

A theme guide for preschool | **Unit 4**

Places and Faces in Communities



Curiosity Corner
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:
Unit 4**

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Table of Contents

Setting the Scene

Standard Graphics Key	iv
<i>Why Places and Faces in Communities?</i>	v
Thematic Concepts and Objectives	vi
Vocabulary	viii
Peek at the Week	x
You Will Need	xiv

Daily Lessons

Day 1	1
Day 2	19
Day 3	33
Day 4	47
Day 5	61
Day 6	73
Day 7	89
Day 8	103
Day 9	117
Day 10	129
Appendix	141

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 *Places and Faces in Communities*?

Young children, still in the egocentric stage of development, learn about the world around them by starting with what they already know and building their knowledge through their expanding experiences. First they learn about their homes, including the people, objects, and activities within them. Gradually, they branch out to a growing knowledge of the world outside their homes by interacting with neighbors and going with family and friends to playgrounds, schools, libraries, and stores. Through continued interaction with others who may live in different neighborhoods and through family trips and school field trips, children's views of the world become less and less egocentric.

With each added experience, children gain skills and knowledge in every area of development. Experiences with new sights and sounds as they travel from home to school and on other excursions from the home help children develop their visual, aural, tactile, and olfactory discrimination skills. Interacting with neighbors, friends, service people, and school personnel helps them develop social skills.

Neighborhoods will be a focus of this theme and will be highlighted in books, rhymes, and activities that expose children to communities that may be similar to or different from their own. As children engage in imaginary play about their homes, businesses, and people in their community who help to keep them safe, they will broaden their awareness of how various members of a community support one another.

You can help children expand their knowledge of the world by guiding them in their awareness of sights, sounds, and activities in their neighborhoods and school and by honoring each child's individual living situation. With *Places and Faces in Communities*, you can help children gain an understanding and appreciation of the uniqueness of each person's life. Enjoy your exploration!

Places and Faces in Communities

thematic concepts

- My neighborhood is where I live.
- Some communities are large, and others are small.
- Communities have places where we can learn and have fun.
- Communities have places where we can buy things.
- Communities have places and people who can help us.
- Communities have people who can help us during emergencies.
- Communities grow and change.
- Signs help us learn our way around communities.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use art materials to decorate the letters “c” and “u.”
- make and decorate fire helmets.
- 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.
- identify and name feelings.

Language/Literacy Domain

Children will:

- learn the meanings of new theme-related vocabulary words.
- turn the pages of a book correctly.
- observe that some words are longer than others.
- count the number of words in a sentence.
- observe that the first letter of a sentence is uppercase.
- observe various letter shapes.
- become familiar with the names, shapes, and sounds of the letters “c” and “u.”
- recite rhymes and sing songs.
- recognize and produce rhyming words.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- explore with writing materials.
- experiment with writing to communicate meaning.

Mathematical Domain

Children will:

- count by rote to 13 and 14.
- identify, copy, extend, and create AABB patterns.
- count 1–5 with one-to-one correspondence.
- identify the month and day on the calendar.

Cognitive Domain

Children will:

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

Interpersonal/Social Domain

Children will:

- identify feelings.
- practice giving “I” Messages about feelings.
- categorize feelings using the Feelings Tree.

Science/Social Studies Domain

Children will:

- observe and document weather conditions.
- observe, predict, experiment, and draw conclusions.
- demonstrate an awareness of the local neighborhood and community.
- begin to demonstrate an awareness of the roles that people play in society.
- recognize some of the businesses found in a 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	
alarm	hospital
ambulance	house
badge	librarian
barbershop	library
bookstore	mailbox
boots	mail carrier
building	map
city	neighbors
clothing store	park
country	playground
crossing guard	police officer
dental office	police station
dentist	post office
doctor	school
drugstore	school bus
firefighter	school bus driver
fire hose	siren
fire hydrant	sporting goods store
fire station	stethoscope
grocery store	stop sign
hair stylist	store
hardware store	teacher
helmet	toy store
home	uniform

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

Wonderful Words	
Day 1	community
Day 2	neighborhood
Day 3	job
Day 4	place
Day 5	buy
Day 6	emergency
Day 7	fire station
Day 8	change
Day 9	fun
Day 10	sign

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

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

Basic Words			
area	finish	key	repeat
ball	fish	learn	safe
bat	grow	leave	save
boy	happy	live	shop
car	hat	map	silly
continue	hay	move	space
cow	healthy	pen	us
different	help	people	where
dog	horse	play	

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
add on
count
continue
finish
pattern

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

Getting Along Together Words
Feelings Tree
happy
mad
sad
scared

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>Uptown</i>	weird	style
<i>My Supermarket Safari</i>	aisle	famous
<i>No Dragons for Tea</i>	agree	flames
<i>The Little House</i>	crowded	hurry

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		Some communities are large, and others are small.	My neighborhood is where I live.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Exploring Letters	Confetti "C"
	Math Lab	Finding Shapes	Finding Shapes
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	A Place I've Visited	A Place I've Visited
	Art Lab	House Painters	House Painters
	Science Lab	Invisible Message	Whose Delivery?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Silent Ball	Boogie Shoes	
 Clues & Questions	Read <i>My Neighborhood</i> to introduce community. Introduce the letter "c."	Identify and describe communities using maps. Review the letter "c."	
 Rhyme Time	"When I Was Young" Rhyme Recognition: Picture Match		
 Getting Along Together		Review feelings; focus on "happy." Give an "I" Message about feeling happy.	
 Plan & Play	Scenario Options: At Home in Your Neighborhood The Library Map-Making Factory Building in the Neighborhood	Scenario Options: Same as day 1 Small-Group Instruction: When I grow up...	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Uptown</i> by Bryan Collier	<i>Uptown</i> Story Retell: Jump right in with repetitive text.	
 Math Moments	Count by rote to 13. AABB Patterns: Body movements	Count by rote to 13. AABB Patterns: Bear counters	
 Question/Reflection	Brain Game: I Spy Compare their communities with those illustrated in <i>Where Do I Live?</i>	Brain Game: I Spy Letter search for "c"	

Day 3	Day 4	Day 5
Communities have places and people who can help us.	Communities have places where we can learn.	Communities have places where we can buy things.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Confetti "C"	Confetti "C"	Confetti "C"
It's a Pattern	It's a Pattern	It's a Pattern
Exploring with Technology	Exploring with Technology	Exploring with Technology
A Place I've Visited	A Place I've Visited	A Place I've Visited
House Painters	House Painters	House Painters
Whose Delivery?	Whose Delivery?	Whose Delivery?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Get Up and Move Your Body	Elmo's Got the Moves	Follow the Leader
Identify and match community helpers and their workplaces. Review the letter "c."	Concepts-of-print book: <i>Community Helpers</i> Review the letter "c."	Identify and describe stores in the community. Review the letter "c."
	"When I Was Young" Rhyme Recognition: Stand Up, Sit Down game	"When I Was Young" Rhyme Production: Make a Rhyme game
Review feelings; focus on "sad." Give an "I" Message about feeling sad.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>My Supermarket Safari</i> by Rebecca Slavin	<i>My Supermarket Safari</i> Story Retell Dramatization	Free-Choice Story Reading: Suggestion – <i>Froggy Goes to the Doctor</i> by Jonathan London
Count by rote to 13. AABB Patterns: With shapes	Count by rote to 13. AABB Patterns: Extending shape patterns	Count by rote to 13. Solve an AABB pattern problem.
Brain Game: I Spy Match community workers and their tools.	Brain Game: I Spy Determine where we learn in the community.	Brain Game: I Spy Reread the concepts-of-print story <i>Community Helpers</i> .

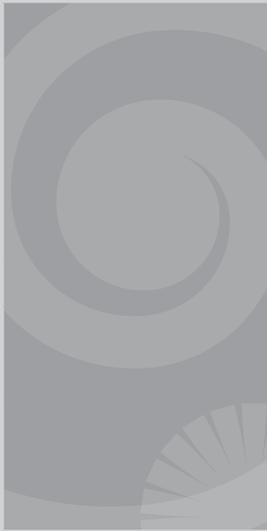
Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Communities have people who can help us during emergencies.	Communities have people who can help us during emergencies.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Upside-Down Umbrella "U"s	Upside-Down Umbrella "U"s
	Math Lab	It's a Pattern	Counting 1–5
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	People in the Neighborhood	People in the Neighborhood
	Art Lab	Helper's Helmet	Helper's Helmet
	Science Lab	Whose Delivery?	Whose Delivery?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Freeze	Animal Movement	
 Clues & Questions	<i>Helpers in Your Neighborhood</i> Identify people in the community who help us. Introduce the letter "u."	Introduce firefighters; identify items found at a fire station. Review the letter "u."	
 Rhyme Time	"Humpty Dumpty" Rhyme Recognition: Picture Match game		
 Getting Along Together		Review feelings; focus on "scared." Give an "I" Message about feeling scared.	
 Plan & Play	Scenario Options: The Library Map-Making Factory Restaurant Fire Station Building in the Neighborhood	Scenario Options: Same as day 6 Small-Group Instruction: Eric Calls For Help 9-1-1	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>No Dragons for Tea</i> by Jean Pendziwol	<i>No Dragons for Tea</i> Story Retell: Dramatize.	
 Math Moments	Count by rote to 14. Counting to 5 with one-to-one correspondence; counting objects	Count by rote to 14. Counting to 5 with one-to-one correspondence; counting and identifying the total of a set of objects	
 Question/Reflection	Brain Game: What's the Magic Word? Identify community members who help in emergencies.	Brain Game: What's the Magic Word? Letter search for "u"	

