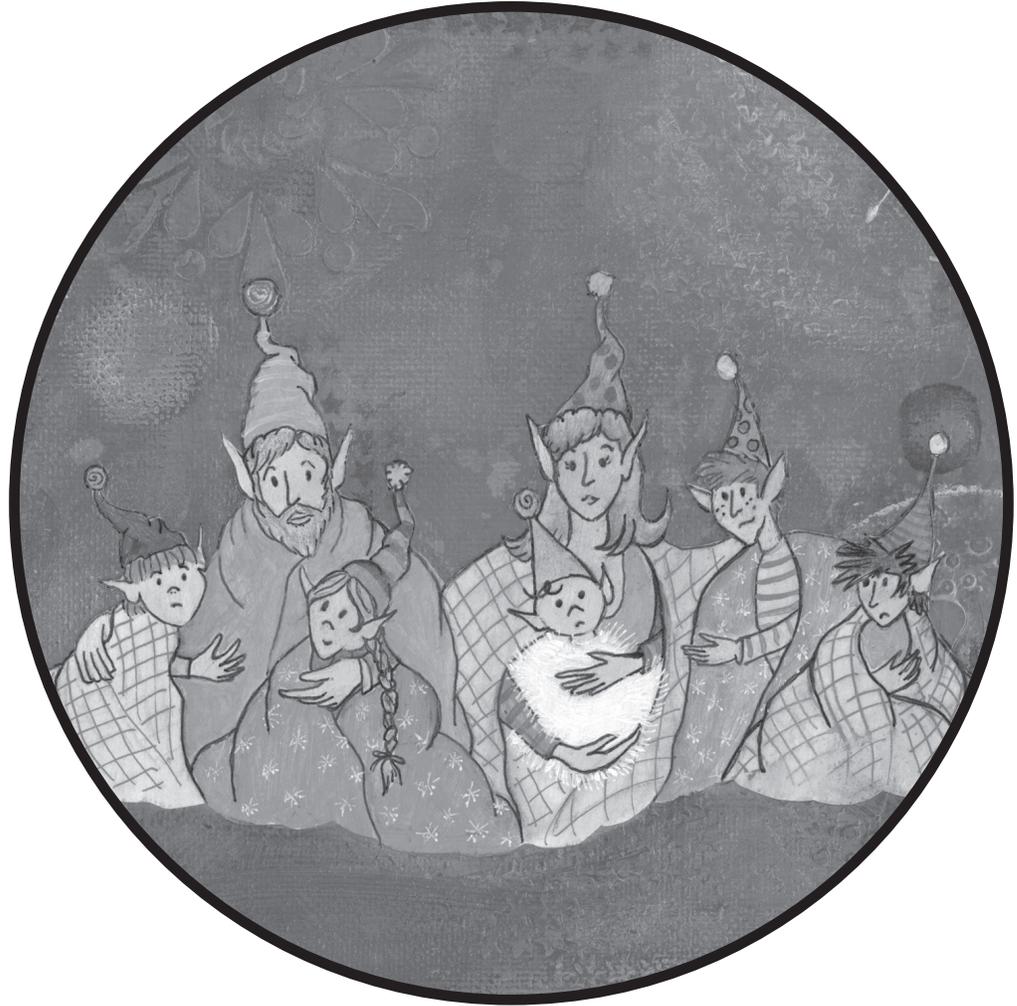


A theme guide for preschool | **Unit 3**

Family Matters



Curiosity Corner
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:
Unit 3**

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Standard Graphics Key

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

Why Family Matters?

Children need to know that there are people in their lives who love them and will care for them. These people are their families. The word “family” creates different images for different people. Today’s family can look quite different from those of the past. To children, no matter what form they take, their families consist of the people they rely on to take care of them.

The activities in this unit are designed to help children:

- recognize themselves as part of a family;
- name the members of their immediate family and the roles that they have;
- name extended family members;
- understand that some of the people who care for them, while not related, may be like family; and
- understand that families grow and change over time.

Exposure to a variety of books, pictures, and activities will help children recognize the uniqueness of each family. Children will count the number of people in their families and compare family sizes. They will come to recognize that some families include extended family members, nonrelatives, and even pets, while others do not. Children will begin to understand that no matter how each family looks, it is still the basic social unit in each child’s life.

As a teacher, you will be aware of the individual families in your classroom and any changes within families that might make this a sensitive topic. When you communicate acceptance of each family rather than impose values about what the ideal family looks like, children will feel valued. Some children will live with a mom and dad under one roof while others will live in less traditional family groups. Some will live with extended family, such as a grandparent or cousin; others may be living in foster care. Families are formed in a variety of ways. Some children will have lost a family member or will gain a new member through the birth of a sibling or the marriage of a parent. Some children will know their immediate and extended families, and others will not. Think about the family situations in your class, and select additional stories and activities to address children’s individual needs.

You might want to revisit this theme throughout the year as changes occur in family compositions. You can find wonderful books on almost any type of family to share with an individual child, a family, or the class.

During the last three days of unit 3, we build upon what children have learned about themselves and their families in units 2 and 3 by focusing on the topic of communication. Communication is important within families and in communities. Children learn that communication can be verbal or nonverbal and assisted by mail, telephones, computers, and other tools. Addressing this topic sets the stage for unit 4, *Places and Faces in Communities*.

Take time to get to know the families, and celebrate their unique differences.

Family Matters

thematic concepts

- Each of us is part of a family.
- Family members are joined together by caring for one another.
- Grandparents are part of a family.
- Families come in different sizes.
- Families grow.
- Families live in different kinds of homes.
- People who help to take care of you can feel like family.
- Family members can communicate ideas and feelings by talking to one another.
- Family members can communicate ideas and feelings by writing or drawing.
- Family members can communicate ideas and feelings with their bodies.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use art materials to create crayon rubbings.
- pretend and imitate during dramatic play activities.

Emotional/Personal Domain

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- organize materials when finished with them.
- follow classroom rules and routines.
- learn to focus and pay attention.

Language/Literacy Domain

Children will:

- learn the meanings of new theme-related vocabulary words.
- find the first page of a story.
- become familiar with the names, shapes, and sounds of the letters “f” and “h.”
- observe various letter shapes.
- count the number of words in a sentence.
- observe that a question mark tells us that a sentence asks something.
- observe that some words are longer than others.
- 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.
- sequence story events.
- explore with writing materials.
- begin to demonstrate an interest in writing to communicate meaning.

Mathematical Domain

Children will:

- count by rote to 11 and 12.
- identify and create sets of four and five.
- recognize and name two-dimensional shapes: circle, square, triangle, and rectangle.
- represent the month and day on the calendar.

Cognitive Domain

Children will:

- participate in brain games that help to develop the ability to remember.
- participate in brain games that help to develop the ability to stop and think.
- observe and make discoveries.
- use real and imaginary props in dramatic play.
- solve simple problems.

Interpersonal/Social Domain

Children will:

- notice and name feelings in themselves and others.
- categorize feelings.
- identify helping behaviors among family members.

Science/Social Studies Domain

Children will:

- make discoveries by experimenting with materials.
- observe, predict, experiment, and draw conclusions.
- identify family relationships.
- describe how families grow and change.
- acquire concepts about various forms of communication.
- demonstrate awareness of the local neighborhood and community.

Physical Domain

Children will:

- manipulate writing tools and puzzles for fine-motor control.
- explore rhythm and movement in response to music.
- throw and catch a ball.
- exhibit response inhibition when playing simple games.

Vocabulary

Theme-Related Words	
adopt	married
aunt	mother
babysitter	neighbor
brother	related
brother-in-law	relatives
computer	sign language
cousin	sister
e-mail	sister-in-law
father	talk
grandfather	telephone
grandmother	uncle
house	

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

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

Wonderful Words	
Day 1	family
Day 2	care
Day 3	grandparents
Day 4	size
Day 5	grow (quantity)
Day 6	home
Day 7	help
Day 8	communicate
Day 9	write
Day 10	expression

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

Basic Words			
around	door	happy	round
baby	edges	identify	sad
bat	envelope	laugh	short
bee	first	letter long	sides
book	fork	mail	smile
cat	frown	message	tear
cry	girl	picture	together
dog	groups	proud	young

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
circle
collection
counting
five
four
rectangle
shape
square
triangle

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

Getting Along Together Words
feelings
focus
"I" Message
pay attention

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>Jonathan and His Mommy</i> steps
<i>A Chair for My Mother</i> coins
<i>A House Is a House for Me</i> house
<i>A Letter to Amy</i> blew

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

Peek at the Week 1

Lesson Component		Day 1	Day 2
Learning Focus for the Day		Each of us is part of a family.	Family members are joined together by caring for one another.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Making Words	"F" is for Family
	Math Lab	Bear Families	Bear Families
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Sending Greetings	Sending Greetings
	Art Lab	Creation Station	For My Family
	Science Lab	Fingerprint Fun	Fingerprint Fun
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Jumping Bean	Ball Pass: ABCs	
 Clues & Questions	Describe families from pictures. Introduce the letter "f."	Identify ways family members care for one another. Review the letter "f."	
 Rhyme Time	"This Is My Grandma" Rhyme Identification: Picture Match game		
 Getting Along Together		Focus: Learn to use focus binoculars.	
 Plan & Play	Scenario Options: Play Home Visiting a Relative Dress-Up Home Builders	Scenario Options: Same as day 1 Small-Group Instruction: My Family	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Jonathan and His Mommy</i> by Irene Smalls	<i>Jonathan and His Mommy</i> Story Retell: Dramatization	
 Math Moments	Count by rote to 11. Number Sense for 4: Identify sets of four.	Count by rote to 11. Number Sense for 4: Identify sets of four.	
 Question/Reflection	Brain Game: What Is the Magic Word? New Brain Game: What Is Missing?	Brain Game: What Is Missing? Letter "f" classroom search	

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

Day 3	Day 4	Day 5
Grandparents are part of a family.	Families come in different sizes.	Families grow.
Enjoy a Story	Enjoy a Story	Enjoy a Story
"F" is for Family	"F" is for Family	"F" is for Family
Bear Families	Bear Families	Bear Families
Exploring with Technology	Exploring with Technology	Exploring with Technology
Sending Greetings	Sending Greetings	Sending Greetings
People in My Family	People in My Family	People in My Family
Fingerprint Fun	Fingerprint Fun	Fingerprint Fun
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Head, Shoulders, Knees, and Toes	Animal Movements	Freeze
Identify extended family members. Review the letter "f."	Name and count family members. Concepts-of-print book: <i>Meet My Family</i> Review the letter "f."	Describe how families grow and change. Review the letter "f."
	"This Is My Grandma" Rhyme Recognition: Stand Up, Sit Down	"This Is My Grandma" Word Manipulation: Nonsense game
Pay Attention: Play I Spy.		
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>A Chair for My Mother</i> by Vera Williams	<i>A Chair for My Mother</i> Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – <i>Who's in a Family?</i> by Robert Skutch
Count by rote to 11. Number Sense for 5: Identify sets of five.	Count by rote to 11. Number Sense for 5: Bird family finger play	Count by rote to 11. Problem Solving: Match numerals with number of objects.
Brain Game: What Is Missing? Which Relative Am I?	Brain Game: What Is Missing? Determine family size.	Brain Game: What Is Missing? Identify ways that families grow.

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Families live in different kinds of homes.	People who help to take care of you can feel like family.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	"F" Is for Family	"H" Dough Shapes
	Math Lab	Bear Families	Finding Shapes: Circle
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Family Fun	Family Fun
	Art Lab	People in My Family	People in My Family
	Science Lab	Invisible Message	Invisible Message
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Follow the Leader	Balloon Ball	
 Clues & Questions	Identify and describe different family homes. Introduce the letter "h."	Identify people other than family members who care for us. Review the letter "h."	
 Rhyme Time	"Grandpa's Glasses" Rhyme Recognition: Stand Up, Sit Down		
 Getting Along Together		Notice and Name Own Feelings: Read <i>Cookies: Bite-Size Life Lessons</i> .	
 Plan & Play	Scenario Options: Play Home Visiting a Relative Dress-Up Home Builders	Scenario Options: Same as day 6 Small-Group Instruction: Meet My Family.	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>A House Is a House for Me</i> by Mary Ann Hoberman	<i>A House Is a House for Me</i> Story Retell: Jump right in with repetitive text.	
 Math Moments	Count by rote to 12. Two-Dimensional Shapes: Identify circles.	Count by rote to 12. Two-Dimensional Shapes: Identify squares.	
 Question/Reflection	Brain Games: What Is Missing? and Hot Potato Memory	Brain Game: Hot Potato Memory Review two meanings of the word "grow." How do families grow?	

Day 8	Day 9	Day 10
Family members can communicate ideas and feelings by talking to one another.	Family members can communicate ideas and feelings by writing or drawing.	Family members can communicate ideas and feelings in many ways.
Enjoy a Story	Enjoy a Story	Enjoy a Story
"H" Dough Shapes	"H" Dough Shapes	"H" Dough Shapes
Finding Shapes: Square	Finding Shapes: Rectangle	Finding Shapes: Triangle
Exploring with Technology	Exploring with Technology	Exploring with Technology
Family Fun	You're Invited	You're Invited
People in My Family	People in My Family	People in My Family
Invisible Message	Invisible Message	Invisible Message
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Get on Up and Move Your Body	Beanbag Pass: Feelings	The Elmo Slide
We can use a phone to communicate. Review the letter "h."	Communicating by mail Reread concepts-of-print book: <i>Meet My Family</i> Review the letter "h."	Communicating without words Review the letter "h."
	"Grandpa's Glasses" Rhyme Recognition: Picture Match game	"Grandpa's Glasses" Word Manipulation: Nonsense game
Notice and Name Feelings of Others: Name feelings based on facial expressions.		
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>A Letter to Amy</i> by Ezra Jack Keats	<i>A Letter to Amy</i> Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – <i>The Post Office Book</i>
Count by rote to 12. Two-Dimensional Shapes: Identify rectangles.	Count by rote to 12. Two-Dimensional Shapes: Identify triangles.	Count by rote to 12. Two-Dimensional Shapes: Construct shapes.
Brain Game: Hot Potato Memory Help Curiosity think of something to talk about with her grandpa.	Brain Game: Hot Potato Memory Curiosity scans her letter to her grandpa.	Brain Game: Hot Potato Memory Read My Expression Letter "h" classroom search

You Will Need

Supplied by SFAF:

Books	STaR	
S	<ul style="list-style-type: none"> • <i>Jonathan and His Mommy</i> by Irene Smalls • <i>A Chair for My Mother</i> by Vera Williams • <i>Who's in a Family?</i> by Robert Skutch • <i>A House Is a House for Me</i> by Mary Ann Hoberman • <i>A Letter to Amy</i> by Ezra Jack Keats 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Meet My Family</i> by Sally Francis Anderson (class set) 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>The Post Office Book</i> by Gail Gibbons 	
	Getting Along Together	
<ul style="list-style-type: none"> • <i>Cookies: Bite-Size Life Lessons</i> by Amy Krouse Rosenthal 		
Media		
M	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 3 	
	Cards/Card Sets	
C	Curiosity Corner Activity Cards for Unit 3	
	Letter Cards	<ul style="list-style-type: none"> • “Ff,” “Tt,” “Oo,” “Hh,” “Cc,” and “Bb”
	Numeral Cards	<ul style="list-style-type: none"> • 4 and 5 • 1–10
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “family,” “care,” “grandparents,” “size,” “grow,” “home,” “help,” “communicate,” “write,” “expression” • Day 1: Curiosity’s family picture card, Family Groups set • Day 2: Caring Family Members set • Day 3: Curiosity’s Father’s Family picture card • Day 4: Curiosity’s family picture card
	Rhyme Time	<ul style="list-style-type: none"> • Day 1: cat, bee, girl, tear, fork, book • Day 9: bat, dog, door
	Getting Along Together	<ul style="list-style-type: none"> • Day 8: Feelings Faces set
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Play House, Visiting a Relative, Dress Up, Home Builders, Family Picnic, Baby Bath

	Rhyme Cards
	<ul style="list-style-type: none"> • “This Is My Grandma” • “Grandpa’s Glasses” • “Bird Family”
	STaR Story Retell Cards
	<ul style="list-style-type: none"> • <i>A Chair for My Mother</i> • <i>A Letter to Amy</i>
	Other Card Sets
	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1
	General — Used in Every Unit
	<ul style="list-style-type: none"> • Puppets: Curiosity (cat) and Chilly (penguin) • Paw point chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
	Other SFAF Items
	<ul style="list-style-type: none"> • Counting bears • Pretend and Play Family set • Curiosity Corner Unit Record Form for unit 3 (generate with data-tools system)

Teacher Acquired:

