the book right-side up.
- Before reading each page, ask children what they see in the picture to remind them what the words on the page say. Help children follow along on the correct page as needed. Remember that the goal of this activity is to provide children with practice in turning pages the correct way and to develop an understanding that the marks under the picture are words that we should say when we read the page.

### 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 to share what they learned today 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

## Focus

I can do many things now that I could not do when I was a baby.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: STaR book <i>Brown Bear, Brown Bear, What Do You See?</i></li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>SFAF Big Book: <i>Look at Me Now!</i></li> <li>CC Activity Card: Wonderful Word picture card for "learn"</li> <li>CC Activity Card: Letter card for "Ss"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>Curiosity's Story page (appendix) or IWB access</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>Me and My Amazing Body</i> by Joan Sweeney or other storybook for free choice</li> <li>Leaf for the story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Counting bears, six each of two different colors</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <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 STaR book *Brown Bear, Brown Bear, What Do You See?* that you have added to the lab. Encourage children to read the story, using the illustrations to remind them of the animals' responses to the questions in it. If a second adult is available, have him or her reread the book with a small group of children.

### Letter Lab: Sequin "S"

- Same as day 7

### Math Lab: Bear Patterns

- Same as day 7

### Computer/Media Lab: Exploring with Technology

- Same as day 1

### Writing Lab: My Senses

- Same as days 4–9

### Art Lab: Smelly Art

- Same as day 9

Science Lab: What’s That Smell?

- Same as day 9

Puzzles & Games Lab: Free Exploration

- Same as day 3



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

## Gathering Circle

### Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief

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

**T-P-S: In the movement song, what does Cookie Monster say over and over again?** *“Me want it, but me wait.”*



- 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.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

Classroom Jobs

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

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the

calendar cutout that will be used today. Invite children to say the day and date with you in unison.

#### Weather

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

#### Cool Kid

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



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

## Move It!

- Invite children to join you in a circle. Bring the Curiosity puppet out.
 

**Curiosity wants to have some fun with us today. She wants us to do the kitty walk with her. To do the kitty walk, we have to walk like cats.**
- Model walking like a cat. Encourage children to join in when they are comfortable.
- Have children switch to an elephant walk, a bunny hop, etc. during the activity.



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

## Clues & Questions

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

baby\*  
learn

#### Basic word(s):

talk  
walk  
ride

#### Curiosity's Clues

- Bring out Curiosity, and have her give clues.

**I brought something to share with you today. Listen carefully to these clues to see if you can guess what it is:**

- **A lot of it is made of paper.**
- **It has words on it.**
- **It has pictures.**

**WGR: What do you think it is? A book.**

## Learning with Curiosity

- Present the big book *Look at Me Now!*

**This book talks about things you can do now that you couldn't do when you were a baby. Some of them might be things you have not learned yet, but you will!**

- As you read each page, ask children if they can do the thing described, like riding a bike or reading. If they say no, explain that they will learn to do those things.
- After reading the story, invite children to think of other things they can do now that they could not do when they were babies. Emphasize that when we are learning new things, we have to practice before we can do them well.
- Play the “I Can Do It Myself” background video.



## Wonderful Word

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

**Our Wonderful Word today is “baby.” A baby is a person during his or her first year of life.**



- Play the digital dictionary video for “baby.”
- Remind children that they can earn paw points when they use or hear the word “baby” 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 can do things now that I could not do when I was a baby.**

- Point out that some of the words are longer than others.

**Some of the words in our message have lots of letters, and some only have a few letters. Circle the three instances of the word “I.” These three words say “I.” They are made up of just one letter, the letter “i.” Circle the word “a.” This word says “a.” It is written with just the letter “a.”**

## Letter Links

- Have Curiosity show the letter card for “s.” Remind children that the letter for the week is “s.”
- 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 “s” by showing the “Oscar’s Letter of the Day: S” 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 Mirror” along with the children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonological Awareness—Rhyme Recognition and Production



- Introduce and play the “What Rhymes with Bert?” video.

**We’ve been talking about rhyming words. Let’s see what happens when Ernie tries to write a story with rhyming words.**

- 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 like flowers.  
I like trees.  
But sometimes flowers  
Make me \_\_\_\_\_.**

**That’s all I have so far. I need a word that rhymes with “trees.”**

**Teacher: Curiosity, maybe we can help. What word have you thought of to finish your rhyme?**

**Curiosity: Well, when I look at flowers, I feel happy, and I smile. I thought about writing “I like flowers. I like trees. But sometimes flowers make me smile.”**



Teacher: WGR: **Boys and girls, does “smile” rhyme with “trees”?** *No.*

Curiosity: **How about this one? “I like flowers. I like trees. But sometimes flowers make me sleep.”**

Teacher: WGR: **Does that rhyme?** *No.*

Curiosity: **I think I need some help.** T-P-S: **Can you tell your partner a word that I could put at the end of my rhyming story?** *“Sneeze.”*

Curiosity: **Let’s try “sneeze.”**

**I like flowers.**

**I like trees.**

**But sometimes flowers**

**Make me sneeze.**

**That’s it! “Trees” and “sneeze” rhyme. Thank you for your help!**



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.

## 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 use props as you join in their play. Remind them that they may use items from the Wonder Box and the supplies in the Writing and Art Labs to make things that they need.

## 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 *Me and My Amazing Body* by Joan Sweeney.
- 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: 1–10” video. Invite children to count to 10 with Curiosity.

### Problem Solving

- Introduce the idea of solving problems with patterns.

**We’ve been building patterns this week. Today we will solve some problems with patterns. Watch this video to see what kinds of problems we will solve.**



- Show the “Something is Missing” video.

**T-P-S: What was the problem with the pattern in the video? *Something (a dog) was missing.* Let’s see if you can solve a problem like that.**



- Create an ABAB pattern with counting bears. Ask children to close their eyes, and then take one of the bears away. Use Think-Pair-Share to have children guess which bear is missing.
- Use the sharing sticks to select children to share their responses. Award paw points for correct responses.
- Repeat this game a few times.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. We talked about many of the things that we have learned to do since we were babies.**

## Wonderful Word



- Review the Wonderful Word.