Day 8	Day 9	Day 10
Communities grow and change.	Communities have places where we can have fun.	Signs help us learn our way around communities.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Upside-Down Umbrella "U"s	Upside-Down Umbrella "U"s	Upside-Down Umbrella "U"s
Counting 1–5	Counting 1–5	Counting 1–5
Exploring with Technology	Exploring with Technology	Exploring with Technology
People in the Neighborhood	People in the Neighborhood	People in the Neighborhood
Helper's Helmet	Helper's Helmet	Helper's Helmet
Whose Delivery?	Whose Delivery?	Whose Delivery?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"Head, Shoulders, Knees, and Toes"	"The Gooney Bird Song"	"Aloha 'Oe"
Learn how communities change. Review the letter "u."	Identify places in the community to have fun. Review the letter "u."	<i>I Read Signs</i> ; create signs. Review the letter "u."
	"Humpty Dumpty" Rhyme Recognition: Jump right in.	"Humpty Dumpty" Rhyme Production: Make a Rhyme game
Introduce the Feelings Tree.		
Scenario Options: Same as day 6 Small-Group Instruction: Eric Calls For Help 9-1-1	Scenario Options: Same as day 6 Small-Group Instruction: Eric Calls For Help 9-1-1	Scenario Options: Same as day 6 Small-Group Instruction: Eric Calls For Help 9-1-1
Interactive Story Reading: <i>The Little House</i> by Virginia Lee Burton	<i>The Little House</i> Story Retell: Retell using illustrations.	Free-Choice Story Reading: Suggestion – <i>Where Do I Live?</i> by Neil Chesnow
Count by rote to 14. Count 1–5 with one-to-one correspondence.	Count by rote to 14. Count 1–5 with one-to-one correspondence.	Count by rote to 14. Use counting with one-to-one correspondence to solve a problem.
Brain Game: What's the Magic Word? In My Town	Brain Game: What's the Magic Word? Reread the concepts-of-print book <i>Community Helpers</i> .	Brain Game: What's the Magic Word? Walk, Don't Walk game with signs

You Will Need

Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> • <i>Uptown</i> by Bryan Collier • <i>My Supermarket Safari</i> by Rebecca Slavin • <i>Froggy Goes to the Doctor</i> by Jonathan London • <i>No Dragons for Tea</i> by Jean E. Pendziwol • <i>The Little House</i> by Virginia Lee Burton • <i>Where Do I Live?</i> by Neil Chesanow 	
	<p>Concepts of Print</p>	
	<ul style="list-style-type: none"> • <i>Community Helpers</i> by Sally Francis Anderson (class set) 	
	<p>Theme Learning</p>	
	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 4 	
	<p>Curiosity Corner Activity Cards for Unit 4</p>	
	<p>Letter Cards</p>	<ul style="list-style-type: none"> • “Cc,” “Dd,” “Mm,” “Oo,” “Ss,” and “Uu”
	<p>Numeral Cards</p>	<ul style="list-style-type: none"> • 2, 3
	<p>Theme Content</p>	<ul style="list-style-type: none"> • Wonderful Word picture cards: “community,” “neighborhood,” “job,” “place,” “buy,” “emergency,” “fire station,” “change,” “fun,” “sign” • Day 3: Around the Community picture cards of workers and tools • Day 5: Stores and Merchandise picture cards
	<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Day 1: car, cow, hay, hat, key, fish • Day 6: ball, bat, dog, boy, pen, horse
	<p>Getting Along Together</p>	<ul style="list-style-type: none"> • Day 2: Feelings faces card for “happy” • Day 3: Feelings faces card for “sad” • Day 7: Feelings faces card for “scared”

	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Day 1: At Home in Your Neighborhood, The Library, Map-Making Factory, Building in the Neighborhood • Day 6: Restaurant, Fire Station
	Rhyme Cards	
	<ul style="list-style-type: none"> • “When I Was Young” and “Humpty Dumpty” 	
	Other Card Sets	
		<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1 • Eric Calls for Help 9-1-1
Posters		
		<ul style="list-style-type: none"> • Feelings Tree poster
General — Used in Every Unit		
		<ul style="list-style-type: none"> • Puppets: Curiosity (cat) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
Other SFAF Items		
		<ul style="list-style-type: none"> • Giant fire truck floor puzzle • Wooden vehicles and traffic signs • Curiosity Corner Unit Record Form for unit 4 (generate with data-tools system) • Counting Bears

Teacher Acquired:

General	
	<ul style="list-style-type: none">• Ball (Move It!, day 1)• Sample map (Clues & Questions, day 2)• Sample library card (Clues & Questions, day 4)• Toy cash register (or picture of one) (Clues & Questions, day 5)• Firefighter's hat (child's) (Clues & Questions, day 6)• Construction paper (Math Moments, days 3–5)• Jump rope, flying disk, or other outside toy (Clues & Questions, day 9)• Small party hat (optional) (Math Moments, day 10)• Napkins, paper plates, plastic forks, paper cups, five or more of each (Math Moments, day 10)• Leaves for the story tree• 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	
	Confetti “C”	<ul style="list-style-type: none"> Letter “C” sheet (appendix), glue sticks, confetti (or small circles from hole punch)
	Upside-Down Umbrella “U”	<ul style="list-style-type: none"> Upside-Down Umbrella “U” sheet (appendix), colored tissue paper cut into small pieces, glue
	Math Lab	
	Finding Shapes	<ul style="list-style-type: none"> Paper circle, square, triangle, and rectangle, three or four of each
	It’s a Pattern	<ul style="list-style-type: none"> Bear counters from Math Moments, day 2, several sets
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> Computers, tablets, listening media, software
	Writing Lab	
	A Place I’ve Visited	<ul style="list-style-type: none"> A variety of writing utensils and paper.
	People in the Neighborhood	<ul style="list-style-type: none"> Magazines
	Art Lab	
	House Painters	<ul style="list-style-type: none"> Easel paper, tempera paint in various colors, milk cartons, small boxes of various shapes
	Helper’s Helmet	<ul style="list-style-type: none"> Fire helmet patterns (appendix), badge pattern (appendix), scissors
	Science Lab	
	Invisible Message	<ul style="list-style-type: none"> Lemons, plain white paper, heat source (See unit 3.)
	Whose Delivery?	<ul style="list-style-type: none"> Packages for various members of a community (See To Be Prepared, day 2.)
	Puzzles & Games Lab	
	Free Exploration	<ul style="list-style-type: none"> Fire truck floor puzzle
	Teacher’s Choice	<ul style="list-style-type: none"> Classroom puzzles and/or games
	Fire Station/Not Fire Station	<ul style="list-style-type: none"> Fire station and not fire station cards (appendix)
	Which Store?	<ul style="list-style-type: none"> CC Activity Cards: Stores and Merchandise set

Plan & Play		
Scenario	Suggested Classroom Space	Ideas for Props
At Home in Your Neighborhood	Housekeeping area	
Building in Your Neighborhood	Blocks area	<ul style="list-style-type: none"> • Blocks, toy dump trucks and bulldozers, wooden people or other dolls, toy cars, construction hats
The Library	Classroom Library Lab	<ul style="list-style-type: none"> • Library cards (unit 1 appendix), something children can pretend is a scanner for library cards, clipboard with paper and pencils or crayons for librarians to record checked-out books, box or basket for placing books that need to be reshelved, beanbag or other comfortable chair so the librarian can conduct story time
Map-Making Factory	Writing area	<ul style="list-style-type: none"> • Large sheets of paper, markers, crayons, local and world maps, Welcome to Curiosityville! sheets (appendix)
Fire Station	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
Restaurant	Housekeeping or other area near a table and chairs	<ul style="list-style-type: none"> • Materials to create menus, wipe-off board for advertising specials, aprons, cooking utensils (e.g., spatula, wooden mixing spoons, etc.), cardboard box to use as an oven

Note: This unit offers many options for Plan & Play scenarios. You may wish to add or substitute your own scenario instead of using all the suggestions above. Examples of other scenarios include post office, police station, hair salon, or any type of store. The possibilities are endless!

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	
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Uptown</i>. Page 1 begins, “Uptown is a caterpillar.”
Day 2	
G,R,&W	<ul style="list-style-type: none"> Create confetti by collecting tiny paper circles from the hole punch. Duplicate the letter “C” pattern, one per child (appendix). Create packages for delivery to various members of the community by placing items associated with various occupations, such as teacher, neighbor, firefighter, and baker (e.g., a box containing several pieces of mail, a box with paper, pencils, crayons, and books, a box with a small piece of garden hose (or a picture of a hose), a badge, a fire helmet).
Q/R	<ul style="list-style-type: none"> Duplicate the theme introduction letter. Duplicate the Learning Lab Facilitation Guide
C&Q	<ul style="list-style-type: none"> Place a map inside Curiosity’s house. Duplicate the Welcome to Curiosityville!—Now sheet (appendix), one per partnership.
MM	<ul style="list-style-type: none"> Place twelve counting bears (two colors, six of each color) in a resealable plastic bag, one per partnership.
Day 3	
MM	<ul style="list-style-type: none"> Prepare six circles and six squares in the same size and color; make them large enough to use for demonstration. Cut out circles and squares in the same size and color. Place six of each shape in resealable bags, one per partnership.
Day 4	
MM	<ul style="list-style-type: none"> Prepare six triangles and six rectangles in the same size and color; make them large enough to use for demonstration. Cut out triangles and rectangles in the same size and color. Place six of each shape in resealable bags, one per partnership.
Day 5	
MM	<ul style="list-style-type: none"> Create shapes with colored paper for modeling: six blue squares, six yellow circles, six red rectangles, six green triangles.
Day 6	
G,R,&W	<ul style="list-style-type: none"> Duplicate the pattern for a fire helmet (appendix) on 12 x 18” paper (optional: red construction paper). Cut aluminum foil into approximately 5” squares, one per child. Cut heavy paper into the shape of a fire shield (appendix).
MM	<ul style="list-style-type: none"> Create bags of one to five objects for counting, enough for one bag per partnership.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>No Dragons for Tea</i>. Page 2 begins, “One warm, sunny day....”

Day 7	
G,R,&W	<ul style="list-style-type: none"> • Copy the letter “u” sheet (appendix). • Cut several sheets of colored tissue paper into small pieces.
C&Q	<ul style="list-style-type: none"> • Duplicate and cut apart the Fire Station/Not Fire Station Equipment pictures (appendix), one set per partnership.
MM	<ul style="list-style-type: none"> • Duplicate the Number Cards sheet (appendix), one set of numbers per partnership. Add a set of number cards to the bags of objects from Math Moments, day 3.
Day 8	
C&Q	<ul style="list-style-type: none"> • Duplicate the Welcome to Curiosityville!—Now sheet (appendix), and the Welcome to Curiosityville!—Long Ago sheet (appendix), one of each version per partnership.
GAT	<ul style="list-style-type: none"> • Duplicate and cut out the Feelings Tree leaves, two sets (appendix).
STaR	<ul style="list-style-type: none"> • Renumber the book so page numbers are easy to reference. Page 1 begins “Once upon a time....”
MM	<ul style="list-style-type: none"> • Duplicate the Counting Community Helpers sheet (appendix). Make enough copies to prepare one bag per partnership, with one to five helpers in each bag.
Day 9	
C&Q	<ul style="list-style-type: none"> • Cut out or print several pictures of children having fun in school, on a playground, or other familiar community location. • Duplicate and cut apart the Fun Places in the Community sheet (appendix). Make enough for one picture per partnership.
MM	<ul style="list-style-type: none"> • Place one to five objects in resealable plastic bags, one bag per partnership.
Day 10	
	<ul style="list-style-type: none"> • No materials to be prepared

Day 1 | Ready, Set

Focus

Some communities are large, and others are small.