General

- Photo of your family (Clues & Questions, day 1)
- Ball (Move It!, day 2)
- Objects that could be connected to one family member helping another (bandage, sponge, pencil, etc.) (Clues & Questions, day 2)
- Four common classroom objects (transition to Question/Reflection, days 1–5)
- Coins (a penny, nickel, dime, and quarter) (STaR, day 3)
- Baby item (bottle, pacifier, bib, diaper) (Clues & Questions, day 5)
- Small toy house or picture of a house (Clues & Questions, day 6)
- Construction paper to create shapes (Math Moments, days 6–9)
- Lively music and music player plus object to pass for Hot Potato Memory (Question/Reflection, days 6–10)
- Inflated balloon (Move It!, day 7)
- Picture of a woman (Clues & Questions, day 7)
- Toy phone (Clues & Questions, day 8)
- Colored tape (such as painter’s tape) (Math Moments, days 8 and 9)
- Beanbag or other object that children can pass (Move It!, day 9)
- Resealable baggies (Math Moments, days 1–10)
- Yarn (Math Moments, day 10)
- Green paper (for story tree leaves)
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher’s Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> Books of all kinds, theme-related books
	Letter Lab	
	Making Words	<ul style="list-style-type: none"> Letter “C” sheet (appendix), glue sticks, confetti (or small circles from hole punch)
	“F” Is for Family	<ul style="list-style-type: none"> Textured letter “f,” paper, crayons with paper removed
	“H” Dough Shapes	<ul style="list-style-type: none"> CC Activity Card: Letter card for “Ff,” playdough
	Math Lab	
	Bear Families	<ul style="list-style-type: none"> Bear counters Bear Houses sheet (appendix) Number cards 1–5 (appendix)
	Finding Shapes	<ul style="list-style-type: none"> Paper circles, squares, rectangles, and triangles; three or four of each shape
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, tablets, listening media, software
	Writing Lab	
	Sending Greetings	<ul style="list-style-type: none"> Variety of writing materials
	You’re Invited	<ul style="list-style-type: none"> Heavy paper to make cards
	Art Lab	
	Creation Station	<ul style="list-style-type: none"> Variety of materials for creative activities
	Helper’s Helmet	<ul style="list-style-type: none"> Fire helmet patterns (appendix), badge pattern (appendix), scissors
	Science Lab	
	Fingerprint Fun	<ul style="list-style-type: none"> Stamp pads, paper, magnifiers
	Invisible Message	<ul style="list-style-type: none"> Paper, plain white cotton-tipped swabs, lemon juice, lamp (or other heat source)
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> Classroom puzzles and/or games
	Teacher Acquired	<ul style="list-style-type: none"> Sets of five envelopes, forty-five or sixty notes (See To Be Prepared, day 6.)
	SFAF Provided	<ul style="list-style-type: none"> Post office and/or safety puzzles, traffic signs, Pretend and Play Family set

Plan & Play			
	Scenario	Suggested Classroom Space	Ideas for Props
	Play House	Housekeeping area	<ul style="list-style-type: none"> • Bandages, pretend cleaning supplies, doll babies, etc.
	Visiting a Relative	Any area	<ul style="list-style-type: none"> • Steering wheel (or an object to represent a steering wheel), suitcases, backpacks, maps, etc.
	Dress Up	Any area	<ul style="list-style-type: none"> • Oversized clothing, hats, shoes, men's shirts, purses
	Home Builders	Any area	<ul style="list-style-type: none"> • Fire trucks, ladder, hose (or rope to represent a hose), child's plastic helmets, boots, large jackets
	Family Picnic	Any area	<ul style="list-style-type: none"> • Table cloth, toy dishes, picnic basket, board games
	Baby Bath	Water table	<ul style="list-style-type: none"> • Dolls, soap, towels, doll clothes, wash cloths

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"> Locate paper dolls used in unit 2, day 9, Math Moments. Duplicate the Learning Labs Facilitator Guide.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Jonathan and His Mommy</i>. Page 2 begins, “I like to go walking....”
MM	<ul style="list-style-type: none"> Place eight or twelve objects in resealable plastic bags, one bag per partnership.
Q/R	<ul style="list-style-type: none"> Gather three or four items (theme related if possible) for the brain game, What Is Missing? Duplicate the theme introduction letters. Duplicate and prepare the Learning Labs Facilitation Guide.
Day 2	
G, R, & W	<ul style="list-style-type: none"> Glue sand or a cut out “f” from sandpaper on heavy paper.
MM	<ul style="list-style-type: none"> Duplicate the bus sheet (appendix), one per partnership.
Day 3	
G, R, & W	<ul style="list-style-type: none"> Create a number line for 0–5. Make the space for each number large enough for children to attach a clothespin to it.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>A Chair for My Mother</i>. Page 1 begins, “My mother works as a waitress....”
MM	<ul style="list-style-type: none"> Place ten or fifteen counting bears in resealable plastic bags, one bag per partnership.
Day 4	
G, R, & W	<ul style="list-style-type: none"> Make four copies of the Bear Houses sheet (appendix). Place fifteen or twenty counting bears in resealable bags, four or five bags in all.
Day 5	
STaR	<ul style="list-style-type: none"> Preview the suggested STaR book, <i>Who’s in a Family?</i>, which contains a variety of family structures, some of which may not be represented in your area. Select a different book if necessary.
MM	<ul style="list-style-type: none"> Copy and cut out the Match Game cards (appendix). Place each set in a resealable plastic bag. Make one set per partnership.
Day 6	
G, R, & W	<ul style="list-style-type: none"> Prepare sets of five envelopes by writing the numerals 1, 2, 3, 4, or 5 on one envelope in each set. Make three or four sets (fifteen or twenty envelopes total). Prepare forty-five to sixty notes to correspond with the number of sets of envelopes with simple greetings such as “Hello,” “Have a great day,” “I ♥ you,” etc.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>A House Is a House for Me</i>. Page 1 begins, “A hill is a house for an ant....” Read the story several times to get a sense of its rhyme and rhythm before reading to the children.
MM	<ul style="list-style-type: none"> Cut out a large construction paper circle.

Day 7	
G, R, & W	<ul style="list-style-type: none"> • Cut out four or five construction paper circles.
MM	<ul style="list-style-type: none"> • Cut out a large construction paper square.
Day 8	
G, R, & W	<ul style="list-style-type: none"> • Cut out four or five construction paper squares.
GAT	<ul style="list-style-type: none"> • Gather pictures (from magazines or books) or photographs of people that depict a variety of feelings.
MM	<ul style="list-style-type: none"> • Make a large rectangle on the floor with brightly colored tape.
Day 9	
G, R, & W	<ul style="list-style-type: none"> • Cut out four or five construction paper rectangles.
C & Q	<ul style="list-style-type: none"> • Number the pages of the book <i>The Post Office Book</i>. Page 1 begins, “Since early times....” • Duplicate the Curiosity and Her Grandpa sheet (appendix).
MM	<ul style="list-style-type: none"> • Make a triangle on the floor with brightly colored tape.
Day 10	
G, R, & W	<ul style="list-style-type: none"> • Cut out four or five construction paper triangles.
MM	<ul style="list-style-type: none"> • Place ten craft sticks, a piece of yarn approximately 12 inches long, and a paper circle, square, triangle, and rectangle in a resealable plastic bag, one per partnership.

Day 1 | Ready, Set

Focus

Each of us is part of a family.

Materials	
<p>General</p> <p>You will need these items at various points every day throughout the unit.</p>	<ul style="list-style-type: none"> • Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stamp • Paw print chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 3
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar plus calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–10
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • CC Activity Cards: Curiosity's family picture card, Family Groups set • Photo of your family • CC Activity Card: Wonderful Word picture card for "family" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Ff," "Tt," and "Oo"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme card for "This Is My Grandma" (optional) • CC Activity Cards: Picture cards for cat, bee, girl, tear, fork, book
<p>Plan & Play</p>	<ul style="list-style-type: none"> • Wonder Box for prop creation • CC Activity Cards: Scenario cards for Play Home, Visiting a Relative, Dress Up, and Home Builders • Colored clothespins • Paper and crayons or pencils for writing play plans
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>Jonathan and His Mommy</i> by Irene Smalls • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • Baggies of eight or twelve objects, one per partnership

Materials	
Question/Reflection	<ul style="list-style-type: none">• Three or four items (theme related)• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 3• Read & Respond bookmarks• Theme introduction letter for unit 3 (appendix)• Home Link animal stamp: chick

Day 1


**Greetings, Readings,
& Writings**

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

Available Activities

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

Classroom Library Lab: Enjoy a Story

- Point out any books related to families. Encourage children to read books about families or to read to the family member figures.

Letter Lab: Making Words

- Point out the magnetic letters in the lab. Encourage children to use the letters to form words from the *My Five Senses* book or another storybook with large print.

Math Lab: Bear Families

- Invite children to play a game called Bear Families. First, they should draw one of the number cards. Then, they should place the number of bears shown on the card into each of the houses from the Bear Houses sheet.

Computer/Media Lab: Exploring with Technology

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

Writing Lab: Sending Greetings

- Point out the writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children's writing journals should also be easily accessible. Encourage children to write a note or make a greeting card for a family member.

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. Demonstrate writing your name on a drawing or painting you've made.

Science Lab: Fingerprint Fun

- Children may make their fingerprints and observe the details with magnifiers. Model making a fingerprint on the paper and examining it with a magnifier.

Puzzles & Games Lab: Free Exploration

- Encourage children to engage in imaginative play with the "Pretend and Play Family" set.
- If you have any theme-related puzzles or games, make them available.



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

**This is the way we tidy our labs,
tidy our labs, tidy our labs.**

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

(Repeat if children need more time.)

**And now we will gather for circle time,
circle time, circle time.**

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



Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

Tell your partner about a book that someone read to you at home.

T-P-S: What was your favorite part?



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE

Yesterday our number was on a/an (name the shape for yesterday's date).

What shape do you think today's number will be on? Replies. Yes, our pattern this month is (describe your pattern).

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

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity, Jumping Bean. Remind children how to play the game.

We're going to play Jumping Bean today. I will show you a number card. Call out the name of the number that you see on the card. After you say the number, you can jump in place the number of times that matches the number on the card.

- Allow children to play Jumping Bean for several minutes.



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

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



Clues & Questions

Theme-related word(s):

family*
 mother
 father
 sister
 brother
 grandmother
 grandfather
 aunt
 uncle
 cousin



Curiosity's Clues

- Have Curiosity reach into her bag and take out the picture of her family.

Curiosity: **I have a picture that will give you a clue about what we will learn for the next two weeks.** T-P-S: **Who do you think is in this picture?** *In the photograph, we see Curiosity with her mother and father.*

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

Curiosity: **This is a picture of me with my parents when I was a little kitten.**

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



Learning with Curiosity

- Explain that everyone in the class has a family. Show your own family picture, and explain who each person is.
- Distribute a family groups picture card to each partnership. (More than one partnership will have the same picture card.) Ask partners to talk about the family members shown in each picture.
- Use the sharing sticks to select a few partnerships to tell about one family member in their partnership's picture. Encourage the use of the words "father," "mother," "sister," "brother," "grandfather," and "grandmother" as children describe their pictures.
- Show an example of a family by showing the "Carlos's Family" video.



Wonderful Word

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

Our Wonderful Word today is "family." A family is a group of people who take care of one another.



- Play the digital dictionary video for "family."
- Remind children that they can earn paw points when they use or hear the word "family" 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 of us is part of a family.

Letter Links

- Have Curiosity provide clues about the letter “f.” Use Think-Pair-Share to have children guess the letter, then show the letter card to reveal it to the children.
- Display the letter cards for “Tt,” “Ff,” and “Oo.”

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

- My uppercase shape is tall. So is my lowercase shape.
- My uppercase shape looks different than my lowercase shape.
- My lowercase shape has a curved line.



WGR: What letter am I? “F.” “F” is the 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 “f” by showing the “Shopping for F” video.



TRANSITION

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

It’s Time for a Rhyme

Penny, nickel, dime,

It’s time for a rhyme.

We know words that sound the same,

Now it’s time to play our game.



Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about people in our families. It's called "This Is My Grandma." When we say this rhyme, you will hear words that sound the same at the end.

- 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.



This Is My Grandma

This is my grandma, kind and dear. (Hold up forefinger.)

This is my aunt, sitting near. (Add middle finger.)

This is my mother, smiling at me! (Add ring finger.)

This is my sister, climbing a tree. (Add pinkie finger.)

These are the females in my family tree. (Wiggle all four fingers.)

Develop Phonological Awareness—Rhyme Recognition

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

Which word rhymes with "dear"? "Near." Dear, near. They both have /ear/ at the end. Which word rhymes with "tree"? "Me." Tree, me. They both end with /ē/.

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



cat



bee



girl



WGR: Which word rhymes with "tree" and "me": "cat," "bee," or "girl"? "Bee."

My Turn
Your Turn

If children need support to identify which of the picture card words rhymes with the given pair of rhyming words, you may want to state the two rhyming words before each of the choices, e.g., "Tree, me, cat," "Tree, me, be," "Tree, me, girl."

- Use My Turn, Your Turn to have children say "bee," "tree," and "me." 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 "near" and "dear."



tear



fork



book

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 Home

Pretend that you are at home. Who is there with you? What do you do at home with your family? What will your home look like? Will you have a room for eating and cooking? Is there a place where you will sleep and keep your toys?

Visiting a Relative

Pretend that you are going on a trip to visit someone in your family who lives far away from you. Whom will you visit, your grandparents, your cousins? How will you get there? What will happen when all of you are together?

Dress Up

You can use dress-up clothes to pretend that you are someone in your family. Who will you be? What does that person do?

Home Builders

Pretend that you are going to build a house for a family to live in. What will the house look like? Who will live in the house? Where will the house be? What kinds of materials will you use to build your house?

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 house. If you want to pretend in the housekeeping area today, you will wear a red clip on your clothing. As you can see, we could fit about eight children in the housekeeping 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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

EXAMPLES

Play Home: Knock on the door. **Hello. I'm your new neighbor. Our telephones are not working yet. May I borrow your phone to make a call?** Pick up a block that you've seen children pretending is a phone. Proceed to make a call with the block.

Visiting a Relative: **Hello. I'm your neighbor, and I heard you were going out of town. May I offer to water your plants and feed your cat while you're gone?** (Refer to a stuffed animal toy.) **Is this your pet? He's so cute! What's his name?**



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

The Clean-Up Song

**Clean up, clean up,
Everybody, everywhere.
Clean up, clean up,
Everybody do your share.**

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

Two Little Hands

**Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
One little body turns round and round.
One little body sits quietly down.**



STaR word(s):
steps

Jonathan and His Mommy

Author: Irene Smalls

Illustrator: Michael Hays

This is a story about what happens when Jonathan and his mother take a walk through their neighborhood in a very special way. The muted colors of the lifelike illustrations and the warm bond between mother and son add to the visual and emotional delight of this story.

Interactive Story Reading

Before Reading

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

The title of our story today is *Jonathan and His Mommy*. That's the name of the story. The author is Irene Smalls. She wrote the words for the story. The illustrator is Michael Hays. 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.

The title of the book is *Jonathan and His Mommy*. There is a woman and a little boy on the cover of this book. T-P-S: Who do you think they are?



We think the story will be about the two people in this picture. Let's see if we can get some ideas about the story by looking at the pictures. Take a Picture Walk through the book, pausing occasionally for children to get a good look at the illustrations. T-P-S: What ideas do you have about what will happen 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 2: T-P-S: **Where do you think Jonathan and his mommy are going on their walk? While they walk, let's notice all the places they go in their neighborhood.**
 - Page 9: **Jonathan and his mommy like to walk in different ways. So far, they've taken zigzag steps, giant steps, and itsy-bitsy steps. T-P-S: What kind of steps do you think they will take next?**
 - Page 21: T-P-S: **What do Jonathan and his mommy see happening as they walk?**
 - Page 28: T-P-S: **Do you think Jonathan is happy to be going home? Why (or why not)?**

After Reading

- Ask summative questions about the text, and review STaR words.
- Invite children to talk about some of the things that Jonathan and his mommy see on their walk through their neighborhood.

Jonathan and his mommy take a long walk through their neighborhood.

T-P-S: What is something they see while they are walking?

Jonathan and his mommy take all different kinds of steps in this story.

They take giant steps, slow steps, bunny steps, and other kinds of steps.

T-P-S: What do you think the word “steps” means in this story?

In this story, the word “steps” means a way of moving your feet.

Jonathan moves his feet in different ways. He stretches his legs as far as they can go when he moves his feet to take giant steps. If some children define “steps” as stairs, point out that is another meaning for the word “steps,” but in this story, it means the way people walk.

- Write the title of the story on a leaf, and have a child attach it to the story tree.

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



When I’m Doing Math

When I’m doing math,

I wonder what I’ll see.

Lots of things for counting,

1, 2, 3.



Math Moments

Math word(s):

four

Basic word(s):

group
identify



Count with Curiosity

- Play the “Count with Curiosity: 1–11” video. Invite children to count to 11 with Curiosity.

Active Instruction

- Invite four children 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 four children.**

- Invite seven children to stand at the front of the group. Arrange children in two groups; one group should have four children, and the other group should have three children.

One of these groups has four children. Can you tell which group has four? T-P-S: **How can we find out which group has four children?** *Count them.*

Let's count the children to see which group has four children. Start with the group of three children. Touch each child on the head as you count to 3 together. **There are three children in this group.**

Move to the group of four children. **Now let's count the children in this group.** Touch each child on the head as you count to 4 together. **There are four children in this group.**

Partner Practice

- Distribute a set of eight or twelve objects to each partnership. Have partners work together to create groups of four objects.
- Have children come back together to share.

How many sets of four did you make?