**Our Wonderful Word today is “baby.” A baby is a person during his or her first year of life. T-P-S: When did we hear the word “baby” today?**

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

## Theme Learning Extension



- Review the notion of learning to do new things by showing the “Learning to Ride a Bike” video.
- Explain the new game.

**We’ve been learning about things we can do now that we couldn’t do when we were babies. Let’s see if we can tell what things babies do and what things older children have learned to do. If I name something that babies do, cross your arms like you are cradling a baby. If I name something that older boys and girls can do, stand up straight and tall like an older child.**

- Name things that either babies or older children can do, such as:
  - Cry when you need something (*Baby*)
  - Ride a bike (*Older child*)
  - Drink from a bottle (*Baby*)
  - Drink from a cup (*Older child*)
  - Ride in a stroller (*Baby*)
  - Make noises (*Baby*)
  - Talk (*Older child*)

## 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 *My Five Senses* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to a family member.
- Remind children to complete their Read & Respond bookmark today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

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# Learning Labs Facilitation Guide

## Week 1

 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore books related to the human body, the five senses, and other books in the classroom library.
Engage all children:	<b>What are some of the things that the characters in the story doing? Are these things that you have done before?</b>
Offer support:	<b>Where can I find the title, or the name, of this story? What is the story about?</b>
Challenge:	<b>How do the pictures in this book help tell the story? What do we learn from the pictures?</b>
 <b>Letter Lab</b>	<b>Uppercase and Lowercase Letter Match</b> Children use letter cards to match the uppercase and lowercase forms of letters.
Engage all children:	Encourage children to turn the letter cards over and play a game of “Memory Match” by trying to turn over two cards to find the matches. If the cards don’t match, they are turned back over.
Offer support:	Limit the number of different letters the child has to match. Create a group that contains pairs of only three or four letters.
Challenge:	Invite children to sort the letters into pairs of letters that in which uppercase and lowercase shapes that look the same (such as “Ss,” “Oo,” and “Xx”) and pairs in which the shapes look different (such as “Aa,” “Ff,” and “Rr”).
 <b>Letter Lab</b>	<b>Macaroni “M”</b> Children decorate a letter “m” shape with macaroni.
Engage all children:	Ask children why we chose macaroni, and not spaghetti, to decorate the letter “m.” <i>Because macaroni begins with the /m/ sound.</i>
Offer support:	Ask children to name the letter and give the letter sound.
Challenge:	Ask children to think of other things that begin with /m/ that could have been used to decorate the letter.
<b>Tip:</b> Assist children with glue as needed.	
 <b>Math Lab</b>	<b>Count ‘Em</b> Children count manipulatives, such as counting bears.
Engage all children:	Encourage children to touch each item as they count to help establish one-to-one correspondence. Model using a complete sentence to state the number of items counted, e.g., “There are four yellow bears.” “I counted three cubes.”
Offer support:	Can you make a group of (number between 2–5) bears? Let’s count as we add bears to the group.
Challenge:	Make a group 2–5 of bears. Then ask the child to add more bears until the group has ten bears, e.g., “I have four bears, but there need to be ten bears on the team. Can you help me add more bears to make this group large enough?”
 <b>Writing Lab</b>	<b>I Like It!</b> Children draw pictures or write about something that they like to do.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.	

## Week 1, cont.

 <b>Art Lab</b>	<b>Sculpting Faces</b> Children use playdough to make faces.
Engage all children:	<b>Can you name the parts that you made? What purpose does each part have? ("Why do we have a nose?" "Why do we have eyes?")</b>
Offer support:	<b>What colors did you use to make your face? Can you name the parts that you made?</b>
Challenge:	Encourage children to describe the face they have made. Introduce or encourage them to use more difficult words, such as "eyebrows," "forehead," "eyelashes," "nostrils," "cheeks," and "chin."
<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>Science Lab</b>	<b>Sensational Sand</b> Children experiment with a variety of cups, shovels, and other tools to explore the properties of sand.
Engage all children:	Pour some water on part of the sand. Ask the child to describe how the wet and dry sand are the same and different.
Offer support:	Ask children to name the sense he or she is using to explore the sand. <b>Are you using your sense of sight to look at the sand? What body part do we use to look at things?</b>
Challenge:	Pour some water on part of the sand. Invite children to check whether the wet sand or dry sand flows more freely from a cup when poured. Introduce new words, such as "gritty," to describe wet sand.

## Week 2

 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore books related to the human body, the five senses, and other books in the classroom library.
Engage all children:	Point to a picture of a person (or a personified animal) in a story. Ask the child to describe how he or she is the same and different from the person or animal. <i>We both like to wear dresses. We both have eyes to see.</i>
Offer support:	<b>Where on the page will I find the words that I should read? Point to the word that I should read first.</b>
Challenge:	<b>How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, draw and color the pictures, or paint them?</b>

 <b>Letter Lab</b>	<b>Making Words</b> Children find words in the concept-of-print books and then form those words with plastic letters or letters from the letter-blending cards.
Engage all children:	<b>Do you know the names of any of these letters in the word 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>

**Week 2, cont.**

 <p><b>Letter Lab</b></p>	<p><b>Sequin "S"</b> Children decorate a letter "s" shape with sequins.</p>
<p><b>Engage all children:</b></p>	<p>Ask children why we chose sequins, and not yarn, to decorate the letter "s." <i>Because sequin begins with the/s/ sound.</i></p>
<p><b>Offer support:</b></p>	<p>Ask children to name the letter and give the letter sound.</p>
<p><b>Challenge:</b></p>	<p>Ask children to think of other things that begin with /s/ that could have been used to decorate the letter.</p>
<p><b>Tip:</b> Assist children with glue as needed.</p>	