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 • Paw print chips • Cool Kid stamp • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 4
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • 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. • Learning Labs Facilitation Guide (appendix)
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Name cards for partner assignments • Classroom jobs chart and name cards • Calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • Ball
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Trade book: <i>My Neighborhood</i> by Susan Ring • CC Activity Card: Wonderful Word picture card for "community" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Cc," "Dd," and "Oo"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme card for "When I Was Young" (optional) • CC Activity Cards: car, cow, hay, hat, key, fish
<p>Plan & Play</p>	<ul style="list-style-type: none"> • Wonder Box for prop creation • CC Activity Cards: Scenario cards for At Home in Your Neighborhood, The Library, Map-Making Factory, and Building in the Neighborhood • Colored clothespins • Paper and crayons or pencils for writing play plans
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>Uptown</i> by Bryan Collier • Leaf for story tree

Materials	
Math Moments	<ul style="list-style-type: none">• No materials needed
Question/Reflection	<ul style="list-style-type: none">• Trade book: <i>Where Do I Live?</i> by Neil Chesnow• Cool Kid certificate and marker• Celebration jar• Theme introduction letter for unit 4 (appendix)• Home Link show for unit 4• Read & Respond bookmarks• Home Link animal stamp: chick

Day 1

Greetings, Readings, & Writings

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

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Include new books related to neighborhoods and communities.

Letter Lab: Exploring Letters

- Place a set of plastic letters, letter cards, or other letter manipulatives in the lab for children to explore and manipulate.

Math Lab: Finding Shapes

- Use all four shapes introduced in unit 3 for children to search for matching shapes in the classroom.

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: A Place I’ve Visited

- Encourage children to draw or write about a place that they have visited in their community.

If there are children in your class who are homeless and living in shelters or other temporary accommodations, focus on the types of buildings found in a neighborhood rather than talking about their homes.

Art Lab: House Painters

- Invite children to use available materials to paint pictures of their homes.
- Point out milk cartons and small boxes of various shapes for children to paint buildings that they can use to create a neighborhood.
- Engage children in conversation about the pictures of their homes and/or the box buildings they decorate.

Science Lab: Invisible Message

- Provide materials to continue experimenting with the invisible ink from unit 3.

Puzzles & Games Lab: Free Exploration

- Provide puzzles and games that reflect neighborhoods, communities, and the activities that take place in them. Include small block sets with traffic signs, etc. for children to arrange in neighborhood scenes.
- Invite children to assemble the fire truck floor puzzle.



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.**

- Then sing “The More We Get Together” or another gathering song to prompt children to 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

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

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



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE

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

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

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

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

Weather

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

Cool Kid

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



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

Move It!

- Invite children to form a circle. Explain how to play Silent Ball.

Today we will play a game called Silent Ball. To play Silent Ball, you have to be very quiet. We will all stand in a circle. I will gently toss the ball to a quiet friend in our circle. That friend will then quietly pass the ball to another friend.

- Allow children to play Silent Ball for several minutes.



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

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



Clues & Questions

Theme-related word(s):

community*
house
school
building
city
country

Basic word(s):

where
live



Curiosity's Clues

- Bring out Curiosity and the book *My Neighborhood* by Susan Ring.

Curiosity has been reading this book, and she wants to share it with us. The title of the book gives a clue about what we will learn today. The title is *My Neighborhood*. T-P-S: What ideas does the title of the book give you about what we'll learn? We will learn about neighborhoods, the places where people live and work.

T-P-S: What do you see on the cover of the book? *A boy wearing a backpack. Where do you think this little boy might be going? To school. I think you are right! This boy looks like he is on his way to school, and a school is part of a neighborhood.*

Let's read the story to find out more about his neighborhood.

Learning with Curiosity

- Read the book to children, pointing out the different parts of the boy's neighborhood.
- After reading the story, use Think-Pair-Share to ask questions such as the following that will help children recognize parts of a neighborhood.
 - What are some of the places we see in the boy's neighborhood?
 - What did you see that is the same as something we see where we live?
 - What do you see in this neighborhood that we don't see in our neighborhood?
- Introduce the concept of a community.

Neighborhoods are parts of a community. A community is a place where people live. A community with lots and lots of people is called a city. Communities with a medium number of people are called towns. Some people live in communities with very few people in them. We say they live in the country.

Neighborhoods in a city, a town, or in the country can look very different from one another. Let's watch this video about a city boy who visits his friend who lives in the country.



- Play the video, "City Kid Visits Country Kid."
- T-P-S: **What things did you see in the city neighborhood?** *Tall buildings, apartment homes, a basketball court, the subway.*
- T-P-S: **What things did you see in the country?** *Lots of trees and grass, houses, barns, a lake, lots of bugs.*

Wonderful Word

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

Our Wonderful Word today is “community.” A community is a place where many people live and work. A community has places for people who live there to learn, play, shop, and work. Our school is part of our community.



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

Letter Links

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

Display the letter cards for “Cc,” “Dd,” and “Oo.” **We have a new letter this week. The letter is in our message today. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell what it is!**

My uppercase and lowercase letter shapes look the same.

My uppercase and lowercase letter shapes are made of curvy lines.

My curvy lines are open, not closed like a circle.



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

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

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

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



- Reinforce the sound and shape of the letter “c” by showing “The ‘C’ Limerick” video.



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

It’s Time for a Rhyme

Penny, nickel, dime,

It’s time for a rhyme.

We know words that sound the same,

Now it’s time to play our game.

Rhyme Time

Say the Rhyme

- Introduce the new poem.

Today we will begin to learn a new poem about places people live. It’s called “When I Was Young.” If you listen carefully when we say this poem, you will hear words that rhyme, or end with the same sound.

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



When I Was Young

When I was young, I lived in the city, (Hold hand out, palm down in front of you to show short height.)

Where the lights from the buildings at night were so pretty. (Shield eyes as if peering at something, and make an amazed face.)

There was so much to do, and so much to see, (Jog in place.)

I thought it was just the best place for me. (Raise arms over head, and extend hands.)

We moved to the country—that’s where I live now, (Hitch thumbs under your arms as if wearing overalls.)

My new pet is Henry, and he is a cow. (Put hands around mouth, and say, “Mooooo!”)

I see stars in the night sky and flowers by day, (Shield eyes, and look around.)

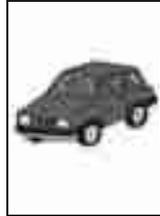
The country is also a great place to play. (Hop quietly, and clap once.)

Develop Phonological Awareness—Rhyme Recognition

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

Which word rhymes with “see”? “Me.” See, me. They both have /ē/ at the end. Which word rhymes with “day”? “Play.” Day, play. They both end with /ā/.

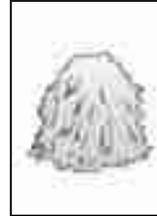
- Lead the Picture Match game. Show the first set of pictures. Point to and name each picture.



car



cow



hay



WGR: Which word rhymes with “day” and “play”: “car,” “cow,” or “hay”?
“Hay.”

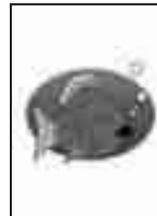
- Use My Turn, Your Turn to have children say “hay,” “day,” and “play.” Encourage them to think about how their mouths feel the same as they say the end of each word.
- Repeat the process with the second set of picture cards. Have children identify which pictured word rhymes with the words “see” and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



hat



key



fish



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



Plan & Play

Scenario Introduction

- Briefly explain the scenarios that are available for children to choose from this week. Show children where each scenario can take place. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario.

At Home in Your Neighborhood: Show the housekeeping area. **In this area, you can pretend that this is where you live. Your friends can be your family members or visitors. Maybe you will cook something, clean your house, or play a game.**

Building in the Neighborhood: Show the blocks area. **Some of you might want to pretend that you are building houses or buildings in the construction zone. Maybe you will build a neighborhood.**

The Library: Show the classroom library area. **We can pretend that this is a public library. Maybe you will be someone who works at the library, a librarian. Or maybe you will be a guest at the library looking for a book to read.**

Map-Making Factory: Show the writing and art areas. **This morning, these areas were our Writing and Art Labs. For Plan & Play this week, you can pretend that this is the map-making factory. Maybe you will imagine that you are a mapmaker, creating maps of neighborhoods. You can use pretend writing for your maps.**

Scenario Selection

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

Plan

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

Play

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

Coaching

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

EXAMPLES

At Home in Your Neighborhood: Pretend to ring a doorbell or knock on the door. When children answer, say, **Hello! I am from the bakery down the street. I smelled something wonderful coming from your house. Could I try some of the food you are cooking?** Point to muffins made of crumpled paper. **Wow, these look delicious! May I taste one?**

Building in the Neighborhood: **Hi there. I am from the Department of City Works. I'd like to look around at the neighborhood you are building. Can you tell me a little about this building project?** Consider carrying a notepad and pencil to scribble notes as children tell you about their project.

The Library: Hold up a book. **Excuse me, I would like to check out this book.** Point to a toilet paper roll that children are using to scan the books. **Can you please scan it for me?**

Map-Making Factory: **Hello. I am looking for a map to use for my trip. Could you help me find a map I could use?**



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):

weird

style

Uptown

Author and illustrator: Bryan Collier

A young boy gives his interpretation of Harlem as he takes readers on a tour of his uptown neighborhood.

Interactive Story Reading

Before Reading

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

The title of our story today is *Uptown*. That's the name of the story. The author and illustrator is Bryan Collier. He wrote the words and drew the pictures for this story.

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



Look at the front cover of this book. T-P-S: Where do you think this young boy is?

Let's see if the title gives a clue about what the story will be about. The title is *Uptown*. T-P-S: When you hear the title of the story and look at the illustration, what ideas do you have about what the story will be about? Our book is set in New York City, the largest city in the United States. The title tells us that this book is about uptown New York City, also known as Harlem.