T-P-S: **What did you do to find the groups of four?** *Counted the objects.*

- To reinforce the concept of number sense for 4, show “The Dancing Four” video.

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



Brain Game: What Is the Magic Word?

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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We are all part of a family.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “family.” Remember that a family is a group of people who care about one another. T-P-S: When did we hear the word “family” today?



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

Theme Learning Extension

- Introduce the brain game, What Is Missing?

This week we will play a new brain game called What Is Missing? This game is fun, and it helps our brains learn to remember things well!

Brain Game: What Is Missing?

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

- Explain that the children will help you make sets of four children.



Let’s see how many sets of four children we can make with our class.
WGR: **How can we figure this out?** *Count.*

- Select children one at a time to form a line of four children. Invite the class to count as children line up. When they reach 4, start a new group.
- When all children are in a group, count the number of groups.

We have ____ groups of four children.

- If you have additional children who don’t form a complete group, you may want to ask children how to solve this problem. This will give insight into their problem-solving skills and understanding of the concept of a set of four.

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 Read & Respond bookmark to each child.
- 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 chick.
- Use the chick stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

I'll Miss You

(tune: "This Old Man")

I'll miss you. (Point to class.)

You'll miss me. (Point to self.)

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

Day 2 | Ready, Set

Focus

Family members are joined together by caring for one another.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Textured cards for the letter “f” (e.g., beaded or sandpaper letters), crayons with wrappers removed, paper • Art Lab: Finger paints, tempera paint, markers, crayons
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • Ball
Clues & Questions	<ul style="list-style-type: none"> • Objects that could be connected to one family member helping another (e.g., adhesive bandage, sponge, pencil) • CC Activity Cards: Caring Family Members set • CC Activity Card: Wonderful Word picture card for “care” • CC Activity Card: Letter card for “Ff”
Getting Along Together	<ul style="list-style-type: none"> • No additional materials needed
Plan & Play	<ul style="list-style-type: none"> • Alphabet books • CC Activity Cards: Family Groups set
STaR	<ul style="list-style-type: none"> • Trade book: <i>Jonathan and His Mommy</i> by Irene Smalls
Math Moments	<ul style="list-style-type: none"> • CC Activity Card: Numeral card for 4 • Counting bears • Bus sheet (appendix) • Bag of eight or twelve objects (from day 1, Math Moments), one per partnership
Question/Reflection	<ul style="list-style-type: none"> • Four items for the brain game What Is Missing? • CC Activity Card: Letter card for “Ff” • Cool Kid certificate and marker • Home Link animal stamp: dog

Day 2

Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: "F" Is for Family

- Introduce a textured letter "f" to create crayon-rubbing letters. Demonstrate how to place a textured "f" under a piece of paper and rub a crayon over it to create an image of the letter.

Math Lab: Bear Families

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Sending Greetings

- Same as day 1

Art Lab: For My Family

- Point out the finger paints, tempera for easel painting, markers, crayons, etc. Encourage children to create a picture for a family member.

Science Lab: Fingerprint Fun

- 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 movement song, what does Big Bird say he is happy to be?
Me!



- 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. Explain the Ball Pass: ABCs game to them.

Today we will play Ball Pass with our ABCs. When you pass the ball to the friend sitting next to you, you will say the next letter in the alphabet.

- Pass the ball to the child sitting next to you as you say, "A!" aloud.
- If time allows, reverse the direction of the ball, and play the game again.



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

Clues & Questions

Theme-related word(s):

care*

Basic word(s):

together

Curiosity's Clues

- Present Curiosity and her bag.

Curiosity brought some things to give us a clue about what we will learn today.

- Reach into the bag, and ask Curiosity what the item is as you pull it out.

Possible responses from Curiosity:

- **My mother put a bandage on my leg when I got a cut.**
 - **I used this sponge to help wash the dishes.**
 - **My father used this pencil to help my sister with her homework.**
- Comment on the ways that Curiosity’s family members help one another.
Curiosity, the members of your family help one another. That shows they care for one another.

Learning with Curiosity

- Distribute a caring-family-members picture card to each partnership. Invite children to tell their partners what is happening in the picture.
- Use the sharing sticks to select a few children to tell how the picture on their partnership’s card shows someone helping or caring for another family member.
- State the daily focus.

Family members are joined together by helping and caring for one another.



- Help children expand the concept of family members caring for one another by playing the “Kids Take Care” video.

Wonderful Word



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

Our Wonderful Word today is “care.” When we care for people, we show how much we love them by helping them do something or by doing something that will make them happy.



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

Family members care for one another.

- Point out that some of the letters in the message reach way up high, and others reach way down low.

Letter Links

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

- 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.



- To reinforce the sound and shape of the letter “f,” show the “Fun Factory’s Letter F” video.



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

Getting Along Together

GAT word(s):

focus

pay attention

Active Instruction

- Introduce the Focus Signal.

In the last unit, we played two brain games that helped us focus—I Spy and What Is the Magic Word? To focus, we need to pay close attention. We also need to pay attention in school. T-P-S: What kinds of things do you need to pay attention to in our classroom? *When the teacher gives directions, when the teacher reads a story, when we do Think-Pair-Share, when we play with our friends, and when we are trying to figure out a puzzle or game.*

T-P-S: What are some things you need to pay attention to at home?

Sometimes it's hard to pay attention. When it feels hard to pay attention, you can use your brain to help you.

- Demonstrate the Focus Signal—make binoculars with your hands, and hold them around your eyes.

Can you make the Focus Signal? Put your hands around your eyes to make binoculars. Binoculars help to focus your eyes in one direction. Point your binoculars right at me, and pay close attention to what I do. Make a small movement (blink your eye, raise your eyebrow, or wave your hand). **T-P-S: What did you notice when you were focusing on me with your binoculars?** If some children missed what you did, invite them to put on their focus binoculars and try again. Remind them to point their eyes directly at you and pay close attention.

Partner Practice

- Have children practice focusing.

I will give the Focus Signal during the day when it's important to pay attention. When you see me doing this (Demonstrate the Focus Signal by making binoculars around your eyes.), **I want you to focus and pay close attention. Let's practice focusing right now.**

Let's all point our focus binoculars to the right side of the classroom. (Point to that side of the classroom.) **Look carefully; do you see anything that you haven't seen before? What colors do you see? Turn and tell your partner what you see.**

Now let's point our focus binoculars to the left side of the classroom. (Point to the left side of the classroom.) **Look carefully; do you see anything that you haven't seen before? What colors do you see? Turn and tell your partner what you see.**

When you see me give the Focus Signal today, point your focus binoculars at me, and pay attention.



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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

Small-Group Instruction

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

My Family

- Display the family groups picture cards from Clues & Questions, day 1. Use the pictures to help children name various family members (mother, father, sister, brother, etc.).
- Share information about your own family (current or when you were a child). Invite children to tell about their own families. (Do they have brothers or sisters? Do they have grandparents or cousins? Do their grandparents or cousins live nearby or far away?)
- Invite children to share any nicknames they use for their parents, grandparents, or other family members (Mom, Mommy, Pop Pop, Nanna, Sis, etc.).



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):
steps

Jonathan and His Mommy

Author: Irene Smalls

Illustrator: Michael Hays

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 the story is *Jonathan and His Mommy*. That’s the name of the story. Irene Smalls is the author of this story. She wrote the words. Michael Hays is the illustrator who drew the pictures.

- Review the story vocabulary that was introduced yesterday.

We heard the word “steps” yesterday in the story. Jonathan and his mommy took a walk through their neighborhood and moved their feet in many different ways. T-P-S: Which of Jonathan’s steps do you like to use when you walk?

Crisscross may be difficult for children to understand. You may want to demonstrate with one child. Pretend to be the mommy, and have the child stand slightly in front of you, as in the illustration. Show children how to move one leg so you now are standing with one foot in front of your partner. Then have your partner repeat what you just did, moving his or her leg in front of you. Invite children to practice with a partner.

Story Retell

- Hold up the book *Jonathan and His Mommy*, and tell children that they will help you tell the story today by showing how Jonathan walks with his mommy around his neighborhood.

Yesterday we read about the walk that Jonathan takes around his neighborhood. Today when I read the story, you will pretend that you are Jonathan. As I read about the kind of steps Jonathan takes on his walk, you will walk the way Jonathan does in the story.

- Invite children to spread out so they can move like Jonathan without bumping into one another. Review some of the steps that children are not familiar with, such as zigzag, slow motion, ballet, and crisscross, using the illustrations as a guide.
- Read the story, pausing for children to dramatize the way Jonathan walks on each page.
- Conclude this activity by having children tell which kind of steps they like best.



TRANSITION

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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–11” video. Invite children to count to 11 with Curiosity.

Active Instruction

- Have Curiosity introduce the numeral 4.

Curiosity has something for us in her bag. Let’s see what it is. Pull the number 4 card from Curiosity’s bag. Curiosity brought us the number 4! We learned about four yesterday when we counted groups of four. This is what a four looks like. Show the numeral 4 card to the children.

- Display a group of counting bears and a copy of the bus sheet.

The blue bears are going for a ride in this little bus. Only four blue bears can fit in the bus. Model putting four blue bears on the bus. Now the blue bears can go for a ride.

Partner Practice

- Distribute sets of eight or twelve objects to each partnership. Have partners work together to make groups of four bears to ride the bus.

Now it's your turn. You and your partner can count out groups of four bears to ride on the bus. Some of the bears may have to wait for a turn while a group of four bears goes for a ride.

- Have children come back together to share.

How many groups of four did you make? What did you do to find the groups of four? *We counted the bears to find four and put them into groups.*



- To reinforce the concept of number sense for 4, play the “Acrobats Math: Counting Dishes” and the “Wall of Numbers: Number 4 Song” videos.
- Tell children that tomorrow morning they will play the game Roll a Number, in which they will match the numbers they have learned about.



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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. People in families take care of and help one another.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “care.” Remember that when we care for someone, we do things to help him or her or show that we love him or her. T-P-S: When did we hear the word “care” today?



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

Theme Learning Extension

- Review the sound and shape of the letter “f.”

When we listen to the word “family,” we hear the sound /f/ at the beginning.



- Show the video, “Shopping for F.”
- Encourage children to find things in the classroom that begin with the /f/ 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 /f/ sound.

- Allow children to walk around the room and look for objects that begin with /f/. 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 dog.
- Use the dog stamp to place an animal image on each child's hand. (optional)
- Have the children join hands to form a circle. Sing the "I'll Miss You" song.

Day 3 | Ready, Set

Focus

Grandparents are part of a family.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>Jonathan and His Mommy</i> by Irene Smalls Art Lab: Crayons, markers, easel paints, paper
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> CC Activity Card: Curiosity's Father's Family CC Activity Card: Wonderful Word picture card for "grandparents" CC Activity Card: Letter card for "Ff"
Getting Along Together	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> No additional materials needed
STaR	<ul style="list-style-type: none"> Trade book: <i>A Chair for My Mother</i> by Vera Williams Leaf for story tree Coins
Math Moments	<ul style="list-style-type: none"> Bags with counting bears, one per partnership
Question/Reflection	<ul style="list-style-type: none"> Four items for the brain game What Is Missing? Cool Kid certificate and marker Home Link animal stamp: goose

Day 3

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the STaR story *Jonathan and His Mommy* that you have added to the lab. Encourage children to dramatize the story by moving like the characters do on various pages.

Letter Lab: "F" Is for Family

- Same as day 2

Math Lab: Bear Families

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Sending Greetings

- Same as day 1

Art Lab: People in My Family

- Encourage children to draw or paint pictures of their families. You may want to post the picture card of Curiosity’s family as a reference.

Science Lab: Fingerprint Fun

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

The review letter in last night’s show was the letter “s.” T-P-S: Can you remember one of the words that begins with the letter “s”? *Shadow, soccer ball, sand, and slide.*



- 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!

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

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

Theme-related word(s):

grandparents*
related
relatives

Basic word(s):

young

Clues & Questions

Curiosity's Clues

- Have Curiosity present a picture of her father as an adult from the bag.

Curiosity: I brought a picture of my father today to give you a clue about what we will learn today.

Teacher: **That’s a nice picture, Curiosity, but we’ve been talking about family members, such as fathers, for a few days now. What is different about today?**

Curiosity: **Well, you have to hear the story about the picture to get the whole clue.**

- Bring out the picture of Curiosity’s father as a kitten with his family.

Curiosity: **My father wasn’t always a grown-up like he is now. When he was young, he lived with his father, his mother, a big sister, and a little brother.**

After he grew up, he met my mother, and they had my sister and me. So even though they don’t live with us, my father’s parents and his brother and sister are members of my family.

Teacher: **That’s right! We say that they are related to you. They are your relatives. We must be talking about relatives today.**

Learning with Curiosity

- Post the picture of Curiosity’s father’s family where all children can see it. Facilitate a discussion to name Curiosity’s relatives as her grandfather, grandmother, aunt, and uncle.

EXAMPLE

This cat is the father of Curiosity’s father. T-P-S: What do you call the person who is your daddy’s father? He’s not your father; he’s your ____. *Grandfather.* Point to the grandfather cat in the photo (the cat with the necktie). **This cat is Curiosity’s grandfather.**

- Point out that when we refer to a grandfather and grandmother together, we call them grandparents.
- To reinforce the concept of family units, play the “We’re a Family” video.



Wonderful Word

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

Our Wonderful Word today is “grandparents.” Your grandparents are the parents of your mothers and fathers.



- Play the digital dictionary video for “grandparents.”
- Remind children that they can earn paw points when they use or hear the word “grandparents” 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.
- Name some family member titles.

Grandparents, aunts, uncles, and cousins are part of a family.

Letter Links

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

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



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

- Invite 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. Circle any letters that they found in the message.
- Reinforce the sound and shape of the letter “f” by showing the “Planting Letters: F” video.



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

Getting Along Together

Active Instruction

- Review the Focus Signal and why paying attention is important in the classroom. Give the Focus Signal.

What do you do when you see the Focus Signal? Yes, you focus your eyes and pay close attention. Paying attention means looking and listening.

T-P-S: What kinds of things do you need to pay close attention to in the classroom?



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

Partner Practice

- Play I Spy to practice focusing.

We play brain games to help build our brain skills. One of the focus games that we play is I Spy. Remember to pay close attention by looking and listening as we 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]." 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 children 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.

- Play several rounds of I Spy. Remind children to use their focus binoculars.

Great job focusing today! Remember to use your focus binoculars to pay close attention in the classroom 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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

Small-Group Instruction

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

See day 2 for small-group activity instructions.



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

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



STaR word(s):

coin

A Chair for My Mother

Author and illustrator: Vera Williams

This is a story about a hard-working family that loses their home in a fire. The young girl, her mother, and her grandmother work together to save money for a comfortable chair that all three can enjoy. Because of their own hard work and the help of family and friends, the three are able to live comfortably in their new home.

Interactive Story Reading

Before Reading

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

The title of our story today is *A Chair for My Mother*. That's the name of the story. The author and illustrator is Vera Williams. 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.

Let’s look at the cover of this book to see if we can get an idea of what the story is about. What do you see in this picture?

Point out the small pictures across the front cover, and explain that the author is showing us the inside of a diner through its windows. **These are the windows of a diner. A diner is a type of restaurant where people go to eat. The girl is looking in one of the windows, and she sees people eating.**

Think Aloud: **The title of the story is *A Chair for My Mother*. I wonder why there is a picture of a diner on the cover. T-P-S: What does a diner have to do with a chair for a mother? Maybe if I look at some of the pictures in the story, I will get some ideas about why there is a picture of a diner and what it has to do with this story.**

- Take a Picture Walk through the book, stopping occasionally for children to get a good look at the illustrations and to talk about what they see.

T-P-S: What ideas do you have now about the story? Let’s read the story and find out if your ideas are in here.

During Reading



Some children who have experienced a house fire may want to talk about that right away. Let them know that you would like to hear about it after you read the story. Be sure to give them time to talk about it at a later time.

- 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 3: **The mother and her daughter put all of their coins in a big jar. Some people put money in a jar to save up for something they want to buy. Think about the title of the story, *A Chair for My Mother*. T-P-S: What do you think the girl and her mother are saving their money to buy?**
 - Page 15: T-P-S: **How do the neighbors help the girl and her family when they move to a new apartment?**
 - Page 21: T-P-S: **Why does grandma feel like Goldilocks in the story about the three bears?**
 - Page 27: T-P-S: **How do the girl and her family feel after they get their new chair? How can you tell they feel that way?**

After Reading

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

T-P-S: Why does the family in this story want a new chair?

The girl, her mother, and her grandmother save their coins to buy a new chair. T-P-S: What do you think the word “coins” means?

Show children coins of different denominations. **The family in this story saved coins to buy a chair. Coins are pieces of money that are small and round.**

T-P-S: What would you want to save coins to buy?

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



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

Math word(s):

five
counting



Basic word(s):

first



Count with Curiosity

- Play the “Count with Curiosity: 1–11” video. Invite children to count to 11 with Curiosity.

Active Instruction

- To introduce the number 5, have five children come up.
Let’s count how many children are standing here. Touch each child on the head as children count. **There are five children here.**
- Show ten counting bears. Tell children that the bears are going to soccer camp. Each team at soccer camp will have five bears.
I will put the bears in teams for soccer camp. Model counting five bears, and put each group of five in a separate pile.