 <p><b>Math Lab</b></p>	<p><b>Bear Patterns</b> Children create ABAB patterns with counting bears.</p>
<p><b>Engage all children:</b></p>	<p>Start a pattern that uses only one attribute (color or size). Encourage children to continue the pattern.</p>
<p><b>Offer support:</b></p>	<p>Limit the bear patterns to only two different kinds such as the same shape and size, e.g., large green bears and small red bears.</p>
<p><b>Challenge:</b></p>	<p>Invite children to create their own patterns and explain it to you.</p>

 <p><b>Writing Lab</b></p>	<p><b>My Senses Flap Book</b> Children use blackline masters, scissors, and glue to create a flap book.</p>
<p>Show all children where to draw and color things that they can see, hear, taste, touch, and smell until an adult is available. An adult will need to assist with cutting and gluing the pieces together correctly.</p>	

 <p><b>Art Lab</b></p>	<p><b>Texture Art</b> Children use blackline masters, scissors, and glue to create a flap book.</p>
<p><b>Engage all children:</b></p>	<p><b>Tell me about your picture/sculpture. What materials did you use to make this? How does each item feel? Are they hard or soft?</b></p>
<p><b>Offer support:</b></p>	<p><b>What colors did you use to make your picture/sculpture? Can you name the items?</b></p>
<p><b>Challenge:</b></p>	<p><b>Tell me about the technique you used. Did you need to use different amounts of glue for different items?</b></p>

 <p><b>Science Lab</b></p>	<p><b>Secret Sounds Cups</b> Children listen as they shake covered cups to determine what is inside.</p>
<p><b>Engage all children:</b></p>	<p>Ask children to describe the sounds that they hear and why they think a certain object is inside the cup.</p>
<p><b>Offer support:</b></p>	<p>Help children name the items that are hidden in each cup. After they have tested all the cups and seen the contents, have them repeat the activity to see if they can guess more correctly the second time.</p>
<p><b>Challenge:</b></p>	<p>Invite children to find their own classroom item(s) to hide inside a cup. They can ask a friend to shake the cup and guess what's inside.</p>
<p><b>Tip:</b> You will be adding things to the science lab after they are used during lessons. Keep the items from previous days in the lab so that children can explore the items they find most interesting.</p>	

## Week 2, cont.

 <b>Science Lab</b>	<b>Salty, Sweet, or Sour</b> Children sort food picture cards into salty, sweet, or sour.
<b>Engage all children:</b>	Ask children to tell if they do or do not like each food. Ask them which food is their most favorite and which is their least favorite.
<b>Offer support:</b>	Help children learn all the names of the foods.
<b>Challenge:</b>	Invite children to name other foods that are salty, sweet, and sour.
<b>Tip:</b> You can provide small food samples for tasting in addition to the picture cards. If you plan to do so for more than one day, be sure to replenish or refresh the items. Of course, be sure that no one is allergic to any of the foods you are placing in the lab.	

 <b>Science Lab</b>	<b>Feeling Bags</b> Children feel items inside bags and try to guess what is inside.
<b>Engage all children:</b>	Ask children to describe what they feel and why they think a certain object is inside the bag.
<b>Offer support:</b>	Help children name the items that are hidden in each bag. After they have felt and seen all the items, have them repeat the activity to see if they can guess more correctly the second time.
<b>Challenge:</b>	Invite children to find their own classroom item(s) to hide inside a bag. They can ask a friend to feel inside and guess the identity of the item.

 <b>Science Lab</b>	<b>What's That Smell?</b> Children sniff partially covered cups or jars to determine what is inside.
<b>Engage all children:</b>	Ask children to describe tell which smells they like the most and the least.
<b>Offer support:</b>	Help children name the items that are hidden in each cup or jar. After they have tested all the cups and seen the contents, have them repeat the activity to see if they can guess more correctly the second time.
<b>Challenge:</b>	Introduce the term "scent" as a good smell and "odor" as a bad smell. Ask children whether they would call each smell a scent or an odor.
<b>Tip:</b> Try to find things to add to the cups that were not used already in whole-group instruction.	



# 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

- Angel-hair pasta with grated cheese and/or butter can be used to discuss hair and animal fur. (Angel-hair pasta cooks very quickly if you have access to a stove or microwave oven.)
- Decorate a cookie or English muffin with icing, cream cheese, or other spread. Then invite children to use raisins to create faces.
- Serve gingerbread-people cookies. Name the body parts as they are eaten. If possible, include more difficult words such as “shoulder,” “neck,” “ankle,” or “elbow” if your children already know the more basic words such as “arm,” “leg,” and “head.”
- Serve foods that allow for the discussion of the five senses. As you converse with children, introduce new words about flavors (“sweet,” “salty,” “sour”), sounds (“crunchy”), textures (“smooth,” “bumpy”), colors, and scents.

### EXAMPLES

- 
- Orange slices (all senses)
  - Pretzels, crackers, popcorn, or baked chips (sound, salty flavor)
  - Foods of different colors (sight)
  - Foods of different textures (touch)

**\*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.

## Punchinello

Punchinello is a traditional game familiar to many adults. Gather interested children in a circle, and introduce the song.

### Punchinello

**What can you do, Punchinello, funny fellow?**

**What can you do, Punchinello, funny do?**

**We'll do it, too, Punchinello, funny fellow.**

**We'll do it, too, Punchinello, funny do!**

- Sing the first two lines again, and ask children what they think Punchinello can do. Invite one of your more outgoing children to move to the center of the circle and perform a simple action.
- Invite the others to imitate the movement and sing the song again, substituting the name of the child in the center of the circle in place of Punchinello. Continue to play the game, inviting other children into the circle to do an action for the rest of the group to imitate.

## Catch This

You will need balls and/or beanbags and a beanbag target for these activities.