Let's read the book together to find out more about Harlem.

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 1: T-P-S: **What does the boy see from his window?**
 - Page 5: **The houses uptown are made from brown stone and are attached to one another. Many families in New York City live in houses like these.**
 - Page 12: T-P-S: **Why do men go to a barbershop? Men go to a barbershop to get their hair cut, but at this uptown barbershop, the people go there to visit too.**
 - Page 19: T-P-S: **Why do you think the boy in the story says that the buildings look all dressed up?**
 - Page 28: **The boy in the story says that Harlem is his world, his home. T-P-S: Do you think he likes living in Harlem? How can you tell?**

After Reading

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

T-P-S: What part of this Harlem neighborhood do you like best? Why?

The boy in this story says chicken and waffles is a weird combination.

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

People usually eat waffles for breakfast and chicken for dinner. So eating them together seems strange.

T-P-S: Why do the boy and his father go into the barbershop? The boy says the barbershop is a place where talking about a ball game can be more important than the style of haircut you want. The style is the way you want your hair to be cut. T-P-S: What style of haircut does the boy have?

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



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

When I’m Doing Math

When I’m doing math,

I wonder what I’ll see.

Lots of things for counting,

1, 2, 3.



Math Moments

Math word(s):

pattern

Basic word(s):

repeat



Count with Curiosity

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

We’ve been counting to 12. WGR: What number comes after 12? That’s right! Thirteen comes after 12. This week we will count to 13.



- Invite children to count with Curiosity as you play the “Count with Curiosity: 1–13” video.

Active Instruction



- Bring Curiosity to the group.
- Review ABAB patterns using body movements.

We have been talking about patterns. Listen to this pattern. Do at least two repetitions of a finger snap-knee slap-finger snap-knee slap pattern. T-P-S: **What pattern did I do? That's right. I did a snap-slap-snap-slap pattern.**

- Introduce AABB patterns.

Today we will do patterns that are a little different from the ones we have been doing. To help us learn about these new patterns, Curiosity wants to play a copying game.

Let's see what Curiosity wants us to do. Have Curiosity pretend to whisper into your ear. **Watch to see what Curiosity wants you to copy.** Do two repetitions of a clap-clap-stomp-stomp pattern. **Now you copy me!** Children should repeat the pattern. **Great job!**

T-P-S: **What is the pattern we just did? Yes, we did a clap-clap-stomp-stomp pattern. We did two claps and then two stomps.**

Let's see what Curiosity wants us to copy now. Have Curiosity pretend to whisper in your ear. Pat your head two times, and then hop twice. Repeat the sequence so children will recognize the repetition. **Now you copy me!**

T-P-S: **What pattern did we do? That's right! We did a pat-pat-hop-hop pattern. We patted our head two times and then hopped two times. We can repeat the pattern over and over.**

We will do more patterns just like that one today.

Partner Practice

- Invite partnerships to think of their own AABB patterns to share with the class. Remind them that in this pattern, they will do one action two times and then a different action two times. Tell them to repeat the sequence so it is a pattern.

Now it's your turn. When Curiosity made her patterns, she did one thing two times, and then she did something else two times. You and your partner will each think of an action, such as clapping, hopping, or stomping, to do in your patterns. Then you will do each action two times. To make it a pattern, you will repeat the actions.



- Use the sharing sticks to select children to show their patterns. Encourage them to use words to describe the patterns.
- Award paw points in recognition of thoughtful responses.
- Reinforce the concept of patterns by showing the "AABB Patterns: Community Helpers" video.



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

Brain Game: I Spy!

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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that “community” is another word for neighborhood. It is a place where people live and work. Some communities are large, and some communities are small.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “community.” Remember that a community is the place where people live and work. T-P-S: When did we hear the word “community” today?



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

Theme Learning Extension

- Use the book *Where Do I Live?* by Neil Chesnow to show how communities start small and local, and grow to be large and global.
- Show the pictures, and read the book as time allows.
- Discuss with children the similarities and differences between the communities pictured in the book and their own communities.

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 this unit's 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

My neighborhood is where I live.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter “c” sheet (appendix), glue sticks, confetti • Science Lab: Several boxes containing items for various recipients in a community
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"> • Sample map • Welcome to Curiosityville!—Now sheet, one per partnership (appendix) • CC Activity Cards: Wonderful Word picture card for “neighborhood” • CC Activity Cards: Letter card for “Cc”
Getting Along Together	<ul style="list-style-type: none"> • CC Activity Cards: Feelings faces card for “happy”
Plan & Play	<ul style="list-style-type: none"> • No additional materials needed
STaR	<ul style="list-style-type: none"> • Trade book: <i>Uptown</i> by Bryan Collier
Math Moments	<ul style="list-style-type: none"> • Bag of counting bears, one per partnership
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Home Link animal stamp: dog

Day 2

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Confetti "C"

- Encourage children to use confetti (or other material) to decorate the letter "c," reinforcing the /k/ sound in the word "confetti" and other words that begin with the /k/ sound.
- Define "confetti" as pieces of colored paper that people use at celebrations.

Math Lab: Finding Shapes

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I've Visited

- Same as day 1

Art Lab: House Painters

- Same as day 1

Science Lab: Whose Delivery?

- Invite children to use their observation skills to determine the recipient of each package in the lab. Use a Think Aloud to model how to determine to whom a delivery belongs.

I wonder whom in our community this package is for. There are crayons, books, pencils, and paper in this box. Who in our community uses these things? I know we use these things in school. I think this package goes to the school (the teacher).

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: What two community helpers made a pattern in last night's math video? *The firefighter and doctor made a pattern.*

- 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.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



- Explain how to play the Boogie Shoes game.

Today we will play a game called Boogie Shoes. We will all lie down and pretend to sleep. I will sing a little song that goes, “Fast asleep, fast asleep, woke up with my boogie shoes!” Then we will get up and boogie.

- Remind children to lie down after you hold up your hand to indicate that they should stop moving.
- Play several times, changing the shoes to jumping shoes, skipping shoes, etc.



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
map
hospital
police station
store
neighborhood*

Curiosity's Clues

- Present Curiosity and her bag.

Teacher: **Curiosity, do you have a clue for us about what we will learn today?**

Curiosity: **Yes, I do. I will tell you the clues, and you can guess.**

- Have Curiosity give the clues, pausing between each one to give children time to think about them.

It is something you can use when you want to know how to get somewhere.

It has pictures of roads on it.

It may have pictures of things in the neighborhood such as a school or a park.

Sometimes this is made out of paper.

Sometimes you can see it on a computer.

It begins with the /m/ sound and rhymes with “tap.”

T-P-S: **What is it?** *A map.*



Learning with Curiosity

- Confirm that children will learn about maps today.
- Provide each partnership with a copy of the map of Curiosity's community, Welcome to Curiosityville! Explain that a community can include houses, schools, stores, fire stations, police stations, and hospitals. Some maps show these places on them.

This is a map of the community where Curiosity lives. What places where people can learn do you see on the map? School, library. What places where people can have fun do you see? What places on the map have people who can help in an emergency?

- Compare and contrast the neighborhood on the map with the neighborhoods that children live in.

T-P-S: **How is Curiosityville like our community? How is it different from ours?**



- Play the “Map Maker” video.



Wonderful Word

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

Our Wonderful Word today is “neighborhood.” A neighborhood is the place where people live. Yesterday we learned that a community is a place where many people live. There can be many neighborhoods in one community. A neighborhood is a part of a community.



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

Daily Message

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

Our neighborhood is part of our community.

- Point out that some of the words in the Daily Message are long words, and some are short words.

Letter Links

- Have Curiosity show the letter card for “c.”
- 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 “c” by showing “Consonant Sound-C-at Cat” video.



Have children stand and recite “When I Was Young” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
happy



Active Instruction

- Show the “Kids Feeling Happy” video to introduce the topic of feeling happy.
- Invite children to identify what makes the children in the video happy.

What were some things that made the children in the video happy? *Some things that made them happy were summer, the beach, bagels, scooters on the playground, and a hug from a friend.*



- 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.
- Show the happy card from the Feelings Faces card set.



T-P-S: How do you know that someone is happy? What do people do when they are feeling happy? *Smile or laugh, jump up and down, give hugs or high fives.*

People show that they are happy in many different ways. A smile is the way most people show that they are happy. People living all over the world smile when they are happy. Even new babies smile when they are happy! Let me see all of your smiles!

Partner Practice

- Use an “I” Message to share things that make you feel happy.

I want everyone to think about something that makes you feel happy. I will tell you something that makes me happy; I feel happy when ____.

Tell children something that makes you feel happy, such as playing with your dog, reading your favorite book, or talking with friends. Be sure to explain why it makes you happy.

- Have children share something that makes them feel happy.

Now it’s your turn. Think of something that makes you feel happy. Is there an activity you like to do that makes you feel happy? Is there someone you like to spend time with who makes you happy? Think quietly to yourself. Allow children time to think. **Now take turns sharing with a partner.** Give children the sentence starter “**I feel happy when ____.**”



- 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.



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.

When I Grow Up...

Facilitate discussion with children about what kinds of jobs they would like to have when they grow up and why.



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):

weird

style

Uptown

Author and illustrator: Bryan Collier

Review

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

We read this story yesterday. The title of our story is *Uptown*. That’s the name of the story. Bryan Collier is the author and illustrator of this story. He wrote the words and made the pictures.

- Review the story vocabulary introduced yesterday.

We heard the word “weird” in the story yesterday. The boy thought it was weird to eat waffles and chicken at the same meal. T-P-S: What is something that you think is weird?

The boy went to the barbershop, where people were waiting for the barber to cut their hair. They tell the barber the style they want. T-P-S: What style of haircut do you like?

Story Retell

- Hold up the story *Uptown*, and tell children that they will help you tell the story today. Read pages 1–3 to review the repetitive text “Uptown is.”

T-P-S: What did you hear me say when I started to read each page? You heard me say, “Uptown is....” Every page of this story starts with the words “Uptown is....” Today when I turn the page to read the next part of the story, you will help me read the words “Uptown is,” and then I will read the rest of the page.

- As you turn each page in the story, pause for children to jump right in with the phrase “Uptown is.”
- Conclude this activity by having children tell what they like about *Uptown*.



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



Math Moments

Count with Curiosity



- Invite children to count with Curiosity as you play the “Count with Curiosity: 1–13” video.

Active Instruction

- Bring Curiosity to the group.