Partner Practice

- Distribute bags of ten or fifteen counting bears. Have partners work together to make groups of five counting bears.
Now it’s your turn. You and your partner can put the bears in your bag into teams of five bears each.
- Have children come back together to share.
How many groups of five did you make? What did you do to make the groups of five? *We counted the bears to find five.*



- To reinforce the concept of number sense for 5, show the “5 Starfish and Eels” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about grandparents. They are the mothers and fathers of our moms and dads.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “grandparents.” Remember that grandparents are people in your family. Some grandparents live with you, and some live in different homes. T-P-S: When did we hear the word “grandparents” today?



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

Theme Learning Extension

- Play a guessing game with children to reinforce the titles of family members.

Let’s play a game called Which Relative Am I? I will give you some clues, and you will guess which relative I’m thinking of. You may want to use the following clues or make up others that reflect the family members with which your children are familiar.

Sample clues:

I am a man.

I have children.

The name my children call me rhymes with “mad.”

Which relative am I? *Dad.*

I am a woman.

I have grown-up children.

Their children call me Nana.

Which relative am I? *Grandmother.*

I am a boy.

My mom takes me to visit her brother.

His children and I play together.

They call me a name that rhymes with “dozen.”

Which relative am I? *Cousin.*

If you are using an interactive whiteboard, a photograph of a family has been provided to aid in your discussion. (optional)

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

Families come in different sizes.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Math Lab: Counting bears, fifteen or twenty, enough for five bears per house; the Bear Houses sheet (appendix), four or five copies
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • CC Activity Cards: Curiosity's family picture card (from day 1, Clues & Questions) • Concepts-of-print book: <i>Meet My Family</i> • CC Activity Card: Numeral card for 3 • CC Activity Card: Wonderful Word picture card for "size" • CC Activity Card: Letter card for "f"
Rhyme Time	<ul style="list-style-type: none"> • No additional materials needed
Plan & Play	<ul style="list-style-type: none"> • No additional materials needed
STaR	<ul style="list-style-type: none"> • Trade book: <i>A Chair for My Mother</i> by Vera Williams • STaR story retell picture cards for <i>A Chair for My Mother</i>
Math Moments	<ul style="list-style-type: none"> • CC Activity Card: Numeral card for 5
Question/Reflection	<ul style="list-style-type: none"> • CC Activity Cards: Family Groups set (from day 1, Clues & Questions), one per partnership • Cool Kid certificate and marker • Home Link animal hand stamp: lamb

Day 4

Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: "F" Is for Family

- Same as day 2

Math Lab: Bear Families

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Sending Greetings

- Same as day 1

Art Lab: People in My Family

- Same as day 3

Science Lab: Fingerprint Fun

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

In the story, *Mom's Home*, Jason is very excited that his mom is home for a special holiday. T-P-S: What holiday is it? *Thanksgiving*.



- 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 come up and join you. Tell children that you will play a game called Animal Movements. Explain how to play the game.

Everyone will lie down on the ground and pretend to sleep. I will sing a song that goes “I went to sleep, I went to sleep, and when I woke up, I was a...,” and I will say an animal name. When I say the name of the animal, you may get up and move like that animal. Let’s try it together.

- Pick different animals for children to imitate. Remind children to lie down before you sing the song again and name another animal.



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

Clues & Questions

Theme-related word(s):

- size*
- married
- sister-in-law
- brother-in-law

Basic word(s):

- young
- baby



Curiosity’s Clues

- Have Curiosity present the numeral 3 card. Ask Curiosity why she has the card.

Teacher: **Curiosity, why did you bring the number 3 today?**

Curiosity: **Because the number 3 is VERY important to my family.**

Teacher: **Hmm. I wonder why the number 3 is so important to Curiosity’s family.** Hold up Curiosity’s family picture to help children determine why the number 3 is important to her family. T-P-S: **Why do you think the number 3 is important?** *There are three family members in Curiosity’s family.* WGR: **Do all families have three people in them?** *No.*

Learning with Curiosity

- Explain the concept of the size of a family.

Families come in different sizes. That means some families have lots of people in them while others may not have very many at all. Your family might just be you and one of your parents. Today we will talk about the sizes of our families.

- Provide time for children to think about how many family members they have. Ask them to name and count their family members in partnerships.



See if you can tell your partner the names of all the family members who live in your home. Try to count them all on your fingers as you name them.

- Use the sharing sticks to invite a few children to tell how many family members they have.
- Distribute the concepts-of-print book *Meet My Family*. Explain that you will read this book about family members together. Walk around the room, and make sure that each child is holding his or her book right-side up, with the front cover facing him or her.

Point to the title of the book. **The title of this story is *Meet My Family*. Let's read the name of the book together. Ready? *Meet My Family*. The title of the book tells us that it will be about people in a family.**

- Ask children to look at the family pictured on the cover of the book.

How many people are in this family? Do you think this family is small or large?

- Show children the title page, and point out that the title is written there again.
- Ask children to follow along while you read the book. After reading each page, invite children to say the words with you.

EXAMPLE

Turn to page 2. Put your finger on the 2 when you find it. Help children locate and point to page 2 as needed. **The words on this page say, "This is my mother." The picture can help you remember the words on this page. Let's say the words together. "This is my mother."**

- Continue in this manner with the rest of the story, modeling how to read the text on the page and allowing children to repeat it.
- Introduce and play the "Brothers and Sisters" video. Let's watch a video about family members.

The goal of reading concepts-of-print books is to give children experience with handling books and turning pages from front to back. They may not be able to repeat the words on the page or fully understand that the printed words indicate what the reader says.



Wonderful Word

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

Our Wonderful Word today is "size." When we talk about the size of your family, we are talking about how many family members you have.





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

Families come in different sizes.

- Restate that some families are small, some are medium, and others are large in size.

Letter Links

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

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 “f” by showing the “Alpha Boy’s Letter F” 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 “This Is My Grandma” along with the children in the video. Encourage them to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Recognition

- Introduce the game Stand Up, Sit Down.

Today we are going to play Stand Up, Sit Down. I will ask you whether two words rhyme. If they rhyme, you will stand up. If they do not rhyme, you will sit down. Let’s play now!

- Play the game.

me	be	<i>(Stand up.)</i>
tree	fall	<i>(Sit down.)</i>
kind	find	<i>(Stand up.)</i>
near	hear	<i>(Stand up.)</i>
sitting	standing	<i>(Sit down.)</i>
aunt	mother	<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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

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):

coin

A Chair for My Mother

Author and illustrator: Vera Williams

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 the story is *A Chair for My Mother*. That's the name of the story. Vera Williams is the author and illustrator of this story. She wrote the words and made the pictures.

- Review the story vocabulary that was introduced yesterday.

The family in this story saved their coins to buy new furniture. T-P-S: Have you ever bought something with coins? What did you buy?

Story Retell

- Hold up the story *A Chair for My Mother*, and tell children that they will use pictures from the book to help you retell the story.

Yesterday we read about the girl and her family saving their coins to buy a comfortable chair for their new apartment. Today we will use pictures from the book to tell what happens in different parts of the story.

- Place children in five groups. Distribute the picture cards, one per group. Invite children to talk with the others in their group about their group's card. Tell them that you will read the story, and when you get to the part that tells what's on their card, they will hold it up and place it in a designated spot.

Look at the picture on your group’s card. Talk with your friends about the picture. What do you see in your picture?

Quickly have a member of each group describe the group’s picture.

Look at your card, and listen carefully as I read the story today. When you hear the part of the story that your picture shows, hold it up so everyone can see it.

You may want to preselect a child from each group to hold up the card to keep the retell moving.

Read the story. Pause when you come to the part of the story depicted in each picture so the group with the corresponding card can show it to the class and place it in the designated area. As each card is introduced, have the child place it to the right of the previous card so the picture cards are in the correct sequence.

After rereading the story, review the picture cards to verify the story sequence.

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

- Conclude this activity by having children tell a partner which part of the story they like best.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–11” video. Invite children to count to 11 with Curiosity.

Active Instruction

- Bring out Curiosity with the numeral 5 card hidden in her house.

Curiosity has something to show us. Let’s see what it is. Pull out the numeral 5 card from Curiosity’s house. **We talked about the number 5 yesterday, and this is what it looks like.**



- Use My Turn, Your Turn to teach children the bird family finger play.

I see a big nest high in a tree. (Shield eyes, and look up high.)

Here comes Daddy Bird; where could Mommy be? (Hold up thumb, and keep it up.)

Mommy Bird is home (Hold up index finger, and keep it up.),
with Baby Bird too. (Hold up middle finger, and keep it up.)

Tim and Jill are back from school (Hold up last two fingers, and keep them up.); **now what will they do?**

How many birds have come back to the nest?

Everybody's here, 1, 2, 3, 4, 5 (Point to each finger with the other hand as you say each number.), **and now** (quietly and slowly) **it's time to rest.** (Close fingers together.)

- Have children do the finger play with you two times or until they are somewhat familiar with it.

Partner Practice

- Invite children to turn and face their partners. Lead them in saying the words to the finger play two or three times. Encourage them to help their partners with the motions as they say the words.
- To reinforce the concept of number sense for 5, show the “Wall of Numbers: 5” video.



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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We found out that families come in different sizes.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “size.” Remember that when we talk about a family's size, we mean how many people are in that family. T-P-S: When did we hear the word “size” today?



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

Theme Learning Extension

- Distribute the family groups picture cards to partnerships. Explain that partners will count how many people are in the family on their card.

You and you partner will count how many people are in the family on your card. Then you will talk about what size the family is. You can decide whether it is a big or small family.

Quickly go around the group, and have each partnership tell how many family members are pictured on their card.

- Use the sharing sticks to select several partnerships to tell about the size of the family pictured on their card. Ask how they decided whether the family is big or small. Encourage the use of family member titles, such as “grandmom,” “daddy,” and “niece,” as children describe the families on the cards.

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

Families grow.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>A Chair for My Mother</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No new materials
Clues & Questions	<ul style="list-style-type: none"> Baby item (e.g., bottle, pacifier) CC Activity Card: Wonderful Word picture card for "grow" CC Activity Card: Letter card for "Ff"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> No additional materials needed
STaR	<ul style="list-style-type: none"> Trade book: <i>Who's in a Family?</i> by Robert Skutch or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> The Match Game page (appendix), one set of cards per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the STaR story *A Chair for My Mother* that you added to the lab. Model how to use the STaR story retell cards for this book to retell the story.

Letter Lab: "F" Is for Family

- Same as day 2

Math Lab: Bear Families

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Sending Greetings

- Same as day 1

Art Lab: People in My Family

- Same as day 3

Science Lab: Fingerprint Fun

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

In the Digital Dictionary clip for “size,” the size of two groups of animals were compared. T-P-S: What animals are in this video? *Frogs*.



- 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 a family member 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):

help*
adopt

Curiosity's Clues

- Have Curiosity present a baby item (such as a baby bottle) from the bag. Facilitate a discussion with her about why she has the item.

EXAMPLE

Teacher: **Curiosity, why do you have a baby bottle? You don't drink from a bottle, do you?**



Curiosity: **No. This bottle is a clue about what we'll learn today.** T-P-S: **Boys and girls, who uses a bottle like this? Babies. What does a baby bottle make you think we'll learn about today? When a family gets a new baby.**

Learning with Curiosity

- Explain that families grow when a new baby is born or a child is adopted.

One way that families grow is when a new baby comes into the family. The baby may grow inside the body of one of the family members such as the mother or the aunt. Sometimes a family may adopt a baby. Families can also adopt children who are no longer babies.

tps

Do you have a younger brother or sister? Do you remember when he or she first came home? T-P-S: Tell your partner about what you can remember. Were you excited? How did it make you feel not to be the youngest anymore?

- Allow children with younger siblings to share their experiences. You may also ask other children how they would feel if they had a younger brother or sister.
- Explain that families also grow when someone gets married.

Families also grow when people get married. If you have an older brother who gets married, his new wife becomes a part of your family. She is your sister-in-law. If your sister gets married, you get a new brother-in-law in your family.

tps

Have you ever been to a family wedding? T-P-S: If you have, tell your partner what happened there and how you felt about it.

- Invite children who have attended a wedding to share their experiences with the larger group.
- Introduce and play the “Mom’s Having a Baby” video.



Let’s watch a video about a family that is growing. We have talked about different ways that families grow. How will this family grow?

Wonderful Word

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

Our Wonderful Word today is “grow.” “Grow” means to get bigger. Today we will learn about when families grow. We will talk about when families get more family members.



- 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.

A family grows when a baby is born.

- Count the number of words in the message.

I wonder how many words are in our message today. Count them with me. Point to each word as you count it. **There are eight words in our message.**

Letter Links

- Have Curiosity show the letter card for “f.”
- 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.
- Reinforce the sound and shape of the letter “f” by playing the “Planting Letters: F” 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 “This Is My Grandma” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

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

Today we are going to 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 close their eyes so they can listen carefully while Curiosity recites “This Is My Grandma.” Repeat the rhyme as if correct, switching the words “sister” and “tree” so the line reads, “This is my tree climbing a sister.”

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

This is my grandma, kind and dear.

This is my aunt, sitting near.

This is my mother, smiling at me.

This is my tree climbing a sister.

These are the females in my family tree.

That’s nonsense!

- Expect some giggles or comments about the fact that Curiosity said the rhyme wrong when children recognize the word switch. Play along as if you don't realize that the words are in the wrong order by saying something like, "That's nonsense? What was wrong about the way Curiosity said the rhyme?" to encourage children to identify the incorrect word order.
- If children don't recognize the incorrect word order, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switch occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, alternating between switching words in various lines and saying lines correctly. You may want to use the following suggestions:

Dear is my grandma, kind and this.

This is my me, smiling at mother.

- If children successfully identify the switched words, recite the rhyme again, making additional switches. If children are able, invite them to think of words to switch in the rhyme.
- Award paw points if children were able to successfully identify the switched words.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- 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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

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 *Who's in a Family?* by Robert Skutch.
- 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: 1–11” video. Invite children to count to 11 with Curiosity.

Active Instruction

- Use Curiosity to introduce the matching game with numeral and object picture cards for the numbers 0–5.

Curiosity has a game she would like to play with us. It’s called the Match Game. In this game, there are number cards for the numbers 0–5. I will lay the number cards in a row with the numbers up so we can see them. Lay the number cards in a row with the numbers facing up. There are also cards with objects on them. I will lay these cards in a row next to the number cards. Lay the object cards face up in a row opposite the number cards. First, Curiosity will pick up a number card. Have Curiosity pick up the number 2 card. WGR: **What is this number? Two. Now Curiosity will find the card that shows two objects.** Have Curiosity pick up the card that shows two objects. **Does this picture card show two (name of item)? Yes! This is the number 2, and this card shows two (name of item). Curiosity made a match.**

- Model the game with Curiosity two more times.

Partner Practice

- Distribute the Match Game cards. Remind children to lay the cards in separate rows, just as you did when Curiosity played the game.
- Have children play the Match Game with partners.
- To reinforce the concept of number sense for 5, play the “5 People in My Family” video.



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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We learned that sometimes families have new babies.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “grow.” Remember that a family can grow, or get bigger, when a new baby comes into the family. 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

- Play the Stand Up, Sit Down game similar to the Rhyme Time activity of the same name.

Let's play the Stand Up, Sit Down game. This time when we play, you will listen for ways that a family can grow. If I say something that tells a way that a family grows, you will stand up. If I say something that doesn't tell a way that a family grows, you will sit down. Let's play now.

- Use the following examples, or choose situations that are familiar to your children.

EXAMPLES

-
- **Your mommy has a baby.** (*Stand up.*)
 - **Your sister gets married.** (*Stand up.*)
 - **Your friend comes to your house to play.** (*Sit down.*)
 - **Your aunt adopts a baby.** (*Stand up.*)
 - **You go to your grandma's house for a party.** (*Sit down.*)
 - **Your cousins come over for dinner.** (*Sit down.*)

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

Families live in different kinds of homes.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Science Lab: White paper, cotton-tipped swabs, lemon juice, lamp • Puzzles & Games Lab: Sets of five envelopes, forty-five to sixty notes (according to the number of sets of envelopes)
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • Small toy house or picture of a house • CC Activity Card: Wonderful Word picture card for "home" • CC Activity Cards: Letter cards for "Hh," "Cc," and "Bb"
Rhyme Time	<ul style="list-style-type: none"> • Rhyme card for "Grandpa's Glasses" (optional)
Plan & Play	<ul style="list-style-type: none"> • No additional materials needed
STaR	<ul style="list-style-type: none"> • Trade book: <i>A House Is a House for Me</i> by Mary Ann Hoberman • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • Large paper circle
Question/Reflection	<ul style="list-style-type: none"> • Media player • Lively music • Item for the brain game Hot Potato Memory • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal hand stamp: goat

Day 6

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 5

Letter Lab: "F" Is for Family

- Same as day 2

Math Lab: Bear Families

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Family Fun

- Children use lab materials to write about something they like to do with their families.

Art Lab: People in My Family

- Same as day 3

Science Lab: Invisible Message

- Provide lemon juice and cotton-tipped swabs for children to write messages. Demonstrate how to write a message. Write your name or initials in the corner of the paper, and then dip the swab in lemon juice to write a message. Put it aside to dry. Have children create messages. At the end of lab time, before moving on to Gathering Circle, hold the papers up to a bare light bulb, and watch the messages appear.