- Use the balls and/or beanbags and beanbag target to reinforce the importance of sight. Encourage children to keep their eyes open and focused on where they want the ball or beanbag to go. Many young children close their eyes when they catch and even when they throw!
- If some families include ball fans, children may know the expressions “Keep your eye on the ball!” and “Good eye!” You can talk with them about what they think those phrases mean to ballplayers.

## Freeze

You will need a media player or other source to provide music.

Explain to children that they will need to use their sense of hearing to play this game. Tell them that when they hear music, they will move. When the music stops, they will stop. Play the game several times for children to become comfortable playing it. After a few repetitions, try lowering the volume to encourage them to listen carefully.

## Strut, Miss Mary

Have children form a circle or two lines facing each other. The adult leader struts around the inside of the circle, or down the center of the lines, as he or she sings or chants with an upbeat rhythm.

This gives you the opportunity to emphasize skills such as walking backward, hopping, and galloping.

### Strut, Miss Mary

(Tune: “Mama’s Little Baby Loves Shortnin’ Bread”)

**Strut, Miss Mary; strut, Miss Mary;  
strut, Miss Mary, all day long.**

**Strut, Miss Mary; strut, Miss Mary;  
strut, Miss Mary, all day long.**

- Ask volunteers to demonstrate what they think the word “strut” means. Encourage all kinds of imaginative strutting. Once various leg movements have been tried, suggest that children add arm, hand, and head variations.
- Change “Miss” to “Mister,” and vary the words of the chant to include the children’s names. Encourage children to choose partners and strut together. Invite additional children to imitate one another’s movements as they follow a strutter down the line or around the circle.
- As a child follows the leader, change the chant to:

*“Here comes another one, just like the other one.  
Here comes another one, all day long.”*

## Head and Shoulders, Baby

Have children form a circle. Recite the rhyme “Head and Shoulders, Baby,” touching your head and shoulders as you say those words.

### Head and Shoulders

**Head and shoulders,  
baby, 1, (Clap.) 2, (Clap.) 3. (Clap.)**

**Head and shoulders,  
baby, 1, (Clap.) 2, (Clap.) 3. (Clap.)**

**Head and shoulders,  
head and shoulders,**

**Head and shoulders,  
baby, 1, (Clap.) 2, (Clap.) 3. (Clap.)**

- Repeat the rhyme with other body parts, e.g., knees and elbows, hips and chest, or other vocabulary that you want to reinforce. Invite children to suggest combinations.

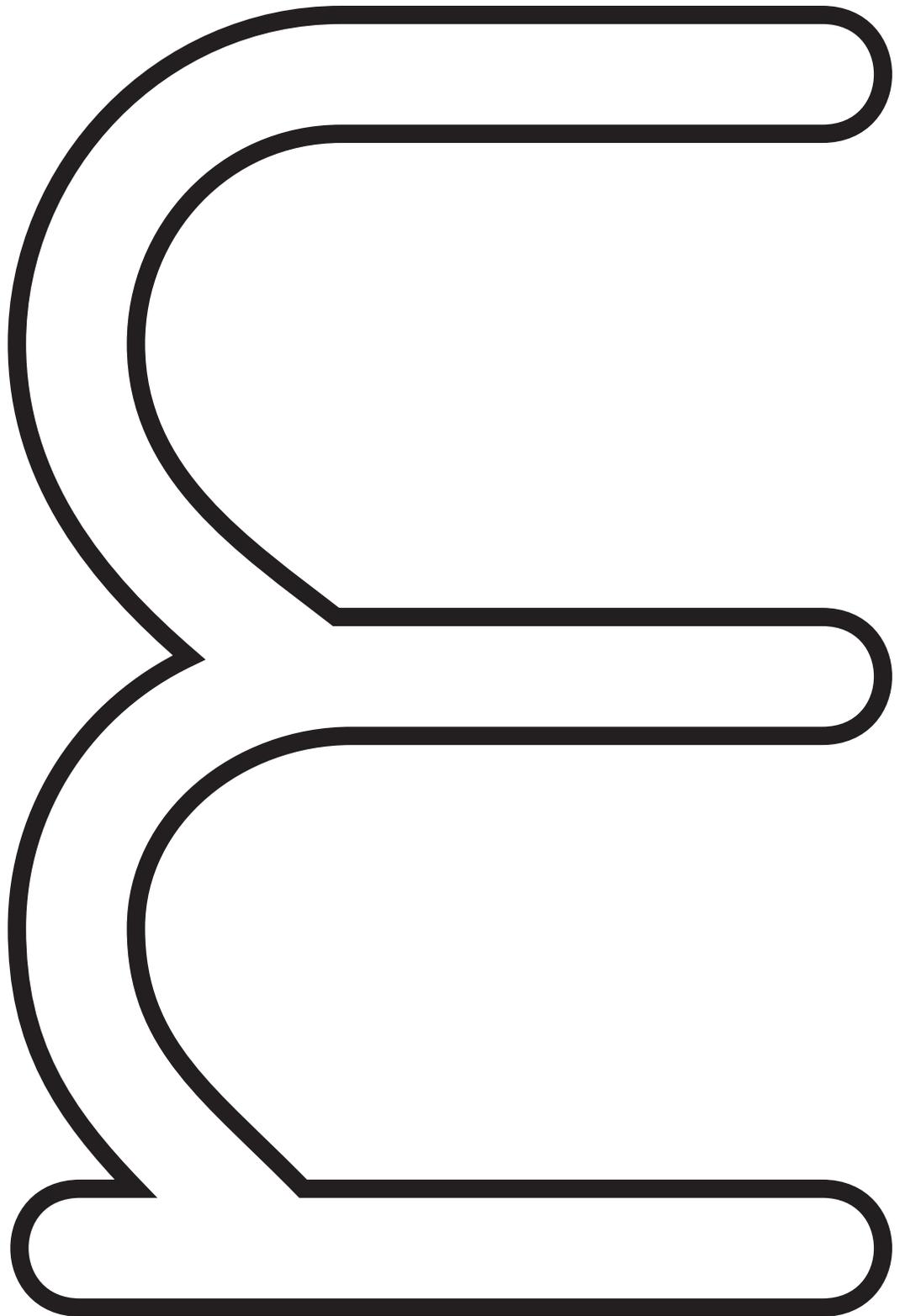
You will need a variety of scarves and/or streamers and a source for music for this activity.