Curiosity wants to play a pattern game with us. Let’s see what Curiosity wants us to do. Have Curiosity pretend to whisper into your ear. **Curiosity wants two boys and two girls to come up.** Arrange the children into a boy-boy-girl-girl pattern. **This pattern is boy, boy, girl, girl. Who should come next? Boy, boy. That’s right!** Invite two more boys and two more girls to continue the pattern.

- Repeat this activity with different patterns, such as shirt color, several times. Invite children to come up with their own patterns for the class to copy.

Partner Practice

- Distribute the baggies with sets of counting bears. Have partnerships use the counting bears to practice making AABB patterns.
- Have children come back together to share the patterns they created. Award paw points for thoughtful responses.
- Reinforce the concept of patterns by playing the “AABB Patterns: Community Vehicles” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that our neighborhood is where we live.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “neighborhood.” Remember that a neighborhood is a place where people live. T-P-S: When did we hear the word “neighborhood” 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 “c.” Play “The C Limerick” video.
- Encourage children to find things in the classroom that begin with the /c/ 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 /c/ sound.

- Allow children to walk around the room and look for objects that begin with /c/. If they find one, they should stop in front of the object and raise their hand. If a child finds an object that begins with a soft /c/ (like a circle), acknowledge that the object has a “c” at the beginning of the word, but the “c” makes the /s/ sound.

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 children join hands to form a circle. Sing the "I'll Miss You" song.

Day 3 | Ready, Set

Focus

Communities have places and people who can help us.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>Uptown</i> by Bryan Collier Math Lab: Bear counters from Math Moments, day 2, three or four sets
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: Around the Community cards for workers and workplaces CC Activity Cards: Wonderful Word picture card for "job" CC Activity Cards: Letter card for "Cc"
Getting Along Together	<ul style="list-style-type: none"> CC Activity Cards: Feelings faces card for "sad"
Plan & Play	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> SFAF book: <i>My Supermarket Safari</i> by Rebecca Slavin Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Paper circles, six Paper squares, six Bags with six paper circles and six paper squares, one per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Around the Community cards for workers and tools Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The Town Mouse and the Country Mouse* to the lab. Invite children to retell the story using the illustrations. Encourage children to use the STaR vocabulary as they retell the story.

Letter Lab: Confetti "C"

- Same as day 2

Math Lab: It's a Pattern

- Invite children to use the bear counters from Math Moments on day 2 to create AABB patterns. Model making the pattern red bear, red bear, blue bear, blue bear, and encourage children to copy and/or repeat the pattern.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I've Visited

- Same as day 1

Art Lab: House Painters

- Same as day 1

Science Lab: Whose Delivery?

- Same as day 2

Puzzles & Games Lab: Free Exploration

- Same as day 2



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: What is one thing that you saw in last night's video that told you that this was a neighborhood? *A park, a hat store, a banana store, a deli, and an eyeglass store.*

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



Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

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

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



- 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):

neighbors
job*

Basic word(s):

help
people

Curiosity’s Clues

- Present Curiosity and her bag containing Around the Community picture cards for “doctor” and “hospital.”

Curiosity has something in her bag to give us an idea of what we will learn about today.

Teacher: **Can you give us a clue about what you have in your bag, Curiosity?**

Curiosity: **Well, it's a picture of a person.**

Teacher: **Ah, so it's a picture of a person. Can you please give us another clue?**

Curiosity: **This person helps me when I am sick.**

Teacher: T-P-S: **Hmmm...who thinks they know who the person in the picture in Curiosity's bag might be? A doctor.**

Curiosity: **You're right! It is a doctor. Where does a doctor work? At a hospital or in a doctor's office.**

- Take the pictures of the doctor and hospital out of Curiosity's bag, and show them to the children.
- Explain that today we will talk about people in our community who help us and the places where they work.

Learning with Curiosity

- Introduce the matching game.

In a moment, I will give each of you a card. Some of you will have a card with a community helper on it, such as the doctor, and some of you will have a place where people work such as a hospital. Your job is to find the classmate who has the card that goes with yours.

- Invite the Cool Kid and two other children to help you model how to play the game. Give a community helper card to the Cool Kid, and give a workplace card to each of the other two children. (One of the workplace cards should match the community helper card.)

Cool Kid, what kind of community helper is on your card? Who is holding the card that shows where your community helper might work? Why?

- Distribute a community helper or workplace card to each child.
- Have partnerships locate the match for their picture cards. When children have paired up, invite them to talk about the community helper and workplace pictured on their cards and why they go together.



T-P-S: **You have found someone who has a card that goes with yours. Tell the friend whom you match up with which community helper you have and the name of the place where that person works.**



- Use the sharing sticks to choose partnerships to share the matches they made. Help them describe how the community helper and workplace go together as needed.

Wonderful Word

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

Our Wonderful Word today is “job.” A job is the kind of work someone does. People in communities have different jobs.



- Play the digital dictionary video for “job.”

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

People in communities have different jobs.

- Explain to children that people in our community are sometimes called neighbors.

Letter Links

- Have Curiosity show the letter card for “c.”
- 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 “c” by showing the “Letter C on a Starry Night” video.



Have children stand and recite the “When I Was Young” poem along with the video as a transition to Getting Along Together.

Getting Along Together

GAT word(s):

sad



Active Instruction

- Show the “It’s Alright to Cry” video to introduce the topic of feeling sad.
- Invite children to identify reasons that children cried in the video.

T-P-S: What were some of the things that made the children in the video cry? *Some things that made the children cry were falling and getting hurt, being tired, having a stomachache, and being hungry or scared.*

- Show the sad card from the feelings faces cards.

Sometimes I feel sad. Here is my sad face. Can you show me your sad face? Make a frown and sad eyes, and invite children to do the same. **T-P-S: How do you know when someone is feeling sad? What else do people do when they feel sad?** *Some people cry, some people look down and hang their heads, and some people curl into a ball and try to hide.*

People do different things when they feel sad. If you are feeling sad, maybe you don’t want to talk to anyone, and you want to be by yourself.

Or maybe you want someone to come over and ask you to play or give you a hug. We all feel sad sometimes, and we do different things to help us feel better. It's OK to ask a friend or a brother or sister if he or she is feeling sad, and you can ask if he or she wants a hug or if he or she wants to be left alone.

Partner Practice

- Use an “I” Message to share a time when you felt sad.

I want all of you to think about a time when you felt sad. I will tell you about something that made me sad. I felt sad when ____. Tell children about a time when you felt sad, such as when you lost something that was special to you or when you read a sad book or watched a sad movie. Be sure to explain why you felt sad.

- Have children share about a time when they felt sad.

Now it's your turn. Think of a time when you felt sad. What happened, and what made you feel sad? Think quietly to yourself. Allow children time to think. **Now take turns sharing with a partner.** Give children the sentence starter **“I felt sad when ____.”**



- 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.

It's OK to feel sad. But sometimes we need to stop feeling sad so we can be part of the group, do more learning in school, or help out at home.

T-P-S: What is something you can do to stop being sad? Invite replies.



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):

aisle

famous

My Supermarket Safari

Author: Rebecca Slavin

Illustrator: Wanda Jackson

Going to the grocery store becomes an adventure for the child in this story when she and her dad turn what could be a dull chore into a tracking game. There is nothing routine about this weekly task, especially when they unexpectedly run into the school principal. One thing the child can count on is a special treat from the bakery at the end of each shopping expedition.

Interactive Story Reading

Before Reading

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

The title of our story today is *My Supermarket Safari*. That’s the name of the story. The author is Rebecca Slavin. She wrote the words for the story. The illustrator is Wanda Jackson. She drew the pictures.

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



Let’s look at the picture on the front cover of this book to see if we can get some ideas about the story. T-P-S: What do you see on the cover? There are containers of milk and yogurt and canned foods. These are things we usually see in a supermarket. Why do you think all these plants are in the picture?

Maybe the title will help us figure this out. The title is *My Supermarket Safari*. Think aloud: I know that a supermarket is a place where people go to buy food. I wonder what the word “safari” means. I read a story once about someone who went on a safari; he took a trip into a jungle. These plants look like something you might see in a jungle. I wonder if this story is about a jungle supermarket.

T-P-S: What ideas do you have about this story?

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 7: **Why do you think the produce section is one of the child’s favorite parts of the supermarket?**
 - Page 11: **Whom do you think the child sees?**
 - Page 15: **Why do you think the dad lets his daughter get two cookies today?**

After Reading

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

The girl in the story likes to help her father get the things on their grocery list. This could be hard because the store is very big. The girl knows that foods that are alike are all grouped together in long aisles. This helps her figure out where she will find each thing on their list. We heard the word “aisle” many times in this story. T-P-S: What do you think the word “aisle” means?

In a grocery store, there are long rows with different kinds of foods. The space between the rows where we push our shopping carts is called the aisle. Can you think of a place you’ve been where there is an aisle—a place to walk between rows of things?

The produce section is one of the girl’s favorite parts of the store. What are some other parts of the grocery store where the girl and her dad buy food for their family?

At the end of the story, the dad let his daughter pick two cookies because she is a famous writer. T-P-S: What does the word “famous” mean? A famous person is someone whom a lot of people know.

T-P-S: Why does the dad think his daughter is a famous writer?



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

Math Moments

Count with Curiosity



- Invite children to count with Curiosity as you play the “Count with Curiosity: 1–13” video.

Active Instruction

- Bring Curiosity with her bag containing six circles and six squares to the group.

Last week we learned about shapes. Curiosity wants to know if we could make patterns with shapes. She brought some shapes to use to make patterns.

- Take the circles and squares out of Curiosity’s bag.

Teacher: What pattern would you like me to make, Curiosity? Have Curiosity pretend to whisper in your ear as you nod. Lay out four circles and four squares in a circle-circle-square-square pattern on the floor for children to see.

- Name the shapes in the AABB pattern. Remind children that they can tell this is a pattern because the shapes repeat in the same order.

What pattern did Curiosity make? Point to each shape as you name it. **Curiosity’s pattern is circle, circle, square, square. We can tell this is the pattern because it repeats circle, circle, square, square.**



WGR: If we want to make the pattern again, what will come next after the square? Circle. That’s right! Add a circle to the pattern. Have children help you complete another repetition of the pattern.

- Repeat this activity, reversing the order of the shapes.