Puzzles & Games Lab: Free Exploration

- Provide numbered envelopes and letters for children to place in the mail. Invite children to count the appropriate number of letters to place in the numbered envelopes.
- 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 if children were able to explore a book with someone at home last night (or over the weekend). Remind children to ask their family members to complete the Read & Respond bookmark each day.

Tell your partner about a book that someone read to you at home.

T-P-S: 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!

- 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):
home*

Curiosity's Clues

- Have Curiosity bring her bag and join the group. Ask her what she brought to help children guess what they will learn about today.

Teacher: **Curiosity, I'll bet you have something in your bag that will help us guess what we will learn about today. Will you tell us what it is?**

Curiosity: **You will have to guess what I have in my bag today. I'll give you some clues, and let's see if you can guess.**

Teacher: **Boys and girls, get ready to listen to the clues to guess what Curiosity has.**

Curiosity:

**This is a place where people live.
It has rooms for eating and sleeping.
It rhymes with "foam."
What is it? *Home.***

Help Curiosity take the house (or picture of a house) from her bag.

- Explain that the house is the home where Curiosity lived before she came to live in your classroom.



T-P-S: **Boys and girls, why do you think Curiosity brought this house (or picture of her house) today?**

Learning with Curiosity

- Explain that everyone in the class has a home, or a place where he or she lives with his or her family. Point out that people live in all different types of homes, including apartments, houses, townhouses, condos, and mobile homes.
- Invite children to tell their partners something about their homes. If they need help getting started, you may ask questions such as, "Where do you eat with your family?" "Where do you sleep?" "Where does your family go when they want to play a game or watch television?"
- Use the sharing sticks to select a few partnerships to tell about their homes. Encourage the use of the word "home" and the previously introduced titles of family members such as "grandmother," "father," "sister," "uncle," etc.
- Introduce and play the "House: City, Jungle, Igloo" video.

This video shows many kinds of houses. Which one would you like to have for a home?

Be sensitive when asking questions about the kinds of housing children have, particularly if you know that there are children in your class who live in shelters or temporary housing situations.



Wonderful Word

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

Our Wonderful Word today is “home.” A home is the place where you live with your family.



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

Families live in different kinds of homes.

- Invite children to name some types of homes (houses, apartments, etc.)

Letter Links

- Have Curiosity provide clues about the letter “h.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to the children.
- Display the letter cards for “Hh,” “Cc,” and “Bb.”

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

- **Both of my shapes are tall.**
- **My two shapes do not look the same.**
- **Neither my uppercase nor my lowercase shapes have closed spaces. They are both open.**



WGR: What letter am I? “H.” “H” is the letter of the day!

- 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 “h” by showing the “H is for Home” 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 families. It's called "Grandpa's Glasses." When we say the rhyme, listen carefully for words that rhyme. They have the same sound at the end.

- 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.



Grandpa's Glasses

Here are Grandpa's glasses.

(Use thumbs and forefingers to make glasses.)

Here is Grandpa's hat.

(Put hands on your head.)

This is the way he folds his hands,

And sits like that.

(Fold hands in your lap.)

Develop Phonological Awareness—Rhyme Recognition

- Introduce the game Stand Up, Sit Down.

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

- Play the game.

hat **bat** (*Stand up.*)

glasses **shoes** (*Sit down.*)

here **near** (*Stand up.*)

hands **stands** (*Stand up.*)

sits **runs** (*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 the new scenarios. 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.

Family Picnic

Imagine that you are part of a family going on a picnic. Where will your picnic be, in the back yard or at a park? What will you eat? What games will you play?

Baby Bath

Sometimes families have new babies. One of the things we must do to take care of babies is give them a bath. You can use these supplies at the water table to bathe and dress the new babies. Be careful not to get soap in their eyes!

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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.



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):

house

A House Is a House for Me

Author: Mary Ann Hoberman

Illustrator: Betty Fraser

Everything has a house. As this story told in rhyme progresses, we see familiar houses, such as a barn for a horse or a kennel for a dog, and more obscure houses, such as a mitten for a hand or a carton for crackers. This delightful story expands the concept of a house while introducing a wide expanse of vocabulary.

Interactive Story Reading

Before Reading

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

The title of our story today is *A House Is a House for Me*. That’s the name of the story. The author is Mary Ann Hoberman. She wrote the words for the story. The illustrator is Betty Fraser. She 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 cover of this book. T-P-S: What do you see? There is a lot to see in this picture. There are all kinds of animals and children in it.



The title of the story is *A House Is a House for Me*. We’re going to hear the word “house” in this story many times. T-P-S: What does the word “house” mean?

A house is where you live. There are many kinds of houses where people and animals live. This story is about all kinds of houses for all kinds of people, animals, and even some silly things.

When I read the story today, listen carefully to hear about some unusual kinds of houses.

During Reading

- Read the story all the way through without stopping to ask questions or discuss the story.

After Reading

- Talk with children about some of the types of houses presented in the story. Ask them to recall the title of the story as you write it on a leaf.

Before I read the story, I asked you to listen carefully because the story tells about so many different kinds of houses. Let's see if we can remember some of the kinds of houses in the story.

- Turn back to the beginning of the book, and page through slowly to remind children of some of the types of houses represented in the story.



T-P-S: What is one kind of house that you remember from the story?

T-P-S: Which house from the story would you like to live in? Why?

- Invite a child to attach the leaf to the story tree.



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

Math word(s):

circle
shape

Basic word(s):

round
around



Math Moments

Count with Curiosity

- Play the “Count with Curiosity: 1–12” video. Invite children to count to 12 with Curiosity.

Active Instruction

- Bring out Curiosity and the circle.

Curiosity has something for us today. Let's see what it is. Hold up the circle. **It's a circle!** Trace the edge of the circle with your finger. **A circle is a round shape. It goes around and around like this.** Have Curiosity whisper in your ear. **Oh, Curiosity wants to know if we can make a circle. Let's stand up and show Curiosity how we can make a circle with our bodies!**

- Have children hold hands to form a large circle.

Our circle is round. It goes all the way around.

- Encourage children to use their arms to form a circle, over their heads or in front of their bodies.

Partner Practice

- Have children do a shape hunt for circles around the room.



- Bring children together to share the circles they found.
- To reinforce the concept of circular shapes, show the “Ziggysaurus Shape Rap” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. There are lots of different kinds of homes.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “home.” Remember that your home is the place where you live with your family. T-P-S: When did we hear the word “home” today?

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



Theme Learning Extension

- Teach children how to play the brain game, Hot Potato Memory.

Today we’re going to play a new brain game called Hot Potato Memory. Playing Hot Potato Memory helps our brains to remember things better, and it’s also fun to play!

Brain Game: Hot Potato Memory

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

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

People who help to take care of you can feel like family.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Playdough, CC Activity Cards: Letter card for “Hh” • Math Lab: Construction paper circles, several
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • Balloon, inflated
Clues & Questions	<ul style="list-style-type: none"> • Picture of a woman • CC Activity Card: Wonderful Word picture card for “help” • CC Activity Card: Letter card for “Hh”
Getting Along Together	<ul style="list-style-type: none"> • Trade book: <i>Cookies: Bite-Size Life Lessons</i> by Amy Krouse Rosenthal
Plan & Play	<ul style="list-style-type: none"> • Concepts-of-print book: <i>Meet My Family</i>
STaR	<ul style="list-style-type: none"> • Trade book: <i>A House Is a House for Me</i> by Mary Ann Hoberman
Math Moments	<ul style="list-style-type: none"> • Large paper square
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: "H" Dough Shapes

- Encourage children to make "H" and "h" shapes with the playdough. Demonstrate how to roll dough into lengths to form letters.

Math Lab: Finding Shapes

- Provide construction paper circles for children to use to find objects in the room that have a circular shape. Model matching a circle to something in the room that has a circular shape.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Family Fun

- Same as day 6

Art Lab: People in My Family

- Same as day 3

Science Lab: Invisible Message

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6



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: Can you name one of the shapes that Ziggysaurus sang about in his shape rap? Circle, triangle, rhombus, and pentagon.



- 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 a family member 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!

- Have children spread out. Explain how they will use the balloon for the activity.

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

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



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

Clues & Questions

Theme-related
word(s):

grow*
babysitter
neighbor

Curiosity's Clues

- Have Curiosity show you a picture of a woman. Ask her why she brought a picture of this person today.

Curiosity, I see you have a picture with you today. Let's see if our friends can figure out who this person is. We can tell that she isn't someone in your family because she is not a cat. Will you give us some clues about this person?

Curiosity: **Of course.**

This person takes care of me when my mommy is not home.

She reads to me and fixes my meals.

She loves me and helps me.



Teacher: **Curiosity told us some things about this person in the picture.**

T-P-S: **Who do you think she is?**

- If no one guesses that she is Curiosity's babysitter, explain that's who the person in the picture is.

Teacher: **Curiosity brought a picture of her babysitter today. Why do you think Curiosity brought a picture of this person?**

Learning with Curiosity

- Explain that there are other people besides those who live in our households who help to take care of us.

We've learned that there can be many people in our family, such as aunts, uncles, and grandparents, who love us and help to take care of us. Sometimes there are people we know who aren't relatives, but they feel like they are a part of our family because they love us and help to take care of us. Curiosity's babysitter is one of those people.

- Invite children to play the game, That's Me!

Now we will play a game about people who are like family. When I tell about someone who is like family to you, stand up and say, "That's me!" Listen while I practice with Curiosity. I have a babysitter who takes care of me.

Have Curiosity jump up and say, **"That's me!"**

Thank you, Curiosity. Now let's all play the game.

- Make statements about people who may be like family members, and encourage children to stand and say, "That's me!" if it applies to them. Have children sit down before the next statement is made. You may use the following statements or substitute those that you know apply to your children.

Suggestions:

- **I have a neighbor who walks me to school.**
- **My family has a friend who comes to spend holidays with us.**
- **My family has a friend who brings us treats when they come to visit.**
- **I have a babysitter who takes care of and loves me.**



- Play the "Doing the Family Thing" video.

Wonderful Word



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

Our Wonderful Word today is “help.” When we can’t do something by ourselves, someone else can help us.



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

Daily Message

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

Does your family have a babysitter who helps take care of you?

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

At the end of today’s message, I see a funny mark. This is a question mark. It tells us that the message is asking a question. Let’s see if we can answer the question. T-P-S: Tell your partner about who helps to take care of you.

Letter Links

- Have Curiosity show the letter card for “h.”
- 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 “h” by showing “The Soul Letter H Song” video.



Have children stand and recite “Grandpa’s Glasses” along with the video as a transition to Getting Along Together.

Getting Along Together

GAT word(s):

feelings

“I” Messages

Basic word(s):

happy

sad

proud

Active Instruction

- Review feelings and “I” Messages.

A few weeks ago we talked about feelings and “I” Messages. We learned that everybody has feelings and that feelings are OK. We also learned to tell other people how we feel by giving an “I” Message. Who would like to give an “I” Message to describe how they are feeling? Guide children in using the sentence structure “I feel...because....”

Every day we have lots of different feelings, depending on what we are doing and what is happening around us. We can learn more about feelings by reading a book. Let’s listen to a story and see if we hear about any feelings.

- Read the book *Cookies: Bite-Size Life Lessons*. Read with expression, allowing children to comment on the text or illustrations as you read. After finishing the book, ask summative questions.



T-P-S: What did the little girl look like when she felt proud? *Standing tall with her chin up.* What did the characters who were content look like? What other feelings words did you hear in the book?

Partner Practice

- Invite children to share their feelings with their partners.

How are you feeling right now? Turn and tell your partner using an “I” Message.



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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

Small-Group Instruction

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

Meet My Family

Give each child a copy of the concepts-of-print book *Meet My Family*. Have children demonstrate how to hold a book right-side up and find the first page of a story. Use family member titles, such as "aunt," "sister," and "cousin," to engage children in conversation about the people in the pictures.



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):

house

A House Is a House for Me

Author: Mary Ann Hoberman

Illustrator: Betty Fraser

Review

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

We read this story yesterday. The title of the story is *A House Is a House for Me*. The author is Mary Ann Hoberman. She wrote the words. Betty Fraser is the illustrator. She drew the pictures.

- Review the story vocabulary that was introduced yesterday.



We heard the word “house” in the title of the book and many times in the story. T-P-S: What kind of house does the cow live in?

Story Retell

- Hold up the story *A House Is a House for Me*, and tell children that they will help you read the story today. Review the repetitive sentence, “A house is a house for me.” Provide a signal for children to jump right in with the sentence.

Yesterday we read this story about all different kinds of houses for people, animals, and other silly things. One sentence that we heard many times in the story was, “A house is a house for me.”

Today when I read the story, you will read the sentence “A house is a house for me.” When it’s your turn to read, I will give you a signal (Demonstrate your signal.) to read the sentence, “A house is a house for me.”

Let’s practice saying that together. “A house is a house for me.”

- As you read the story, pause and give the signal for children to jump right in with the repetitive sentence.
- Conclude this activity by having children tell their partners about a house for something. This can be something from the book or something they make up.



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



Math Moments

Math word(s):

square

Basic word(s):

sides

edges



Count with Curiosity

- Play the “Count with Curiosity: 1–12” video. Invite children to count to 12 with Curiosity.

Active Instruction

- Bring out Curiosity and her bag with a square inside.

Curiosity has something for us today. Let’s see what it is. Take the square out of Curiosity’s bag. **Oh, Curiosity brought us a square.** Slide your finger around the sides of the square. **A square is a shape that has four sides that are the same size.**

Let’s show Curiosity how we can make a square with our bodies.

- Invite four children who are about the same height to come up and make a square on the floor with their bodies. Repeat this activity with other children in the group.

Partner Practice

- Have partners go on a shape hunt for squares around the room.
- Bring children together to share the squares they found.
- To reinforce the concept of square shapes, show the “Worms in Space: Shapes” video.



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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Sometimes people who are not our relatives help our families take care of us.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “help.” Remember that sometimes if we can’t do something ourselves, others may help us. T-P-S: When did we help someone today?



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

Theme Learning Extension

- Review two meanings of the word “grow” from day 2.

We learned that our Wonderful Word “grow” means to get bigger. We know that all people start out as babies and then grow bigger (taller) and learn to do things for themselves. This week we learned that families can grow. When our families grow, it means there are more people in them. T-P-S: What is one way that a family can grow? A new baby is born, someone gets married, a child is adopted, etc.

- Use the sharing sticks to select several children to share their ideas. Encourage children to answer in a complete sentence such as, “Families grow when _____.”

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 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

Family members can communicate ideas and feelings by talking to one another.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Trade book: <i>A House Is a House for Me</i> Math Lab: Construction paper squares
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Toy phone CC Activity Card: Wonderful Word picture card for "communicate" CC Activity Card: Letter card for "Hh"
Getting Along Together	<ul style="list-style-type: none"> CC Activity Cards: Feelings Faces card set
Plan & Play	<ul style="list-style-type: none"> No additional materials needed
STaR	<ul style="list-style-type: none"> Trade book: <i>A Letter to Amy</i> by Ezra Jack Keats Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Rectangle shape made from tape on the floor
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Add the STaR story *A House Is a House for Me* to the lab. Encourage children to name the animals (and other items) and their houses depicted on various pages.

Letter Lab: "H" Dough Shapes

- Same as day 7

Math Lab: Finding Shapes

- Add construction paper squares to the lab, and have children choose either a circle or square shape and find objects in the room that have the same shape as the one they chose.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Family Fun

- Same as day 6

Art Lab: People in My Family

- Same as day 3

Science Lab: Invisible Message

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6



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 *Chilly Makes New Friends*, what happened after Chilly chased a fish into the middle of the sea? A big storm came with thunder and lightning and strong winds.



- 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, Get on Up and Move Your Body.

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



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



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

Clues & Questions

Theme-related word(s):

communicate*
talk
telephone

Curiosity's Clues

- Ask Curiosity what she has in her bag that will help children know what they will learn about today.

Teacher: **Curiosity, what do you have with you today?**

- Have Curiosity bring out the toy phone.

Curiosity: **I have a phone (or telephone) with me. I want to call my grandpa to tell him that I miss him.**

Teacher: **If you want to talk to someone and he or she is not with you, a phone will help you do that. I think we're going to learn about talking to people today.**

Learning with Curiosity

- Put Curiosity’s phone where everyone can see it. Explain that when someone wants to talk to another person and they are not together, the people can use a phone to call each other.
- Facilitate a discussion about people using language to communicate ideas and feelings. Refer to “I” Messages introduced in Getting Along Together.



EXAMPLE

Curiosity is going to use her phone today to tell her grandpa that she misses him. T-P-S: What can we do when we want to tell someone how we feel? Give an “I” Message.

Yes, we can use an “I” Message to tell people how we feel. People can talk when they want to tell someone their ideas and feelings.

- Point out that talking is an important way to communicate.

We are going to watch a video about a girl who is moving to a new house. Watch to see how she feels about the move and how she communicates her feelings.



- Introduce and play the “No Place Like Home” video, and then use the questions below to debrief.