### **Exploring Music**

- Invite children to choose a scarf or streamer for creative movement. Play a musical selection that has a fairly slow, flowing tempo. Invite children to listen to the music for a moment and then to move their bodies and scarves with it. Encourage them to toss the scarves and try to catch them on their heads, fingertips, backs, knees, elbows, wrists, feet, etc.
- Some pairs or small groups may want to choose an extra-long scarf to share. Others may want to use scarves cooperatively after some individual exploration.

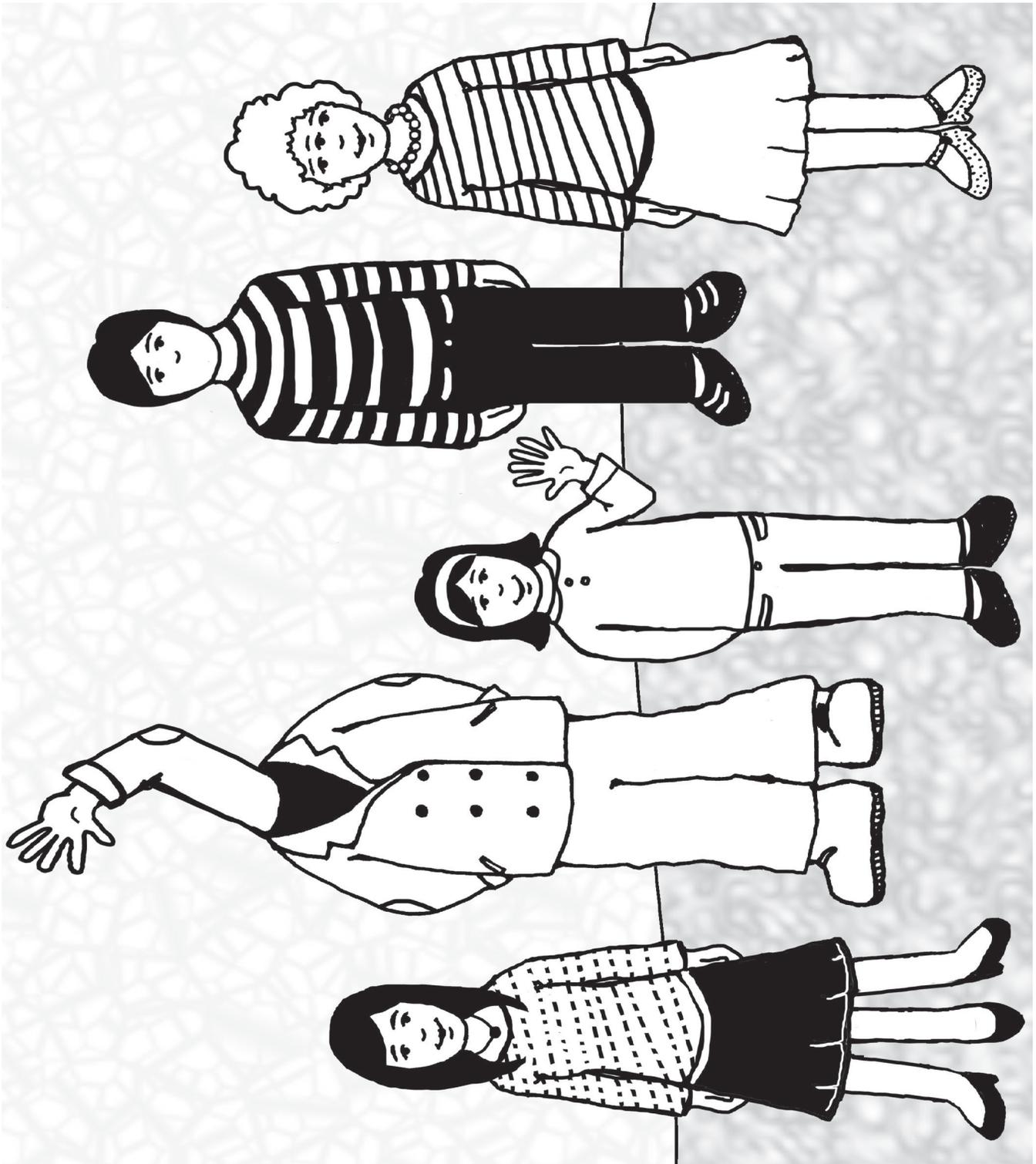
# Letter "m"

Copy one per child.