Partner Practice



- Provide a baggie with six squares and six circles to each partnership. Have partnerships use the shapes in their bags to practice copying and extending one of the AABB patterns that you modeled.
- Use the sharing sticks to choose children to share the patterns they created with their partners. Award paw points for reasonable patterns.
- Reinforce the concept of patterns by playing the “AABB Patterns: Moons and Stars” video.

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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that communities have people who help us and places where they do their jobs.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “job.” Remember that people in communities have different jobs that they do. T-P-S: When did we hear the word “job” today?



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

Theme Learning Extension

- Place the worker cards where all can see them.
- Introduce the concept that workers need tools to do their jobs.

We learned about some of the jobs people have in communities. Each job requires special tools or equipment for a worker to do his or her job. Let’s see if we know some of the tools workers need to do their jobs.

- Point to each of the workers displayed, and invite children to name the worker with you. Use Think-Pair-Share to have partners talk about the tools they think the worker uses.
- Distribute a tool card to each partnership.

Now we will play the Find Your Match game. You and your partner have a picture of a tool that a worker uses to do his or her job. You and your partner will match the tool you have to the person who uses that tool.

- Have children find the worker that matches the tool on their cards. Invite them to place the tool card with the corresponding worker card.
- Use the sharing sticks to have partnerships share the matches they made. Award paw points for reasonable matches.



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 bookmarks 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

Communities have places where we can learn.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Library card (real or teacher created) Concepts-of-print book: <i>Community Helpers</i> (class set) CC Activity Card: Wonderful Word picture card for "place" CC Activity Card: Letter card for "Cc"
Rhyme Time	<ul style="list-style-type: none"> No new materials
Plan & Play	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>My Supermarket Safari</i> by Rebecca Slavin
Math Moments	<ul style="list-style-type: none"> Paper triangles, six Paper rectangles, six Bags with six paper triangles and six paper rectangles, one per partnership
Question/Reflection	<ul style="list-style-type: none"> Picture of your school and local library (or CC Activity Cards Around the Community for school and library) Cool Kid certificate and marker Home Link animal stamp: lamb

Day 4


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Confetti "C"

- Same as day 2

Math Lab: It's a Pattern

- Same as day 3

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I've Visited

- Same as day 1

Art Lab: House Painters

- Same as day 1

Science Lab: Whose Delivery?

- Same as day 2

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.



TP-S: Can you remember one of the words from last night's show that begins with the letter "c"? *Cap, cactus, comb, clam, cowboy, cloud, coffee, cat, clown, camel, and caterpillar.*

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



Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

- Introduce today’s Move It! activity.

Today we will dance with Elmo because Elmo’s got the moves!



- Encourage children to mimic Elmo’s movements as you play the “Elmo’s Got the Moves” video.



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

 Clues & Questions

Theme-related word(s):

library
place*

Basic word(s):

learn
area
space

Curiosity’s Clues

- Present Curiosity with a library card in her bag.

Curiosity brought a clue to help us guess what we will learn about today. Open Curiosity’s bag, and remove the library card. Show the library card to the children.

Teacher: **Curiosity, what is this?**

Curiosity: **It’s my library card. I use it to check out books at the library.**

Teacher: **Do you like going to the library?**

Curiosity: **Oh, yes, I love books! They help me learn about lots of things.**

Teacher: **You’re right, Curiosity! The library is a special place in a community. The library has lots of books. There are books that have wonderful stories and books to help us learn.**

- Use Think-Pair-Share to ask children to name another place in a community where people learn (e.g., school, nature center, science center, and museum).

Learning with Curiosity

- Introduce the concepts-of-print book *Community Helpers*.

We have a new book today! The title of this story is *Community Helpers*. Sally Francis Anderson is the author of this story. Let’s read to find out what Sally Francis Anderson wants us to learn about the people in our community who help us.

- Distribute a book to each child.
- Have children look at the cover. Introduce the story.



The title of this book is *Community Helpers*. It is about some of the people in our community who help us. The person who wrote the words in the book, the author, is Sally Francis Anderson. Her name is underneath the picture. T-P-S: What do you see in the pictures on this page? A firefighter spraying a fire, a vet looking in a dog’s ears. I can’t wait for us to read this book together, but I can’t remember where we should start reading. Act very confused. Hmm...does anyone know where we should start reading? On the first page! Oh, right! When we read a book, we open the cover and start reading on the first page of the book.

- Have children turn to the first page of the book with you.

What do you notice about the pictures on this page? They are the same pictures as on the cover. Right! These pictures are the same as those on the cover. The words on this page say, “Many people in the community are helpers.” Touch the words as we read them together. Many people in the community are helpers. Now what page will we read next?

- Guide children through the rest of the book, page by page, emphasizing the correct order of pages as you read.
- Continue in this manner with the other pages, asking children what they see in each picture, telling them what the words say, and having them touch the words as they say them with you. The goal is for children to understand, in a general way, that the words on the page give the message. Many children will not be able to point to each word as you read it.
- Collect the books. Tell children that they will read the books many times, and at the end of next week, they will get to take them home to keep for their very own.



One place where we can learn things in our community is the library. What community helpers might you find in a library?

- Play the “Going to the Library” video.

Wonderful Word

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

Our Wonderful Word today is “place.” A place is an area or space. A place can be anywhere. The place we are in now is school.



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

Communities have places where we can learn.

- Count the number of words in the Daily Message.

I wonder how many words are in our message today. Point to each word as you count it. **There are seven words in our message.**

Letter Links

- Have Curiosity show the letter card for “c.”
- 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 “c” by playing the “Worms in Space: Letter ‘C’” 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 “When I Was Young” along with children in the video. Encourage children 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 a game called 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.

light **might** (*Stand up.*)

day **night** (*Sit down.*)

sky **tie** (*Stand up.*)

stars **moon** (*Sit down.*)

young **sung** (*Stand up.*)

place **face** (*Stand up.*)



- 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):

aisle

famous

My Supermarket Safari

Author: Rebecca Slavin

Illustrator: Wanda Jackson

Review

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

We read this story yesterday. The title of our story is *My Supermarket Safari*. That's the name of the story. Rebecca Slavin is the author, and Wanda Jackson is the illustrator of this story.

- Review the story vocabulary that was introduced yesterday.



We heard the word “aisle” a lot when we read this story. Supermarkets have many rows of foods and other things that they sell. People walk down the aisles between the rows when they shop. T-P-S: What do you look for when you walk down the aisle in the supermarket?

At the end of the story, the girl gets to have two cookies because her father says she is a famous writer because her writing is posted in the hall at school where many people can read it. T-P-S: Do you know anyone who is famous?

Story Retell

- Hold up the story *My Supermarket Safari*, and tell children that they will act out the parts of the story to help you retell it.

Today when I read the story *My Supermarket Safari*, you will act out some of the things the girl does when she shops with her dad.

- Read the story, pausing for children to act out the following parts of the story.
 - Page 3: Using binoculars to search for store items
 - Page 7: Feeling the smooth eggplants, hairy coconuts, and other fruits and vegetables
 - Page 9: Pretending to sample a slice of meat from the deli
 - Page 12: Whispering to her dad
 - Page 15: Choosing cookies at the bakery
 - Page 17: Pushing the grocery cart to the car
- Conclude this activity by having children tell which part of this supermarket they like best and why.



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

Math Moments

Math word(s):
add on



Count with Curiosity

- Invite children to count with Curiosity as you play the “Count with Curiosity: 1–13” video.

Active Instruction

- Bring Curiosity with her bag containing six paper triangles and six paper rectangles to the group.

Yesterday we used circle and square shapes to make patterns. Today Curiosity brought some different shapes for us to use to make patterns. Take the triangles and rectangles out of Curiosity’s bag.

To Curiosity: **What pattern would you like me to make, Curiosity?** Have Curiosity pretend to whisper in your ear as you nod. Lay out four triangles and four rectangles in an AABB pattern on the floor for children to see.

- Invite children to help you identify the pattern. Point to each shape in the AABB pattern as you name it. Remind children that they can tell this is the pattern because the shapes repeat in the same order.

Let’s see if we can name the pattern that Curiosity made. Triangle, triangle, rectangle, rectangle.

Curiosity’s pattern is triangle, triangle, rectangle, rectangle. We know that is the pattern because it repeats triangle, triangle, rectangle, rectangle. If we want to continue the pattern, what shape will come next? *Triangle.* That’s right! Add an additional triangle to the pattern.



T-P-S: What must we do to finish the pattern?

- Repeat this activity, reversing the order of the shapes.

Partner Practice

- Provide a baggie with triangles and rectangles to each partnership. Have partnerships use the shapes to practice making AABB patterns.
- Use the sharing sticks to choose children to name the sequence of shapes they used to make a pattern. Award paw points for reasonable responses.
- To reinforce the concept of patterns, show the “AABB Patterns: Hearts and Diamonds” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that communities have places where we can learn.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “place.” Remember that a place is somewhere you can be. T-P-S: When did we hear the word “place” today?”



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

Theme Learning Extension

- Present a picture of the school.

Here is a picture of our school. Our school is a place in our community where we can learn. Here is another picture. What is this a picture of? A library. Yes, this is a library. T-P-S: What could we do in a library that would help us learn?

- Play a game with children to engage them in talking about the places in the community where they can learn about a variety of things. You can call the game Where Can We Learn About...? Use Think-Pair-Share to have children talk with their partners about where they can learn about each topic. You may use the following suggestions as a starting point or use questions that focus on the interests of children in your class:
 - How to share and take turns
 - What worms eat
 - How our ears help us hear
 - Why the stars come out at night
 - Where butterflies go when it rains
- Use the sharing sticks to have children tell where they think they can learn about specific topics and how that place will help them learn about the topic. Encourage children to respond in complete sentences, modeling a response if necessary. Accept reasonable responses if children can offer reasons for them.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

Day 5 | Ready, Set

Focus

Communities have places where we can buy things.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Add the STaR story <i>My Supermarket Safari</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Toy cash register (or picture of a cash register) CC Activity Cards: Stores and Merchandise set CC Activity Card: Wonderful Word picture card for "buy" CC Activity Card: Letter card for "Cc"
Rhyme Time	<ul style="list-style-type: none"> No new materials
Plan & Play	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> <i>Froggy Goes to the Doctor</i> by Jonathan London or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Shapes made from colored paper
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Community Helpers</i> (class set) 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

- Add the STaR story *My Supermarket Safari* to the lab. Encourage children to recite the repetitive text as they read the story.