How does the girl feel at the beginning of the video? *She is not happy.* How does she feel at the end? *She is finally happy.* How does she communicate how she feels? *Talking, body language, tone of voice, facial expressions.*

Wonderful Word



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

Our Wonderful Word today is “communicate.” When we want someone to know our ideas and feelings, we communicate with him or her. Talking to someone is one way to communicate our ideas to that person.



- Play the digital dictionary video for “communicate.”
- Remind children that they can earn paw points when they use or hear the word “communicate” 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 talk to my family to communicate with them.

- Point out how long the word “communicate” is compared with the other words in the message.

Our Wonderful Word “communicate” is in our Daily Message. Run your finger under the word “communicate.” **This is a very long word with a lot of letters.** Run your finger under the words “to” and “with.” **Look at how much longer the word “communicate” is than the words next to it.**

Letter Links

- Have Curiosity show the letter card for “h.”
- 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 “h” by showing the “Worms in Space: H” video.



Have children stand and recite “Grandpa’s Glasses” as a transition to Getting Along Together.



Getting Along Together

Basic word(s):

smile
laugh
cry
frown

Active Instruction

- Introduce ways to recognize how others are feeling. Hold up the feelings faces cards one at a time.

Let’s talk about how we know what someone else is feeling. How do you know that someone else is happy? Yes, a happy person is smiling or laughing. Show me your smiles!

How do you know if someone is feeling sad? Yes, a sad person may be crying or have a big frown! Here is my frown. Make a big sad frown to show children. **Turn to your partner, and show your sad face.**

- Show a few pictures of people expressing different feelings. Use pictures from books in the classroom or from magazines. Highlight facial expressions and body signals that indicate how someone is feeling.

Partner Practice

- Discuss the link between situations and feelings. Describe each of the following situations, and then show how you would feel in the situation. After you describe the situation, have children share with their partners how they think you are feeling.
 1. **It's a beautiful sunny day! I get to relax outside on my favorite chair. I go outside and find that my friend has left me some flowers next to my chair. How do you think I feel?** Make a big smile, clap your hands, and look happy! **Tell your partner how you think I feel.**
 2. **I spill paint all over my favorite shirt. The paint is bright red, and my white shirt is ruined. How do you think I feel?** Make a big frown, slump your shoulders, and look sad. **Tell your partner how you think I feel.**
 3. **I don't like to see spiders. They move fast and might crawl on me. I get the chills when I see a spider's web. Today when I got in my car, I saw a spider dangling from my mirror. How do you think I feel?** Cover your eyes, raise your eyebrows, scream, and look scared. **Tell your partner how you think I feel.**
- Encourage children to pay attention to their classmates and how they are feeling throughout the day. Tell children to notice what makes their friends feel happy, sad, or scared. Noticing how other people feel is an important way to learn about them.



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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

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):
blew



A Letter to Amy

Author and illustrator: Ezra Jack Keats

Peter writes a letter to his friend Amy inviting her to his birthday party. As he walks to the mailbox to mail the letter, the wind takes the letter from his hand and blows it directly toward Amy. Peter wants her to be surprised when the letter arrives, and in his hurry to retrieve it before Amy sees the letter, he bumps into her and knocks her down. Peter worries that his mishandling of the incident will affect her decision to come to the party.

Interactive Story Reading

Before Reading

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

The title of our story today is *A Letter to Amy*. That's the name of the story. The author is Ezra Jack Keats. He wrote the words for the story. Mr. Keats is also the illustrator. 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.

Let’s look at the cover of this book. T-P-S: What is happening in this picture?

The title of the story is *A Letter to Amy*. Point to the letter in the picture. It looks like the letter blew out of this boy’s hand. What does that make you wonder about the letter?

Let’s read the story to see if we can find out what happens to the letter.

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 3: **Peter is going outside to go to the mailbox to mail the letter to Amy. T-P-S: What do you think will happen next?**
 - Page 11: T-P-S: **What do you think will happen to Peter’s letter?**
 - Page 16: T-P-S: **Why is Amy crying?**
 - Page 22: Point to Peter. **Look at Peter’s face. T-P-S: How do you think Peter feels? Why do you think he feels this way?**

After Reading

- Ask summative questions to review the story and the STaR vocabulary.

When Peter went outside to mail his letter, the wind blew the letter out of his hands. What do you think the word “blew” means?

The wind took the letter from Peter’s hands and carried it in the air.



The word “blew” can mean different things. At the end of the story, Peter blew out the candles on his cake. WGR: Did the wind make the candles go out? No, Peter forced air out of his mouth to make the candles go out. Pretend that you are Peter, and show how you blow air from your mouth to put out candles.

At the end of the story, Peter’s friends give him some ideas of things to wish for, but Peter makes his own wish. T-P-S: What do you think Peter wishes for?

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



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



Math Moments

Math word(s):

rectangle

- Prior to the lesson, use tape to create a rectangular shape on the floor.

Basic word(s):

short

long

**Count with Curiosity**

- Play the “Count with Curiosity: 1–12” video. Invite children to count to 12 with Curiosity.

Active Instruction

- Draw children’s attention to the rectangular shape on the floor.

Look at what we have here...it’s a rectangle! Invite pairs of children up to walk around the rectangle on the floor. **A rectangle has four sides, just like a square, but two of the sides are long, and two are short.**

Partner Practice

- Have partners go on a shape hunt for rectangles around the room.
- Bring children together to share the rectangles they found.
- To reinforce the concept of rectangular shapes, show the “In Great Shape” video.



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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We can tell our families our ideas when we talk to them.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “communicate.” Remember that talking is one way to communicate. T-P-S: When did we communicate, or tell our ideas, today?



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

Theme Learning Extension

- Bring Curiosity out, and invite children to help her think about what she will tell her grandpa when she calls him.

Teacher: **Curiosity, have you called your grandpa yet?**

Curiosity: **No. I'm not sure what I will say. Maybe the boys and girls can help me decide what I will tell my grandpa.**



Teacher: **Today we learned that family members can talk to one another to tell their ideas and feelings. Curiosity wants to tell her grandpa how she feels when he isn't here with her. T-P-S: What can Curiosity say to her grandpa?**

- Use the sharing sticks to select several children to share their ideas with the class. Restate their responses to include concepts and vocabulary introduced in this unit.

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 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

Families can communicate ideas and feelings by writing or drawing.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Math Lab: Construction paper rectangles, several • Puzzles & Games Lab: Post office and safety puzzles, traffic signs
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • Beanbag
Clues & Questions	<ul style="list-style-type: none"> • Trade book: <i>The Post Office Book</i> by Gail Gibbons • Play Ball drawing (appendix) • CC Activity Card: Wonderful Word picture card for "write" • CC Activity Card: Letter card for "Hh"
Rhyme Time	<ul style="list-style-type: none"> • CC Activity Cards: Picture cards for bat, dog, door
Plan & Play	<ul style="list-style-type: none"> • No additional materials needed
STaR	<ul style="list-style-type: none"> • Trade book: <i>A Letter to Amy</i> by Ezra Jack Keats • STaR story retell picture cards for <i>A Letter to Amy</i>
Math Moments	<ul style="list-style-type: none"> • Triangle shape made from tape on the floor
Question/Reflection	<ul style="list-style-type: none"> • Curiosity's drawing from Clues & Questions • Concepts-of-print book: <i>Meet My Family</i> (class set) • Cool Kid certificate and marker • Home Link animal stamp: cow

Day 9



Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: "H" Dough Shapes

- Same as day 7

Math Lab: Finding Shapes

- Add construction paper rectangles to the lab. Have children choose a shape and find objects in the room that are the same shape as the one they chose.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: You're Invited

- Provide materials for children to make party invitations. Demonstrate how to fold paper to make a card and write invitation information.

Art Lab: People in My Family

- Same as day 3

Science Lab: Invisible Message

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 6
- Add post office and/or safety puzzles and street signs to the lab. Invite children to talk about the role of the mail carrier and the meanings of the street signs.



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

In “Hand Talk” people communicate using their hands. T-P-S: Can you communicate something to me using your hands? A wave, thumbs up, OK sign, etc.



- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.
- Remind children to ask a family member 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 sit in a circle. Explain to them how to play the game Beanbag Pass: Feelings.

I will start the game of Beanbag Pass by saying a feelings word, and then I'll pass the beanbag to the next person in the circle. That person will say a feelings word and pass the beanbag on to the next child.

- Say the word "Excited!" 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 play another round, altering the direction of the beanbag.



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

Theme-related word(s):

write*
e-mail
computer

Basic word(s):

picture
envelope
mail
letter
message

Clues & Questions

Curiosity's Clues

- Have Curiosity join the group, waving a drawing in her paw.

Teacher: **Curiosity, you seem very excited today. What do you have with you?**

Curiosity: **Well, yesterday when I called my grandpa on the phone and told him that I miss him, he asked me to tell him something we can do together the next time he comes to visit. So I made this picture that shows me playing with him. There’s just one problem. I don’t know how he will see my picture.**

- Bring out *The Post Office Book*, and tell Curiosity that you may be able to find the answer to her problem in this book. Show various pages of the book that show the way a letter gets from a sender to a recipient.

Pages 8 and 9: Show the people taking their letters to the post office or to a mailbox when they want to send a letter to someone who lives far away.

Pages 12 and 13: Show the truck transporting the mail.

Pages 22 and 23: Show the various ways that letters travel.

Pages 26 and 27: Show letters being delivered to recipients.

- Invite children to help Curiosity figure out how her grandpa can see her picture.



Let’s see if children can help you, Curiosity. T-P-S: What can Curiosity do with her picture so her grandpa can see it?

- Ask children to describe the route Curiosity’s picture will take if she sends it to her grandfather in the mail. Use the pictures in the book to help if needed.

Learning with Curiosity

- Make a connection between writing to share ideas and the concepts-of-print book.

When Curiosity wanted to tell her grandpa something, she made a picture on paper. Sally Francis Anderson, the author of the book *Meet My Family*, wanted to tell people her ideas about a family, so she wrote this book.

- Reread *Meet My Family*.

Let’s read the book together again.

- Play the “Kids Talk About Mail” video.



Wonderful Word

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

Our Wonderful Word today is “write.” When we write, we make marks, pictures, or letters on paper that tell our ideas.



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



Daily Message

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

We can write to communicate.

- Point out that the Daily Message is a way of writing something that we will learn today.

Our Daily Message is writing that tells what we will learn in school today.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “h” by showing the “Letter H Holiday” 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 “Grandpa’s Glasses” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Recognition

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

Which word rhymes with “hat”? “That.” Hat, that. They both have /at/ at the end.

- Lead the Picture Match game. Show the picture cards. Point to and name each picture in the set.



bat



door



dog



WGR: Which word rhymes with “hat” and “that”: “bat,” “door,” or “dog”?
“Bat.”

- Use My Turn, Your Turn to have children say “bat,” “hat,” and “that.” Encourage them to think about how their mouths feel the same as they say the end of each word.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- 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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

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):

blew

A Letter to Amy

Author and illustrator: Ezra Jack Keats

Review

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

We read this story yesterday. Let's see if we can remember the name of the story. The title of this story is *A Letter to Amy*. Ezra Jack Keats is the author and illustrator of this book.

- Review the story vocabulary that was introduced yesterday.



When Peter took his letter to the mailbox, the wind blew it out of his hand. T-P-S: What happened to the letter when it blew out of Peter's hand?

T-P-S: When Peter blew the candles out on his cake, how did he do that?

The word “blew” has two different meanings in this story. When the letter blew out of Peter's hand, the wind caused that to happen. When Peter blew out the candles on his cake, he forced air out of his mouth.

Story Retell

- Hold up the story *A Letter to Amy*, and tell children that they will use pictures from the book to help you retell the story.

Yesterday we read the story *A Letter to Amy*. Today you will help me tell the story with pictures that show what happens in different parts of the book.

- Place children in five groups. Distribute the story picture cards, one per group. Invite children to talk in their groups about what’s happening in their group’s picture. Tell them that you will read the story again, and when you read the part that tells about their picture, they will hold it up for everyone to see.

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

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

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

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



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



Math word(s):
triangle

Count with Curiosity



- Play the “Count with Curiosity: 1–12” video. Invite children to count to 12 with Curiosity.

Active Instruction

- Point out the triangle shape that you previously taped on the floor.

Look what we have here...it’s a triangle! Invite three children to lie on the lines of the triangle on the floor, forming a triangle with their bodies. **A triangle has three sides.** Repeat this activity with other children in the group.

Partner Practice

- Have partners go on a shape hunt for triangles around the room.
- Bring children together to share the triangles they found.



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



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Writing our ideas is a way to communicate.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “write.” Remember that we write words on paper as a way to tell other people our ideas. T-P-S: When did we write today?



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

Theme Learning Extension

- Have Curiosity join the group with her drawing.

Teacher: Curiosity, I thought you were going to mail that picture to your grandpa. What happened?

Curiosity: Well, I went to the post office, and it was closed, so I couldn’t send it. T-P-S: Do you have any ideas about another way I can show my grandpa my drawing?

- Use the sharing sticks to select several children to share their ideas.
- Tell Curiosity there is a way to show her grandpa the picture without putting it in the mail or taking it to the post office. She can send it in an e-mail using a computer.

Teacher: Curiosity, you can still send your picture to your grandpa without putting it in the mailbox. You can use the computer to send it.

Curiosity: Really? How?

Teacher: You can scan it and send it in an e-mail.

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 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

Family members can communicate ideas and feelings with their bodies.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Classroom Library Lab: <i>A Letter to Amy</i> • Math Lab: Construction paper triangles
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • CC Activity Card: Wonderful Word picture card for "expression" • CC Activity Card: Letter card for "Hh"
Rhyme Time	<ul style="list-style-type: none"> • No additional materials needed
Plan & Play	<ul style="list-style-type: none"> • No additional materials needed
STaR	<ul style="list-style-type: none"> • Trade book: <i>The Post Office Book</i> by Gail Gibbons or other storybook for free choice • Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> • Baggies with craft sticks, yarn, and paper shapes, one per partnership
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the STaR story *A Letter to Amy* that you have added to the lab. Encourage children to tell the story using the STaR story retell picture cards.

Letter Lab: "H" Dough Shapes

- Same as day 7

Math Lab: Finding Shapes

- Point out the construction paper triangles. Have children choose a shape and find objects in the classroom that are the same shape as the one they chose.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: You're Invited

- Same as day 9

Art Lab: People in My Family

- Same as day 3

Science Lab: Invisible Message

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 9



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.

How did you move your body during “The Gooney Bird” song?



- 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 a family member 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, 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. Play “The Elmo Slide” video. Encourage children to dance along with Elmo.



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

Clues & Questions

Theme-related
word(s):
expression*
sign language

Curiosity's Clues

- Have Curiosity join the group.

Teacher: **Curiosity, you usually bring something with you that gives us a clue about what we will learn. I don't see a clue today.**

Curiosity: **Oh, but I do have a clue. I will use my body to give clues today.**

Have Curiosity wave her paw at you and the children.



Teacher: **I think Curiosity is telling us something with her body.**
T-P-S: **What do you think she is saying? Hello.**

Teacher: **Do you have another clue, Curiosity?**

Curiosity: **Yes, I do.**

Have Curiosity give you a hug. T-P-S: **What is Curiosity doing and telling me? Curiosity gave me a hug. T-P-S: What was she telling me when she hugged me? She's letting me know that she loves me.**

I think Curiosity is telling us that we will learn about using our bodies to communicate without using any words.

Learning with Curiosity

- Invite children to use their bodies and facial expressions to communicate.

I'll bet you know how to communicate without using words. Let's show Curiosity some ways to tell people things without using words.

Suggestions:

Show me what you can do to tell someone goodbye. (*Wave.*)

Show me what you can do to show someone that you are happy to see him or her. (*Smile.*)

Show me how you would let someone know that you are angry with him or her. (*Frown and cross your arms.*)

Show me how you would tell someone, without words, that you feel sad. (*Make a sad face, slump shoulders, etc.*)



- Introduce and play the video "Hand Talk."
We can communicate with our hands. Watch to see how the people in the video use their hands to communicate.

Wonderful Word



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

Our Wonderful Word today is "expression." An expression is a look we give that lets people know how we feel. When we showed Curiosity our feelings without using words, those were expressions that showed how we feel.



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

Daily Message

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

We can tell people how we feel by the expressions on our faces.

- Point out the length of the Daily Message, and count the words.

This is a long message. Let's count the words in the message.

Letter Links

- Have Curiosity show the letter card for “h.”
- 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 “h” by showing the “Soul Letter H Song” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “Grandpa’s Glasses” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

- Bring Curiosity out. Introduce the Nonsense Game, in which you switch word order.

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 close their eyes so they can listen carefully while Curiosity recites “Grandpa’s Glasses.” Have Curiosity repeat the rhyme as if it were correct, but switch the words “folds” and “hands” so the line reads, “This is the way he hands his folds.”

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

Here are Grandpa’s glasses.

Here is Grandpa’s hat.

**This is the way he hands his folds,
And sits like that.**

That's nonsense!

- Continue in this manner with the other lines of the poem, alternating between switching words in various lines and saying lines correctly.

EXAMPLES

**And that like sits.
Grandpa's are here glasses.**

- If children successfully identify the switched words, recite the rhyme again, making additional switches. If children are able, invite them to think of words to switch in the rhyme.
- Award paw points if children were able to successfully identify the switched words.