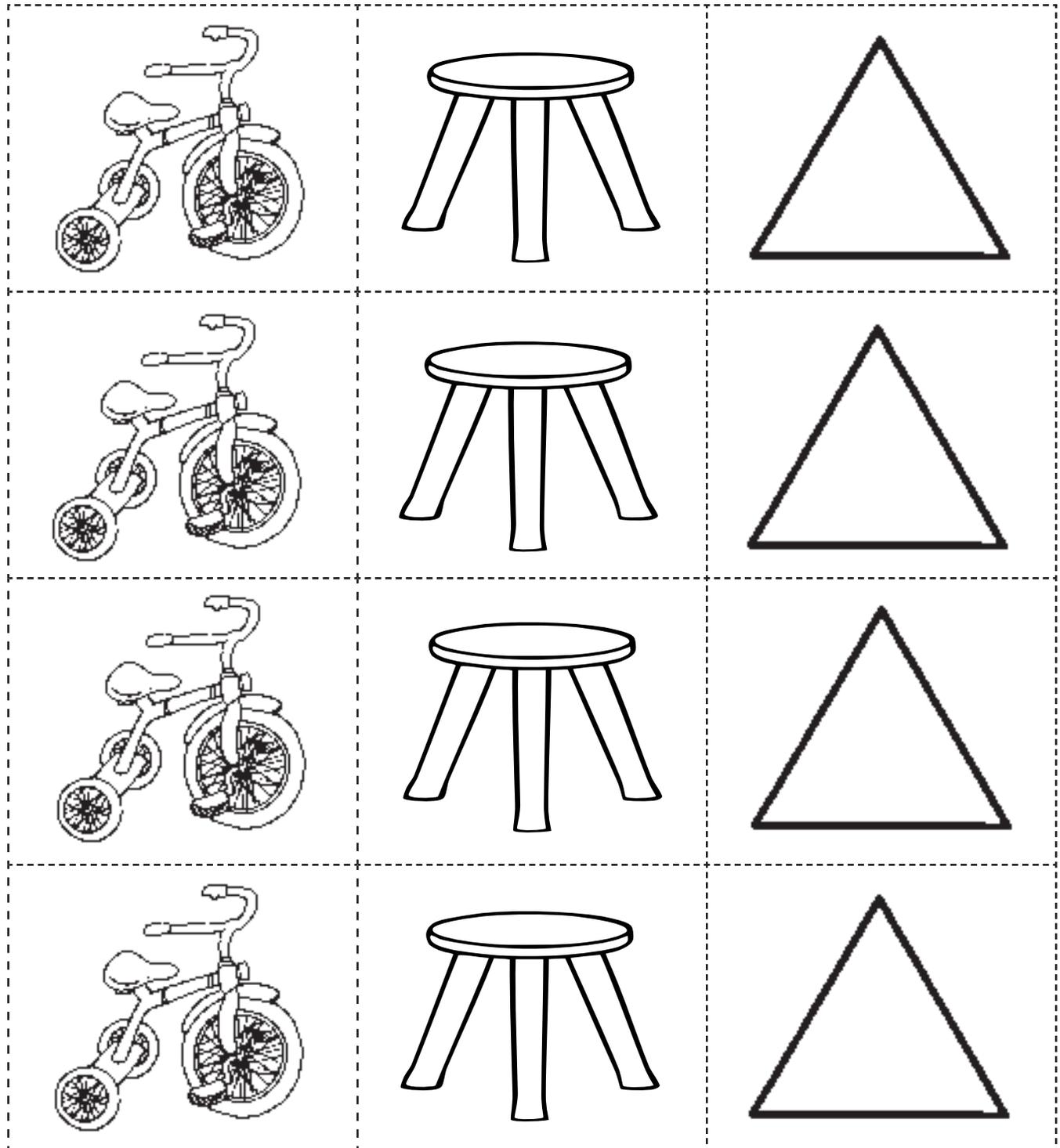
# Silly Picture: Body Parts

Copy one per child.



# Are There Three?

Duplicate and cut apart. Each partnership will need one of the three pictures.



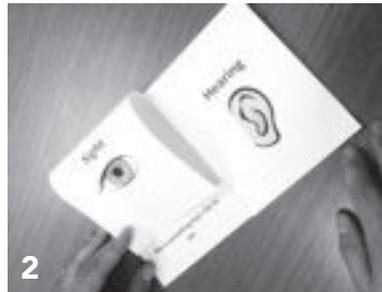


# How to Make the My Senses Flap Book

Your children will enjoy making a book about the five senses as they explore each one in more depth. There are two options for making the books. **Option 1** is a flap book. Select this option if you have a small class or you have an assistant or parent volunteer who can help the children assemble their books. **Option 2** is a simple one-fold book that can be stapled together.

How to make **Option 1**: the flap book

1. Duplicate the cover sheet pages, front and back, as two-sided copies.
  - The first page makes two covers. You will only need to print this page for half the number of your students.
  - For the remaining pages, the flap pages, print one page per student.
  - Remember, all pages *must* be printed as two-sided documents.
2. Cut each of the flap pages on the dashed lines, and fold them on the solid lines as shown below.



3. Invite children to draw pictures to illustrate their favorite things to see, hear, taste, or smell.
  - They may prefer to cut pictures from magazines or grocery store advertisements and glue them in.



4. Glue the flap pages together as instructed in the light gray print.
5. Wrap the cover around the entire book, and glue to the front and back as instructed by the text in light gray print.

# My Senses Flap Book

Day 4, pages 161 and 162: Make two-sided copies, one pages makes two covers.

Days 5 and 6, pages 163 and 164 and 169–172: Make two-sided copies, one of each page per child.

# My Senses

By \_\_\_\_\_

# My Senses

By \_\_\_\_\_

**Glue to back of sight flap**

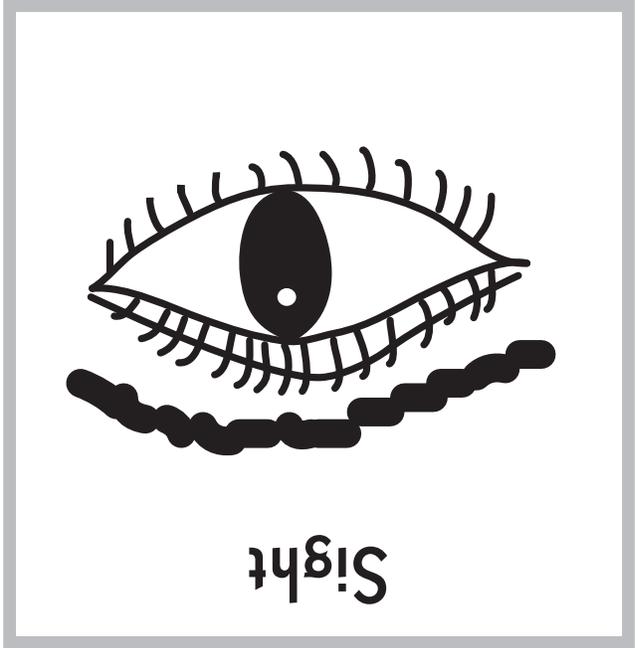
**Glue to back of  
extra flap next to smell flap.**

**Glue to back of sight flap**

**Glue to back of  
extra flap next to smell flap.**

**This is something  
I like to see.**

**This is something  
I like to hear.**

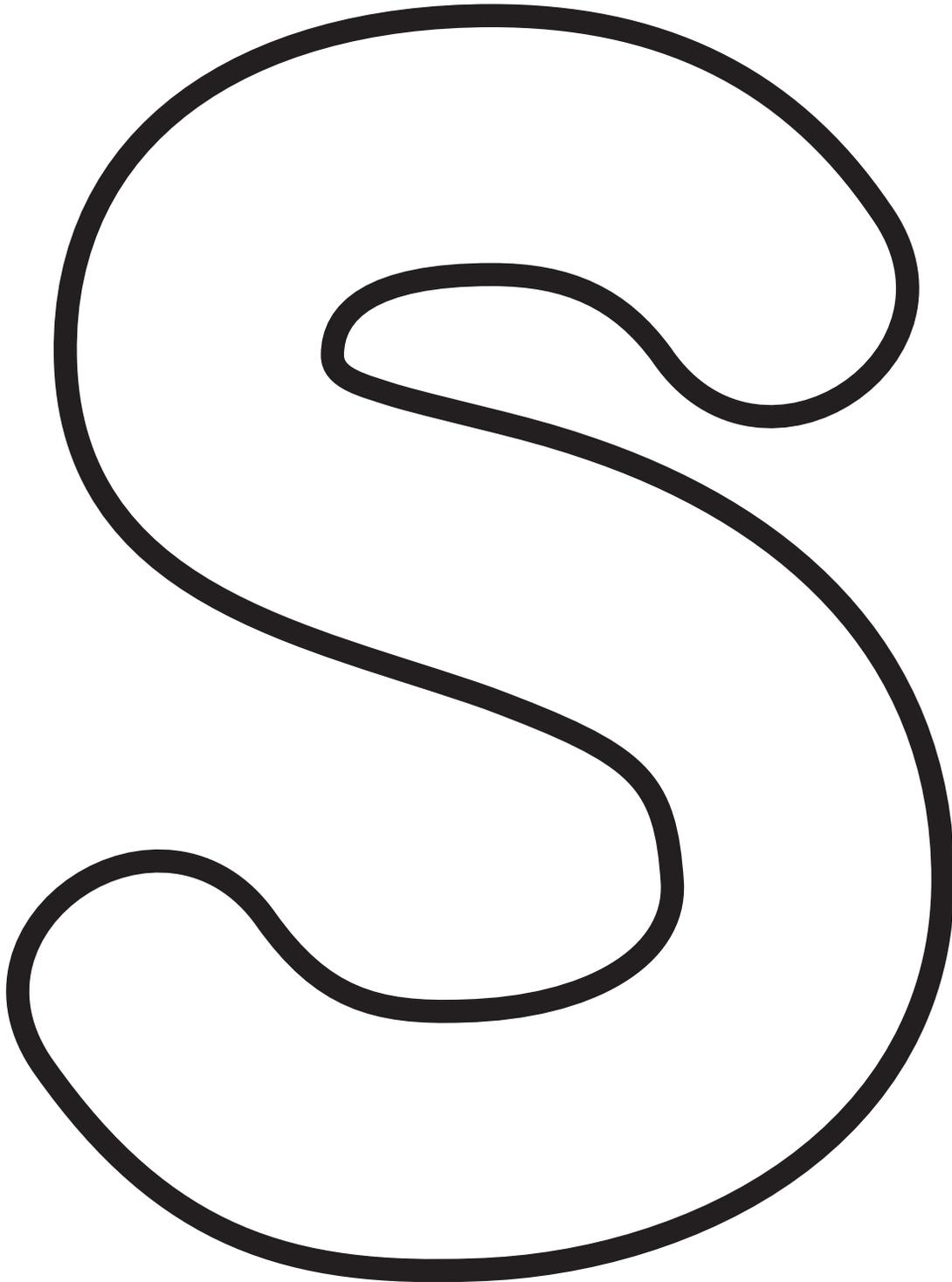


Glue to back of taste flap

Glue to the inside front cover.

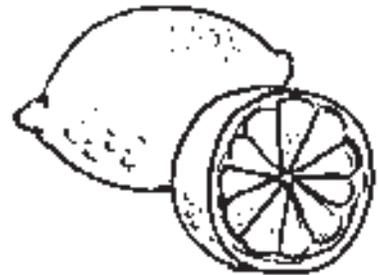
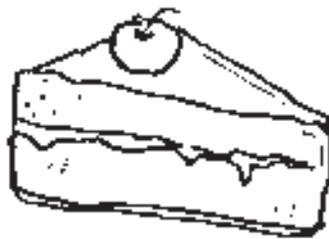
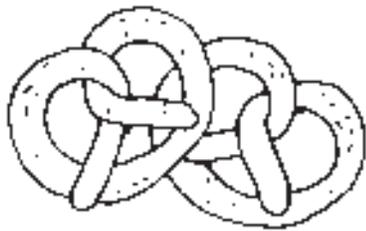
# Letter "s"

Copy one per child.



# Salty, Sweet, or Sour?

Make one copy of this page. Cut apart the picture cards to make a set.



# Bear Pattern Strips

Make two or three copies of this page. Cut the strips apart. Invite children to use crayons or markers that match your plastic counting bears to color the bears on a strip to make a pattern. Then they can use the plastic counting bears to recreate their patterns.