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

Plan & Play

Scenario Review

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

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- 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 become engaged in the new scenarios by joining in the play. Acknowledge any props they have made.

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 *The Post Office Book* by Gail Gibbons.
- 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 something they remember from the book about mailing a letter or package.
- 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: 1–12” video. Invite children to count to 12 with Curiosity.

Active Instruction

- Bring Curiosity and her bag, which contains craft sticks, a piece of yarn (approximately 12 inches long), and a circle, rectangle, triangle, and square to the group.

Curiosity has something for us to do today. Let’s see what it is! Take the craft sticks, yarn, and shapes out of the bag. Have Curiosity pretend to whisper in your ear. **Curiosity says she wants us to see if we can use these craft sticks and yarn to make shapes.**



T-P-S: What shapes have we learned about this week? *Circle, square, rectangle, and triangle.* **How do you think we can use these sticks, string, and pieces of paper to make shapes?**

- Model how to make one of the shapes using a piece of paper as a pattern and either the string or the sticks.

Partner Practice

- Distribute a bag of materials to each partnership. Have children work with partners to form shapes using the craft sticks.

Talk with your partner to decide which shape you will make. Then you will use the string or sticks in your bag to make some shapes. If you like, you may use the paper shape to help you remember the shape as I did.



- Use the sharing sticks to select children to share how they made one of the shapes. Award paw points for accurate shape representations and descriptions.



- Reinforce the concept of shapes by showing the “Shape Makers: Kids Form a Rectangle” video.



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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We can show people how we feel without talking.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “expression.” Remember that an expression is a look we give that tells people how we feel. T-P-S: When did we hear the word “expression” today?



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

Theme Learning Extension

- Invite children to play the game, Read My Expression. You may use the following suggestions or choose other nonverbal expressions with which your children are more familiar.

Today we learned that we can tell people how we feel without using words. Let's play a game called Read My Expression. I will use my body to tell you a feeling or idea, and you will guess what that feeling or idea is.

SUGGESTIONS

Teacher	Possible responses
Wave.	<i>Hello, goodbye.</i>
Smile.	<i>I like you; I'm happy to see you.</i>
Shrug shoulders while holding palms up.	<i>I don't know.</i>
Yawn.	<i>I'm sleepy.</i>
Rub your eyes.	<i>I'm sleepy.</i>

- Review the sound and shape of the letter “h.”

When we listen to the word “home,” we hear the sound /h/ at the beginning.

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

- Allow children to walk around the room and look for objects that begin with /h/. 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.).
- Give a copy of the concepts-of-print book *This Is My Family* 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

 <p>Classroom Library Lab</p>	<p>Enjoy a story Children explore books related to families and other books in the classroom library.</p>
<p>Engage all children:</p>	<p>What do you like best about this story? (The pictures, the characters, what happens in the story, etc.)</p>
<p>Offer support:</p>	<p>Where on the page will I find the words that I should read? Point to the word that I should read first.</p>
<p>Challenge:</p>	<p>How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, or draw and color or paint them?</p>

 <p>Letter Lab</p>	<p>Making Words Children find words in the concept-of-print books and form them with plastic letters or letters from the letter-blending cards.</p>
<p>Engage all children:</p>	<p>Do you know the names of any of these letters in the word that you made? Tell me the letter names that you know.</p>
<p>Offer support:</p>	<p>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.</p>
<p>Challenge:</p>	<p>Model sounding out phonetic words, or point out a letter sound that the child can see and hear. 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.</p>

 <p>Letter Lab</p>	<p>"F" is for Family Children place letter "f" shapes under plain paper and then rub crayons on paper to form an image of the letter.</p>
<p>Engage all children:</p>	<p>What is the name of the letter? How could you describe the shape of the letter? Does it have straight lines or curved lines?</p>
<p>Offer support:</p>	<p>This is the letter "f." Can you find another letter "f" in our classroom?</p>
<p>Challenge:</p>	<p>"Family" begins with the /f/ sound. Can you think of some words that begin with the /f/ sound?</p>
<p>Tip: The crayon rubbings will work best if children use crayons with the paper removed, held sideways against the paper.</p>	

 <p>Math Lab</p>	<p>Bear Families Children draw a number card (1–5) and then count out that many bears to place in each of the houses pictured on an activity sheet.</p>
<p>Engage all children:</p>	<p>Encourage children to touch each bear as they count to help establish one-to-one correspondence.</p>
<p>Offer support:</p>	<p>Once children draw a number card, encourage them to take exactly one bear as they say each number while counting aloud and placing them in a house.</p>
<p>Challenge:</p>	<p>Place one or two bears inside each of the houses before each child draws a number card. Have each child explain how many more bears he or she will have to add to or take away from each house to ensure that there are the correct number of bears in each house.</p>

 <p>Writing Lab</p>	<p>Sending Greetings Children write letters or make cards to send to family members.</p>
<p>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.</p>	

Week 1, cont.

 <p>Art Lab</p>	<p>Creation Station For My Family People in My Family</p> <p>Children use a variety of materials to create a piece of art, including pictures they make for their families, or drawings of family members.</p>
Engage all children:	Tell me about your picture. What materials did you use to make this? Who or what is in the picture? Who is the picture for?
Offer support:	Help the child name the colors used in the picture. Accept untraditional uses for colors, for example, a blue sun.
Challenge:	If the child has used paint, ask them to describe color combinations that can be made such as making orange from combining yellow and red, or green from combining yellow and blue.

 <p>Science Lab</p>	<p>Fingerprint Fun</p> <p>Children make fingerprints and observe them with a magnifying glass.</p>
Engage all children:	Point out that some fingerprints have wavy lines and others have circles.
Offer support:	Describe the child's fingerprint to the child. Have him or her repeat descriptive words.
Challenge:	Invite a child to compare a print to two different classmate's fingers and try to guess which print comes from which classmate.
<p>Tip: Instead of using ink pads to make the prints, rub a pencil on a child's finger, and then cover it with clear tape. Remove the tape and attach it to a white paper or index card. Then have the child wash his or her finger.</p>	

Week 2

 <p>Classroom Library Lab</p>	<p>Enjoy a story</p> <p>Children explore books related to families and other books in the classroom library.</p>
Engage all children:	What do you like best about this story (the pictures, the characters, what happens in the story, etc.)?
Offer support:	Where on the page will I find the words that I should read? Point to the word that I should read first.
Challenge:	How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, or draw and color, or paint them?

 <p>Letter Lab</p>	<p>"H" Dough Shapes</p> <p>Children use playdough to create the letter "h," using letter cards as models.</p>
Engage all children:	Ask the children to look at the letter shape on the letter card and explain how many snakes they will need to create the shape. Encourage them to use phrases such as "straight lines" and "curved lines" as they talk about how to form the shapes.
Offer support:	Help individual children make snake shapes if necessary. Then work with them to help them form the letters with the snakes.
Challenge:	Ask children to describe the difference between the lowercase and uppercase forms of the letter.
<p>Tip: You may need to teach the children to first create a ball by rolling a piece of playdough on a table their palms. Then show them how to roll the ball back and forth to form a snake shape.</p>	

Week 2, cont.

 Math Lab	<p>Finding Shapes</p> <p>Children look around the classroom to find objects of various shapes that match paper shape models (circles, squares, rectangles, triangles).</p>
<p>Engage all children:</p>	<p>Encourage children to describe the shape that they are matching. Ask children to tell you how the object they found is like the paper shape they are holding. Model how to use a complete sentence to compare the object with the shape that they are holding. The clock is a circle shape like the blue circle that you are holding.</p>
<p>Offer support:</p>	<p>As children find a shape that matches the one they have, encourage them to trace the shape around the object if possible.</p>
<p>Challenge:</p>	<p>Ask children to describe the numbers of corners and lines that each shape has.</p>
<div style="display: flex; align-items: center;">  <div> <p>Writing Lab</p> <p>Family Fun You're Invited</p> <p>Children tell about things that they like to do with their families and/or create invitations for an event.</p> </div> </div>	
<p>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.</p>	
 Science Lab	<p>Invisible Messages</p> <p>Children use lemon juice and cotton swabs to write messages or draw pictures. After the messages have dried, an adult can hold them over a light bulb or other heat source to reveal the message.</p>
<p>Engage all children:</p>	<p>Talk with children about what they saw happen. Ask questions, such as:</p> <p>After you wrote with the lemon juice, what happened?</p> <p>Why do you think your writing disappeared?</p> <p>What made the writing come back?</p> <p>Why do you think the light bulb made the writing show?</p> <p>What happened after you moved the paper away from the light?</p> <p>Do you think this is a good way to send a message to someone? Why do you think that?</p>
<p>Tips: Be sure to discourage children from holding the papers over heat sources on their own.</p>	

Snack Time!

General Nutritious Snack Ideas*

- Fresh fruit (oranges, pears, apples, grapes, mangos, bananas, strawberries, blueberries, blackberries, kiwi)
- Fresh vegetables (carrots, broccoli, sugar snap peas, celery)
- Dried fruit (raisins, apricots, cranberries)
- Applesauce
- Low-fat dip or hummus for fresh fruits or veggies
- Canned fruit (packed in water if possible)
- Crackers, bagels, or rice cakes with peanut butter, cream cheese, or hummus
- Trail mix (cereal, pretzels, nuts)
- Whole-grain crackers and cheese
- String cheese
- Pudding (made with low-fat milk)
- Yogurt (alone or spread on graham crackers)
- Vegetable juice
- Cottage cheese with fruit
- Hard-boiled eggs

Theme-Related Snack Ideas

- Berry family bonanza: Serve strawberries, blueberries, and raspberries mixed together.
- Blended families: Blend yogurt with pineapples, peaches, or other soft fruits.
- Families love: Use a heart-shaped cookie cutter to cut cheese into heart shapes, and serve on crackers.
- Families stick together: Spread cream cheese on a cracker, and top with another cracker.
- Families stay connected: Spread two round crackers with cream cheese, and press them together. Poke six short pretzel sticks between the crackers.

***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 to internalize the content presented in this unit.

The Family In the Dell

- One child will portray the mother or father. Have the other children form a circle around this child. Invite children to hold hands and move to the left while singing.

**The family in the dell,
The family in the dell,
Hi ho the derry-o,
The family in the dell.**

**The husband takes a wife,
The husband takes a wife,
Hi ho the derry-o,
The husband takes a wife.**

- The child in the center chooses another child to accompany him or her into the center and names that child as a family member. Continue to sing, substituting family member titles for “husband” and “wife” in subsequent verses of the song. Each new member, in turn, chooses the next family member.

Additional verses:

**The wife takes a child
The child takes the cousin
The cousin takes the grandma
The grandma takes the sister**

- Once all children have been selected to go into the circle, you can foster the concept of opposite by adapting the song. If children are still interested, you can continue by singing “The Family Out of the Dell.”

Mother, May I?

- Pretend to be the mother initially. Have children line up side by side a few feet back from the mother. Call one child at a time to use a specific movement to get closer to the mother such as “Tammy may take three baby steps forward.” Tammy asks, “Mother, may I?” The mother responds, “Yes” or “No.” If the mother says yes, Tammy moves forward three baby steps. If the mother says no, Tammy remains where she is.
- Continue to call different children to move forward with baby steps, bunny hops, frog leaps, giant steps, etc. until all children have reached the mother. Once children understand this game, play a variation of it by inviting a child to be the leader, calling him or her by a different family member’s name such as grandfather, sister, uncle, etc.

A Tisket, a Tasket

- Have children stand or sit in a circle and sing (or recite):

**A tisket, a tasket,
A pink and purple basket.
I wrote a letter to my friend,
And put it in my basket.
I dropped it, I dropped it,
I dropped my little basket.
A little boy (girl) picked it up
And put it in his (her) pocket.**

- Select one child to walk behind children in the circle and drop the basket (or whatever you have decided will serve as the basket) behind a child. The child who finds the basket picks it up, leaves the circle, and runs around the circle after the letter writer, who returns to the open spot in the circle left by the finder. The finder then becomes the mail carrier, and the game resumes.

Mail Delivery

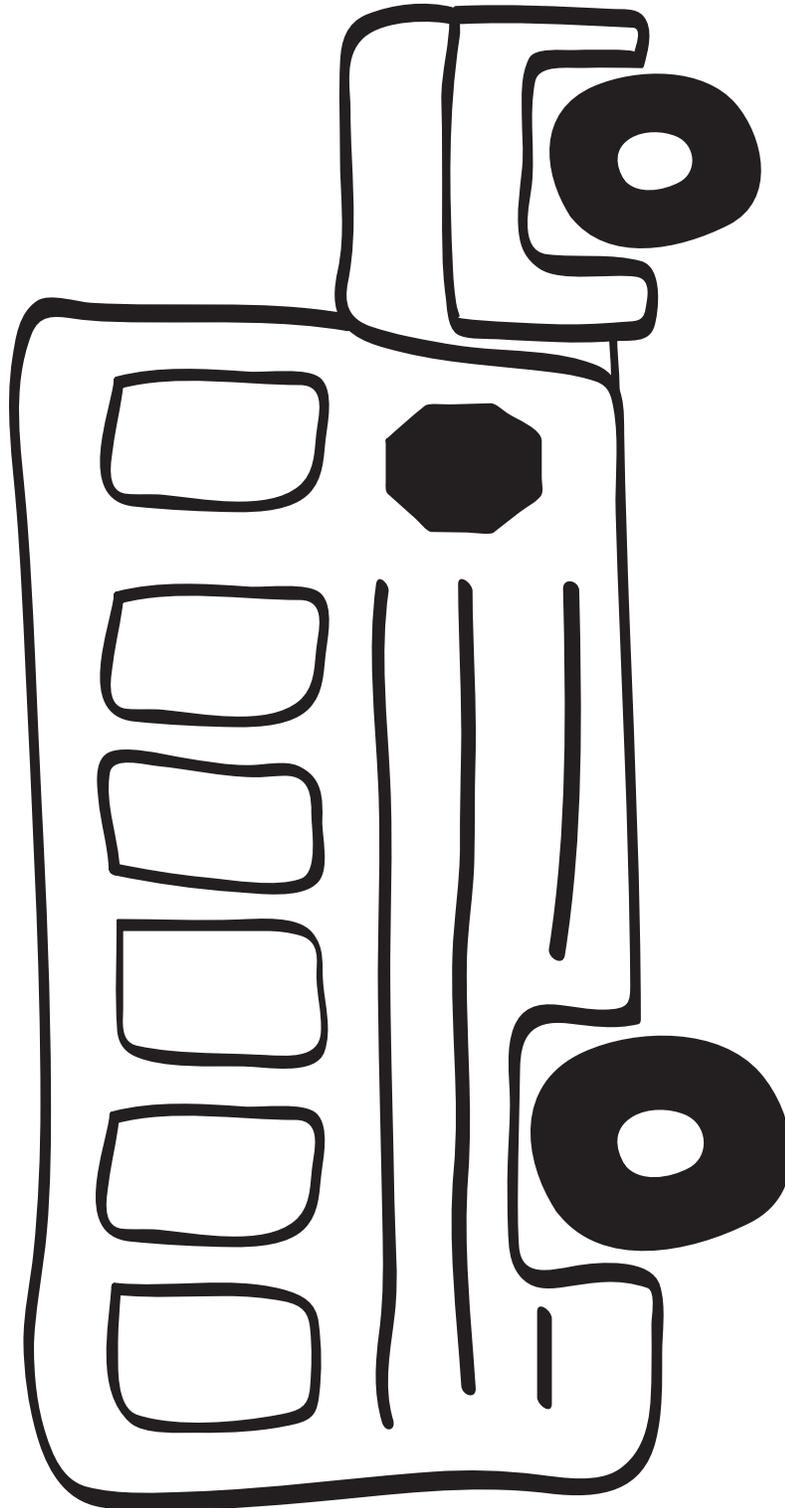
- Have children sit in a large circle with their legs apart or folded. One child has the ball. Pretending that the ball is a letter, he or she says, “I have a letter, and I’m mailing it to (name of a child in circle).” The first child then rolls the ball to the second child, who repeats the phrase and mails the ball to another child in the circle. If the ground is too cold for sitting, invite children to kick or bounce the ball.

This game is played in a fashion similar to Duck, Duck, Goose.

You will need a playground ball for this activity.

Bus Sheet

Copy and cut out, one per partnership.