**This is something  
I like to taste.**

**This is something  
I like to touch.**



Touch

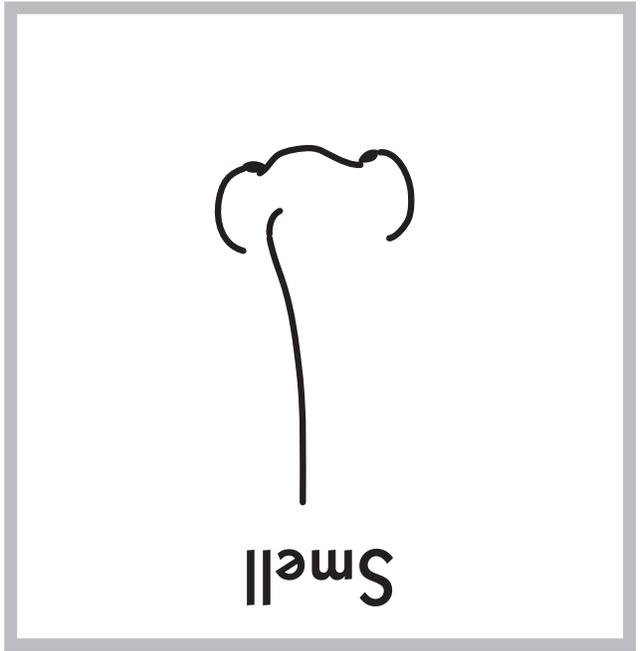


Taste

Glue to back of smell flap.

Recycle me!

**This is something  
I like to smell.**



**Glue to the inside back cover.**

# Curiosity's Story

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

## Curiosity's Story

I like flowers.

I like trees.

But sometimes flowers

Make me \_\_\_\_\_.



## Dear Family,

The next theme your child will explore in Curiosity Corner is *Marvelous Me*, a unit in which he or she will learn about the wonders of his or her amazing body. The five senses are windows to the world. Seeing, hearing, smelling, tasting, and touching are the gateways through which your child experiences the world.

Your child will learn how the senses and the other marvelous parts of his or her body work together to help him or her discover, play, and grow. As your child enjoys the activities and books in this theme, we will celebrate the wonderful diversity among human bodies. Your child will learn new words, understand new ideas, and gain new skills. When we help your child celebrate the individual beauty and competence of his or her body, we are teaching your child to become an active, successful learner.

As your child begins to understand how his or her body works, he or she will also discuss the feelings and emotions that make him or her unique. Your child will learn to not only name his or her feelings, but how to identify the feelings of others through their facial expressions and body postures.

You can help your child expand his or her vocabulary about these topics. If your child already uses the words “arms” and “legs,” try using “shoulder,” “elbow,” “knee,” and “ankle” during normal household routines such as mealtimes and bath time. Naming body parts will not only increase your child’s vocabulary, but also improve his or her understanding of his or her own body. Talk about feelings beyond the words “happy” and “sad,” using words such as “excited” or “disappointed” to increase your child’s awareness and understanding of his or her emotions.

As you read and reread the concepts-of-print book *My Five Senses* and the book from the previous unit, note the suggestions inside the back cover on the Story Sharing Sheet to reinforce the prereading skills that we’ve been practicing in school.

As we continue to work together on this and future themes, we will all come to appreciate your truly marvelous child.



In this unit, we introduce something new, something that will help you learn the answer to that famous question, “What did you learn in school today?” Beginning with this unit, you and your child can watch a Home Link show together four nights a week.

The stories, rhymes, and activities on each Home Link episode review all the wonderful things taught in the classroom.

To support your child's learning, all you have to do is:

1. Ask your child which animal they were asked to watch today.
2. Visit <https://vimeo.com/channels/cchomelink> on your phone, tablet, computer, or other streaming media device, click on that animal, and enjoy the show together.
3. Afterwards, talk about what you saw and the fun activities that you did.

Thank you for supporting your child's learning and growth!

Sincerely,

Your Curiosity Corner Teacher

## Estimada familia,

Su niño explorará el próximo tema, *Marvelous Me*, un tema sobre el cuerpo humano. Los cinco sentidos son ventanas al mundo. Vista, olfato, oído, gusto y tacto son las maneras en que su niño rodea el mundo.

Su niño aprenderá cómo los cinco sentidos y otras partes del cuerpo que trabajan juntos al descubrir, jugar y crecer. Su niño aprenderá nuevas palabras, entenderá nuevas ideas y adquirirá conocimientos y destrezas.

Su niño aprenderá a compartir y expresar sus sentimientos y emociones. Él aprenderá a identificar y nombrar los sentimientos de otras personas con el uso de expresiones faciales y la postura del cuerpo.

Usted también puede ayudar su niño con el vocabulario de este tema en la casa. Por ejemplo, trate de practicar los nombres de cuerpo durante rutinas de la casa, como durante las comidas y hora de baño. Use una variedad de palabras y vocabulario para describir los sentimientos. Por ejemplo, use "feliz", "contento", "alegre", "estar emocionado" y "entusiasmada" para describir un sentimiento y explique las diferencias entre las palabras.

Lea y vuelva a leer el cuento *My Five Senses* y escriba algunas sugerencias en la contratapa del Story Sharing Sheet.

Juntos descubriremos y celebraremos el progreso y los éxitos de su niño y los de la ayuda y el apoyo de la familia y la comunidad de la escuela.

¿Alguna vez te preguntas, "¿Qué has aprendido en la escuela hoy"? Ahora usted pueda saber por cierto lo que han estudiado. Comenzando con la unidad 2, usted y su hijo pueden ver un programa Home Link juntas cuatro noches por la semana. Los videos, cuentos y rimas que se encuentran en cada programa repasan la información y destrezas enseñadas en la clase.



Para ver al programa:

1. Pídale a su niño cuál animal en el menú se deben ver hoy.
2. Visite <https://vimeo.com/channels/cchomelink> en su teléfono, tableta, computadora u otro dispositivo de transmisión multimedia, haga clic en ese animal, y disfruten del programa juntos.
3. Discute con su niño lo que han visto.

Muchas gracias para apoyar a su niño en su aprendizaje.

Sinceramente,

Su maestro y Curiosity la gata