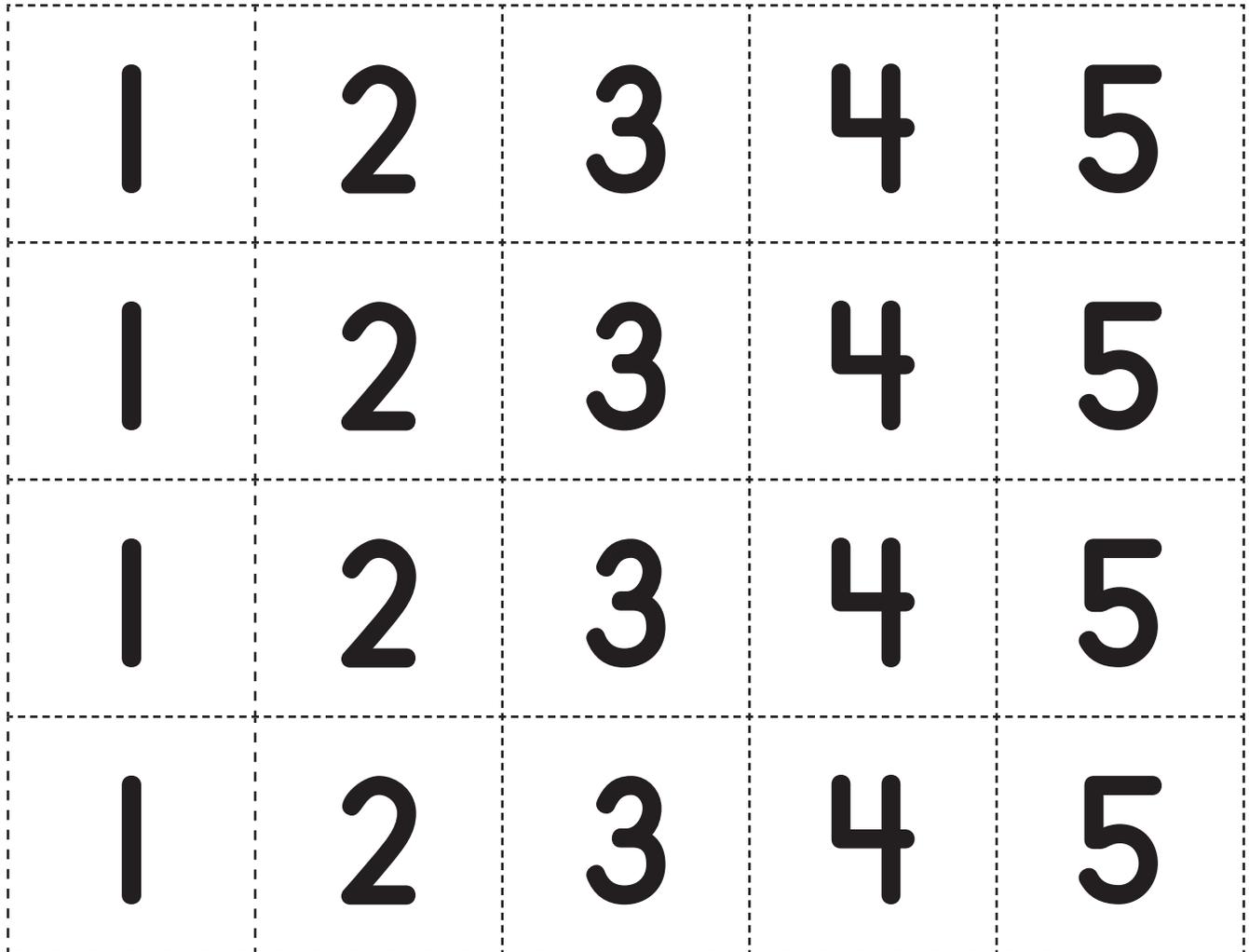
Bear Houses

Make four or five copies.



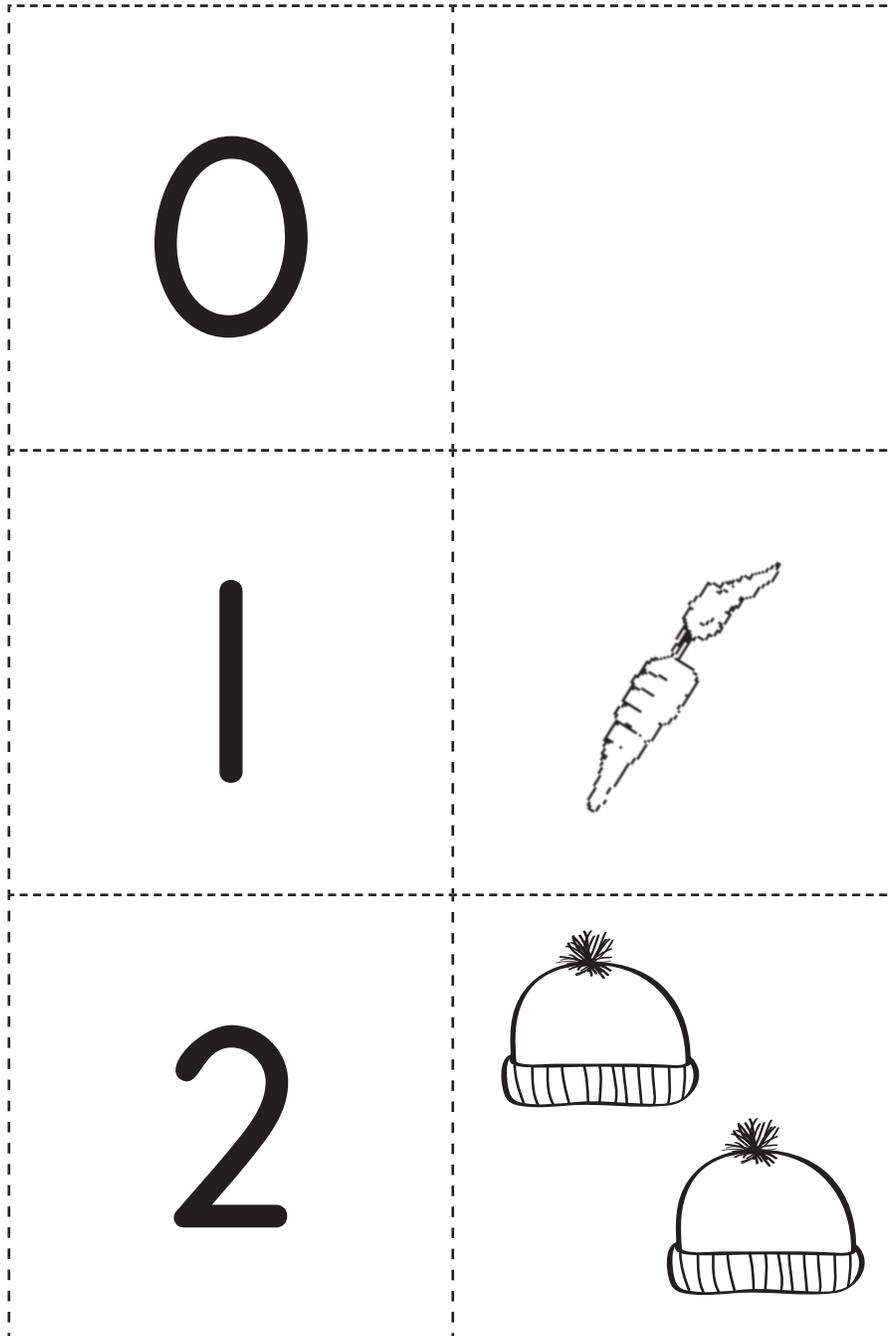
Number Cards

Make one copy of this page and cut out the cards to create five sets of cards.



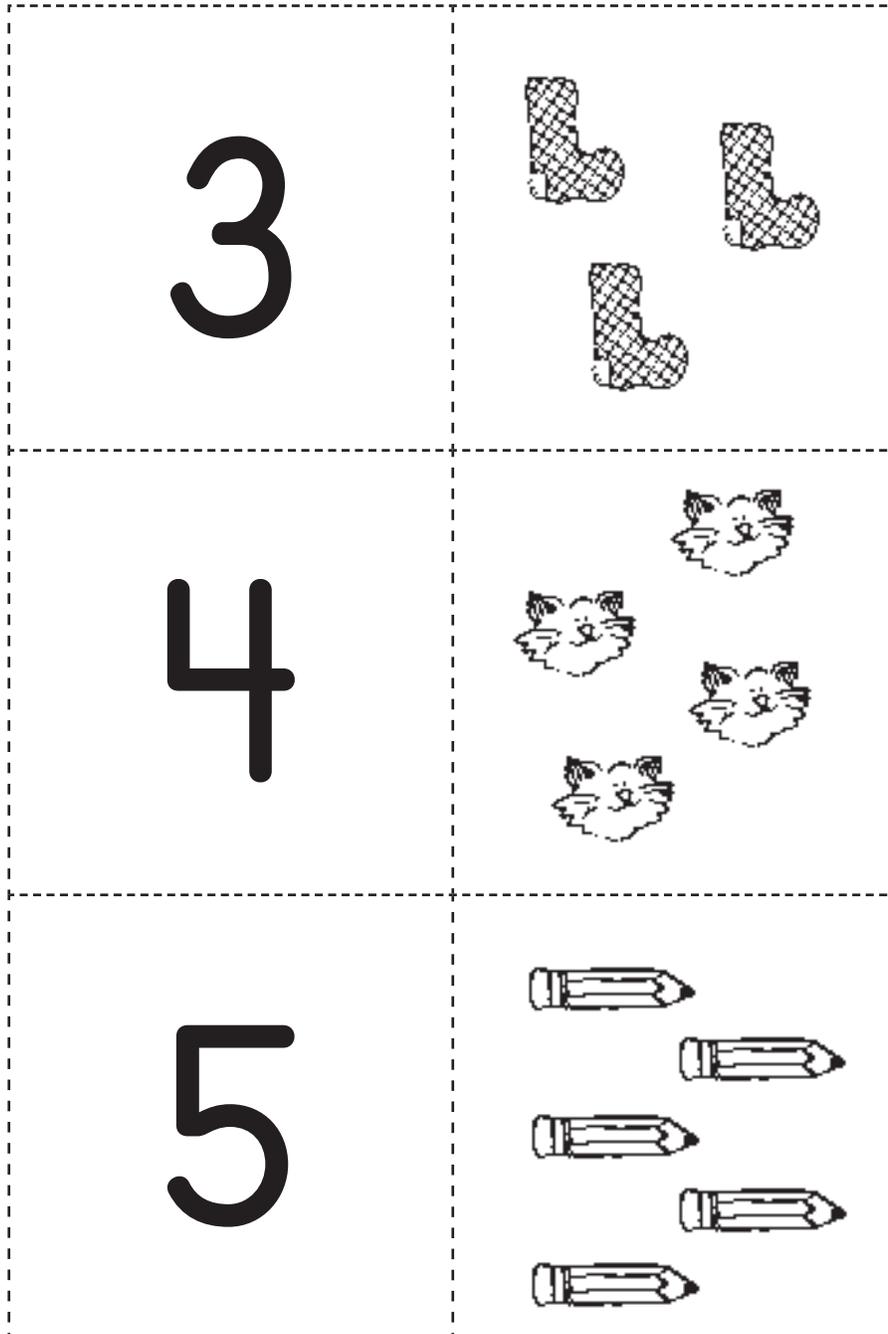
The Match Game

Copy one set per partnership. Cut apart and place one set of numbers and one set of objects in a resealable plastic bag.



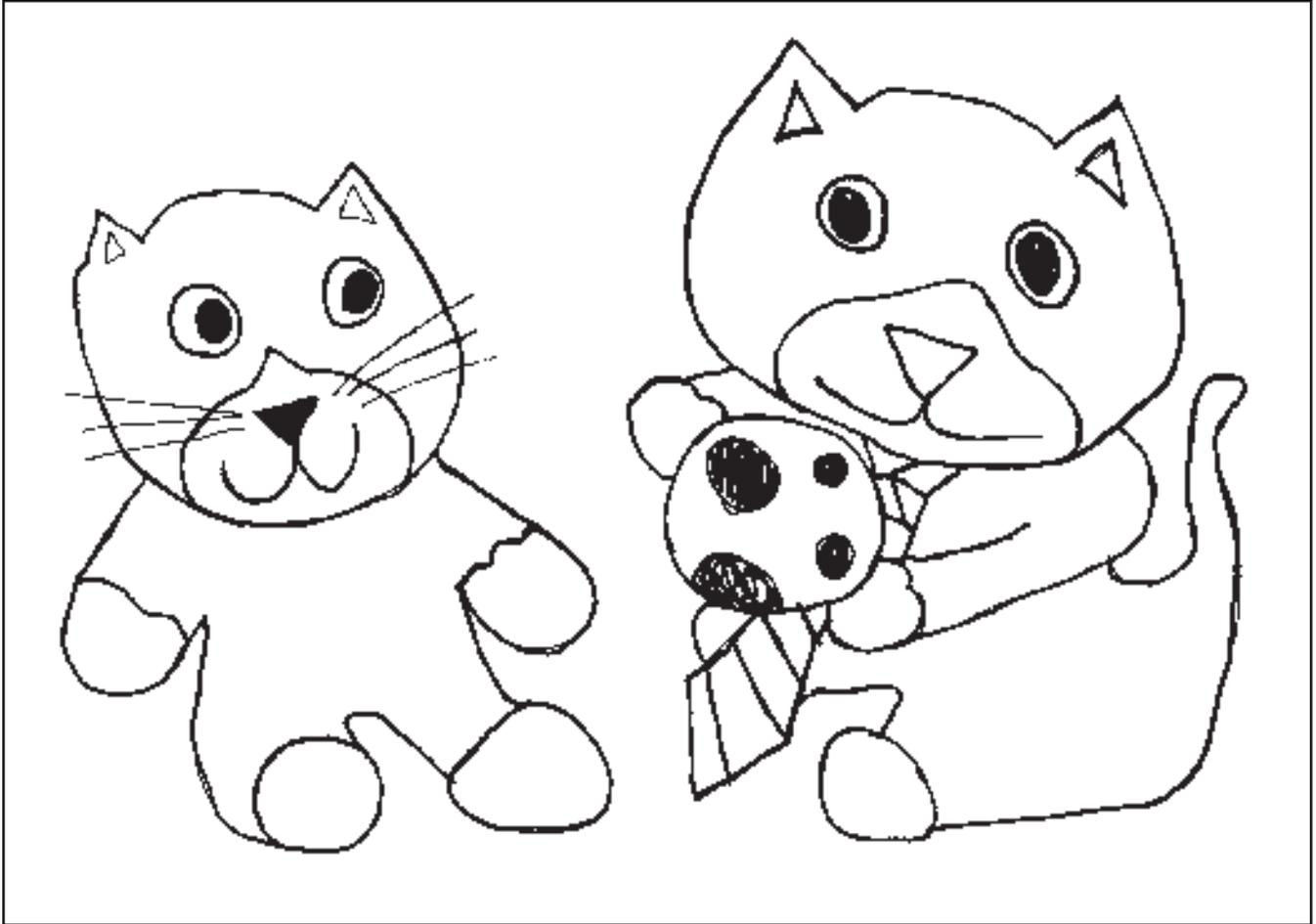
The Match Game

Copy one set per partnership. Cut apart and place one set of numbers and one set of objects in a resealable plastic bag.



Play Ball

Make one copy.



Dear Family,

Our next theme is *Family Matters*. You are an important part of building our classroom community because families are the most important influence on children’s lives. This theme will give children the opportunity to explore roles within families and to develop language about families.

We will focus on:

- being part of a family,
- different kinds of families,
- the special name and role of each family member,
- extended family members, and
- the idea that friends can be like family.

Some of the activities designed to address these skills include:

- reading books about families, e.g., *Jonathan and His Mommy*;
- creating family pictures; and
- learning fingerplays, rhymes, and games about families.

How can you support your child’s classroom learning and reinforce the skills at home?

- Look at family photos (if available) with your child.
- Help count the number of people in your home.
- Read a book about families.
- Prepare a favorite family snack.
- Help your child learn the first name of one grandparent.
- Talk about the responsibilities of each person in your family.
- Let your child teach you “This Is My Grandma.”



This Is My Grandma

This is my grandma, kind and dear.
(Hold up forefinger.)

This is my aunt, sitting near.
(Add middle finger.)

This is my mother, smiling at me!
(Add ring finger.)

This is my sister, climbing a tree.
(Add pinkie finger.)

These are the females in my family tree.
(Wiggle all four fingers.)

Estimada familia,

El próximo tema es *Family Matters*. Usted una parte importante de la comunidad de la escuela por la familia es lo más importante y influyente en la vida de un niño. Este tema aprovecha la oportunidad para los niños a explorar los roles en la familia y el vocabulario sobre la familia.

Enfocaremos en:

- ser parte de una familia,
- los varios tipos diferentes de las familias,
- la familia lejana y los parientes, y
- la idea que los amigos pueden ser como familia.

Varias actividades:

- leer libros y cuentos sobre las familias, e.g., *Jonathan and His Mommy*;
- hacer pinturas de la familia; y
- aprender ritmas y juegos sobre las familias.

¿Cómo puede suporta el aprendizaje de la escuela y refuerza las destrezas en casa?

- Mirar a las fotos de la familia, si hay unas.
- Ayudar en el cuento de los miembros de la familia en la casa.
- Leer un libro sobre las familias.
- Preparar una comida favorita de la familia.
- Ayudar a su niño a aprender el nombre de un abuelo.
- Hablar sobre las responsabilidades de cada miembro de la familia.
- Permita que su niño le enseñe "This is my grandma."



Esta es mi abuela

Esta es mi abuela, amable y querida
(Levanta el índice.)

este es mi tía, que está sentado cerca
(Agrega dedo medio.)

esta es mi madre, sonriéndome
(Agrega dedo anular.)

esta es mi hermana, que sube en un árbol
(Agrega dedo meñique.)

estás son las mujeres en mi árbol genealógico
(Menee todos los cuatro dedos.)