Letter Lab: Confetti "C"

- Same as day 2

Math Lab: It's a Pattern

- Same as day 3

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: A Place I've Visited

- Same as day 1

Art Lab: House Painters

- Same as day 1

Science Lab: Whose Delivery?

- Same as day 2

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: What feeling do Dilly, Chilly, Betty, and Owlivia talk about in A Friend Knows How You Feel? *They talk about feeling scared.*

- 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.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity, 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):

grocery store
drugstore
buy*

Basic word(s):

shop

Curiosity's Clues

- Present Curiosity with a toy cash register.

Curiosity has something special with her. It will give us a clue about what we will learn about today.

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

Curiosity: **It's a cash register!**

Teacher: **A cash register? What is a cash register for?**

Curiosity: **When you shop in a store, you have to pay for the things you buy. The person at the cash register takes your money for the things you are buying.**

Teacher: **Oh, right! When we shop in a store, we have to pay for the things we buy.**

To class: **What do you think we might learn about today?** *Buying things in a store.*

- Use Think-Pair-Share to have children share a time when they went to a store with a grown-up.

Learning with Curiosity

- Explain the matching game to children.

Now we will play a shopping game. I will give you and your partner a picture of something you need to buy, and you will decide which store you will visit to buy what's in your picture.

- Distribute a merchandise picture card to each partnership.

Look at your card. Talk with your partner about the picture on your card. What do you need to buy? Where will you buy it?

- Once children have talked with their partners about the item pictured on their cards and where they will go to buy it, hold up one of the store cards. Invite children to name the store and something that people can buy there. Have children who have a card that shows something that can be purchased at the store on your card stand and show their cards.

If your card shows something that you could buy at this store, stand up, and show your card.

- Encourage partnerships to name the item on their cards and where they would buy it in a complete sentence such as, “We would buy a bottle of milk at the grocery store.”
- Repeat this process with the other store cards.

Let's watch a video about a girl who goes to the grocery store for her mother.

- Play the “I Can Remember” video.



Wonderful Word

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

Our Wonderful Word today is “buy.” People in a community buy things in stores. When you buy something in a store, you pay for it.



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

People can buy the things they need in stores.

Letter Links

- Have Curiosity show the letter card for “c.”
- 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 “c” by playing the “Nature Design Letter C” 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 “When I Was Young” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Production

- Introduce the game, Make a Rhyme.

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

Let’s think of some words that rhyme with the word “pet” in the rhyme “When I Was Young.” “Wet” rhymes with “pet.” Rhyming words are words that end with the same sound. These two words, “pet” and “wet,” both end with /et/. Now you can try to make some rhymes. Think of a word that rhymes with “stars” and “bars.” Tell the child next to you the word that you thought of.

- Play the game. Use Think-Pair-Share to have children tell their partners words that rhyme with each of the following words:

lights

cow

place

live



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



- Award paw points if children were able to successfully produce a rhyming 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.”



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Froggy Goes to the Doctor* by Jonathan London.



- 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.”



Basic word(s):

finish

continue



Count with Curiosity

- Invite children to count with Curiosity as you play the “Count with Curiosity: 1–13” video.

Problem Solving

- Introduce the idea of solving problems with patterns.

We’ve been building AABB patterns this week. Today we will solve some problems with patterns.

- Create an AABB pattern with the paper shapes you have made. Ask children to close their eyes, and then take one of the shapes away. Use Think-Pair-Share to have children guess which shape is missing.
- Use the sharing sticks to select children to share their responses. Award paw points for correct responses.
- Repeat this game a few times with different patterns.
- Reinforce the concept of completing patterns by showing the “AABB Patterns: Hearts and Diamonds” video.





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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We learned that communities have places where we can buy things.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "buy." Remember that "buy" means you pay for something that you get in a store. T-P-S: When did we hear the word "buy" today?



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

Theme Learning Extension

- Reread the concepts-of-print book *Community Helpers* with the children.
- Monitor children as they handle the books to ensure that they are turning the pages in the correct direction and turning only one page at a time.

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 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

Communities have people who can help us during emergencies.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Writing Lab: Magazines • Art Lab: Fire helmet patterns (appendix), heavy paper cut into the shape of a shield (pattern in appendix), aluminum foil cut into pieces about 5" square, glue, stickers, crayons, markers for decorating helmets • Puzzles & Games Lab: CC Activity Cards: Stores and Merchandise set
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"> • Firefighter's hat (child's) • Trade book: <i>Helpers in your Neighborhood</i> by Shira Evans • CC Activity Card: Wonderful Word picture card for "emergency" • CC Activity Cards: Letter cards for "Uu," "Mm," and "Ss"
Rhyme Time	<ul style="list-style-type: none"> • "Humpty Dumpty" rhyme card (optional) • CC Activity Cards: ball, bat, dog, boy, pen, horse
Plan & Play	<ul style="list-style-type: none"> • CC Activity Cards: Restaurant and Fire Station scenario cards • Small Group Instruction: CC Activity Cards: Eric Calls for Help 9-1-1 set
STaR	<ul style="list-style-type: none"> • Trade book: <i>No Dragons for Tea</i> by Jean Pendziwol • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • Bag of objects for counting, one per partnership
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Confetti "C"

- Same as day 2

Math Lab: It's a Pattern

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: People in the Neighborhood

- Provide magazines for children to use to find pictures of people. Invite them to write about who they think each person is and what he or she does in the community.

Art Lab: Helper's Helmet

- Provide materials for children to make helmets like those the firefighters in their community wear. Invite them to decorate their helmets and/or place a foil shield on them.

Science Lab: Whose Delivery?

- Same as day 2

Puzzles & Games Lab: Free Exploration

- Invite children to match the merchandise cards to the store where they can buy each item. Encourage children to use theme-related vocabulary and to speak in complete sentences.



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



- 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):

firefighter
 police officer
 emergency*

Basic word(s):

us
 safe
 save

Curiosity's Clues

- Present Curiosity with a firefighter's hat on her head.

Teacher: **Curiosity, what are you wearing on your head?**

Curiosity: **It's a firefighter's hat!**

Teacher: **Why are you wearing a firefighter's hat, Curiosity?**

Curiosity: **It's a clue about what we will talk about today!**

Teacher: **Oh, I see! I wonder what we could talk about that has to do with a firefighter's hat. Hmmm...**

To class: **What do you think we could be learning about today? *Firefighters.***

That's right! We are going to learn about firefighters and other people who help us in an emergency.

Learning with Curiosity

- Display and read pages 10–13 in the book *Helpers in Your Neighborhood*.

tps

T-P-S: What are some other ways that firefighters and police officers help us when there is an emergency?

- Use Think-Pair-Share to have children discuss other people in the community who can help in an emergency. *Teachers can help us get to a safe place if there is a fire or a bad storm; parents can tell you the safest place at home in a fire or a storm; police officers can protect us if something bad happens; and ambulance drivers can get us to the hospital if we are hurt.*
- Play the “Murray and Michael: Emergency” background video.



Wonderful Word

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

Our Wonderful Word today is “emergency.” An emergency means that there is something dangerous happening and someone needs help. We need to listen to the grown-ups who are in charge when there is an emergency.



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

Firefighters and police officers can help us in emergencies.

Letter Links

- Have Curiosity provide clues about the letter “u.” 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 “Uu,” “Mm,” and “Ss.”

We have a new letter this week. 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 my uppercase and lowercase letter shapes look the same.
- My uppercase and lowercase letter shapes are made of curvy lines.
- Some people say I look like a horseshoe.



WGR: What letter am I? “U.” “U” is the letter of the week! Put away the other two letter cards.

- 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 “u” by showing the “U Umbrella” 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 an egg that falls off a wall and breaks. It's called "Humpty Dumpty." When we say this rhyme, listen carefully for words that rhyme.

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



Humpty Dumpty

Humpty Dumpty sat on a wall, (Pantomime sitting.)

Humpty Dumpty had a great fall. (Pantomime falling.)

All the king's horses and all the king's men (Pantomime riding a horse.)

Couldn't put Humpty together again. (Extend your arms, and hold palms flat with a sad face.)

Develop Phonological Awareness—Rhyme Recognition

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

Which word rhymes with "wall"? "Fall." Wall, fall. They both have /all/ at the end. Which word rhymes with "men"? "Again." Men, again. They both end with /en/.

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



ball



bat



dog

**WGR: Which word rhymes with "wall" and "fall": "ball," "bat," or "dog"?
"Ball."**

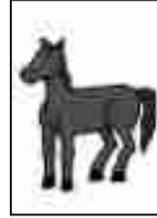
- Use My Turn, Your Turn to have children say “ball,” “wall,” and “fall.” Encourage them to think about how their mouths feel the same as they say the end of each word.
- Repeat the process with the second set of picture cards. Have children identify which picture rhymes with the words “men” and “again.”



boy



pen



horse



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

Plan & Play

Scenario Review

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

Restaurant: Show the housekeeping area. **Many neighborhoods have restaurants where the people who live there can go to eat. Some of you may want to pretend that you work in or go to eat in the restaurant. Maybe you will be the chef who cooks the food or a customer who comes to the restaurant with your family to eat dinner.**

Fire Station: Point out an area for children to create a fire station. **Most communities have a fire station where firefighters live and take care of the equipment so they will be ready to help in an emergency. Some of you may want to pretend that you are firefighters. Maybe you will keep the fire trucks ready to drive to an emergency. Maybe you will make sure the fire station has everything firefighters need when it’s time to eat or go to sleep.**

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 you have added this week 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):

agree
flames

No Dragons for Tea

Author: Jean Pendziwol

Illustrator: Martine Gourbault

This rhyming book teaches many rules to be observed in case of a fire in an entertaining, nonthreatening way.

Interactive Story Reading

Before Reading

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

The title of our story today is *No Dragons for Tea*. That's the name of the story. The author is Jean Pendziwol. She wrote the words for the story. The illustrator is Martine Gourbault. She drew the pictures.

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



Look at the front cover of the book. T-P-S: What is happening in this picture? It looks like the little girl and a dragon are having a tea party. The title is *No Dragons for Tea*. That makes me wonder why the dragon is in the picture. T-P-S: What do you wonder about this story?

Take a Picture Walk through the story, stopping occasionally for children to focus on the illustrations.

T-P-S: We've seen some of the pictures that show what happens in the story. Do you have some ideas about why the title is *No Dragons for Tea*?

During Reading

- Read the book all the way through so children can appreciate the rhyme and rhythm of the story.
- Turn back to the beginning of the story, and take a Picture Walk, stopping on the following pages to talk about the story and fire safety rules.



- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Pages 16 and 17: **In this part of the story, the dragon gets scared and decides to hide, but the girl knows they must get outside. T-P-S: Why should people get outside when there is a fire? *Accept replies*. If you stay inside when there is a fire, you might get hurt.**
 - Pages 18 and 19: **When the girl and the dragon get outside, they meet the girl's mother by the tree. T-P-S: How do you think they know to meet by the tree? *Accept replies*. Families should have a place outside to meet if there is a fire so they know everyone is out of the building and safe.**
 - Page 21: **T-P-S: What should you do if you leave something behind? *Accept replies*. You leave it there. It's dangerous to go back inside if there is a fire. You must wait until the firefighters tell you it's safe to go back in.**

After Reading

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

T-P-S: Why do you think the girl decides that when she and the dragon play again they should go to the bay?

A dragon is an imaginary animal that breathes fire. When the dragon in the story sneezes, flames shoot from his mouth and nose. What do you think the word “flames” means? Flames are fire. T-P-S: Where else might you see flames besides coming from a dragon?

When the girl asks her mother if the dragon can come to tea, her mother says she’ll agree. T-P-S: What do you think the word “agree” means?

When someone agrees, it means he or she says yes. T-P-S: Have you ever asked someone to do something and he or she agreed? What did he or she agree to do?

- 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):
count

Count with Curiosity

- Introduce how children will count with Curiosity this week.



We’ve been counting to 13. WGR: What number comes after 13? 14. That’s right! Fourteen comes after thirteen. This week we will count to 14.

Active Instruction

- Invite four children to stand where everyone can see them.
- Have Curiosity pretend to whisper in your ear.

Curiosity wants to know how many children there are. Let’s count how many children are standing here. Touch each child on the head as children count. **There are four children here.**

- Invite another child to join the group of four.
- Have Curiosity pretend to whisper to you again.

Curiosity wants to know how many children there are now. Let’s count to see how many children there are. Touch each child on the head as children count. **There are five children here now.**

Partner Practice

- Distribute a baggie of objects to each partnership.
- Have partners take turns counting the number of objects in their bag.
- Randomly call on partnerships to share how many objects they have in their baggies.

- Have partnerships switch bags and repeat the counting activity.
- Have children come back together to share.

WGR: **What did you do to find out how many objects you had?** *We counted.*



- Reinforce the concept of counting to find how many by showing the “Five Starfish and Eels” video.



Have children play this week’s brain game, What’s the Magic Word? Remind children that the game will help them practice focusing.

Brain Game: What’s the Magic Word?

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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that communities have people who can help us in emergencies.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “emergency.” Remember that an emergency is when something very dangerous is happening, and we need to listen to the grown-ups who are in charge when there is an emergency. T-P-S: When did we hear the word “emergency” 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 with community helpers.

We’re going to play the Stand Up, Sit Down game. This time when we play, I will name a person who does a job in our community, and you will

stand up if that person helps in an emergency or sit down if the person doesn't help in an emergency.

Use the following examples or others with whom children in your community are more familiar.

<u>Community Member</u>	<u>Response</u>
Firefighter	<i>(Stand up.)</i>
Letter carrier	<i>(Sit down.)</i>
Baker	<i>(Sit down.)</i>
Police officer	<i>(Stand up.)</i>
Crossing guard	<i>(Stand up.)</i>
Doctor	<i>(Stand up.)</i>
Librarian	<i>(Sit down.)</i>

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

Communities have people who can help us during emergencies.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter “u” sheet (appendix); tissue paper, colored and cut into small pieces; glue; crayons • Math Lab: Plastic bags with objects from Math Moments, day 6, three or four bags
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: Around the Community card for fire station • Baggie with Fire Station/Not Fire Station Equipment pictures (appendix), one per partnership • CC Activity Cards: Wonderful Word picture card for “fire station” • CC Activity Cards: Letter card for “Uu”
Getting Along Together	<ul style="list-style-type: none"> • CC Activity Card: Feelings faces card for “scared”
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable) • Play phone or Dialing 9-1-1 page (appendix) • CC Activity Cards: Eric Calls for Help 9-1-1 set
STaR	<ul style="list-style-type: none"> • Trade book: <i>No Dragons for Tea</i> by Jean Pendziwol
Math Moments	<ul style="list-style-type: none"> • Baggies containing five objects and number cards (appendix), one per partnership
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Upside-Down Umbrella "U"s

- Provide materials for children to decorate upside-down umbrellas. Encourage children to think of other words that begin with the /u/ sound.

Math Lab: Counting 1–5

- Invite children to work with a partner with the materials from Math Moments on day 6. Have one partner take out a random number of objects from the bag for the other partner to count. Encourage partners to find the numeral that represents the number of items removed from the bag.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: People in the Neighborhood

- Same as day 6

Art Lab: Helper's Helmet

- Same as day 6

Science Lab: Whose Delivery?

- Same as day 2

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.

Can you show how Elmo walks when he sings the “A New Way to Walk” 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 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.

Theme-related word(s):

ambulance

alarm

siren

helmet

uniform

boots

fire station*

Clues & Questions

Curiosity's Clues

- Present Curiosity with the picture card for fire station in her bag.

Curiosity has something for us today. She wants us to use some clues to figure out what it is. Curiosity, will you please give us some clues about what you have with you?

Curiosity:

It is a building.

There are fire trucks.

Firefighters work there.

Teacher: **Does anyone have an idea what it could be? A fire station. That's right. Today we will talk about fire stations in communities.**

Learning with Curiosity



- Play the “Kids Talk About Firefighters” background video.
- Show the picture card for fire station.



Here is a picture of a fire station. T-P-S: What kinds of things do you see at a fire station?

- Explain that fire stations have people and equipment that can help us in emergencies.

A fire station has equipment and people who can help us in emergencies. There are firefighters and fire trucks there. A fire truck has lights and sirens to let people know that there is an emergency. Let's see if we can figure out what things firefighters might need for an emergency that they keep at the fire station.

- Provide a baggie with pictures of fire station and non–fire-station-related items for each partnership.

Talk to your partner about the pictures you have. Tell your partner whether each picture is something a firefighter uses in an emergency. How does a firefighter use it? If it's not something a firefighter uses, tell your partner what it is used for.

- Have children discuss which pictures would go with a fire station. Invite children to place their pictures in the correct group.

Let's sort the pictures of things that belong in a fire station and the things that don't belong in a fire station. We can make two groups: fire station and not fire station.



- Use the sharing sticks to have partnerships share their thinking with the group. Award paw points for thoughtful responses.

Wonderful Word

- Show the Wonderful Word picture card for “fire station.”

Our Wonderful Word today is “fire station.” A fire station is a place where firefighters work. Fire stations have fire trucks and ambulances that can help us if there is an emergency.



- Play the digital dictionary video for “fire station.”
- Remind children that they can earn paw points when they use or hear the word “fire station” 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 find emergency vehicles at the fire station.

- Point out that a fire station is sometimes called a firehouse.

Letter Links

- Have Curiosity show the letter card for “u.”
- 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 “u” by playing the “My Best Friend’s Ukulele” video.



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

Getting Along Together

GAT word(s):
scared

Active Instruction

- Review the topic of feelings.



We have been talking about different feelings in this unit. T-P-S: Which feelings have we talked about?

- Discuss how it feels to be scared. Show the scared picture from the feelings faces cards.

Have you ever felt scared? How can you tell if someone is scared? What do you do with your eyes when you feel scared? Open your eyes wide, and make a scared face. **This is my scared face. Can you make a scared face? Turn to your partner, and show him or her a scared face.**

What else do people do when they feel scared? *Cover their eyes, run away and hide, cry, scream or yell.*

People do different things when they feel scared.

Partner Practice

- Discuss how different people feel scared in different situations.

We talked about firefighters today. Do you think firefighters get scared going to fight a fire? Would you feel scared in a fire? I would feel scared in a fire, but firefighters are brave and know what to do in a fire.

Sometimes, a situation that is new or unfamiliar is scary. But if you do something over and over, it feels less scary.

Lots of different things can make people feel scared. Maybe you felt scared to come school on the first day. Use an “I” Message to tell about something that makes you feel scared. For example, “I feel scared when I see a dog.” Raise your hand if you have ever felt scared in the same situation. Some people may feel scared around dogs, but others do not. It’s OK to feel differently from other people. By using “I” Messages, we can tell one another how we feel about something.

- Call on two or three children to tell about a time when they feel scared. Use the sentence starter “I feel scared when ____.”



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.

Eric Calls for Help

- Use the Eric Calls for Help 9-1-1 cards and play phone (optional) to role-play when to call for emergency help. Read a scenario on a card aloud, and have children decide what to do. If 9-1-1 is the appropriate response to the scenario, have children act out calling 9-1-1, with the teacher or Curiosity acting as the 9-1-1 operator.
- Remind children that when they call 9-1-1, they need to know their address and be able to tell the operator what they need. You may want to model a 9-1-1 call for children to give them a frame of reference.
- Have children pretend to push the buttons for 9-1-1 on a paper number pad to help them visualize and practice an emergency call.



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):

flames

agree

No Dragons for Tea

Author: Jean Pendziwol

Illustrator: Martine Gourbault

Review

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

We read this story yesterday. Point to the title as you guide children to state the title. **Let’s see if we can read the title of the story together. *No Dragons for Tea*. Jean Pendziwol is the author. She wrote the words. Martine Gourbault is the illustrator. She drew the pictures for the story.**

- Review the story vocabulary that was introduced yesterday.



The girl and the dragon have fun playing together at the beach. When the girl asks her mother if the dragon can come to her house, the mother agrees. T-P-S: **When you agree to something, what do you do?**

Something happens in the story that makes flames. T-P-S: **Where did the flames that started the fire come from?**

Story Retell

- Hold up the story *No Dragons for Tea*, and tell children they will help you retell the story by acting out the parts of it that demonstrate fire-safety rules.

Today when I read the story *No Dragons for Tea*, you will listen to the first part of the story. When I get to the part that tells what the girl and the dragon do to stay safe, you will act out those parts.

- Read the story. The following are suggestions for children to dramatize the fire-safety rules in the story.

- Page 15: Children drop to the ground and crawl toward an exit.
- Page 18: Children gather by a predetermined object that represents a tree.
- Page 21: Children pretend to go back to the house and then stop.
- Page 21: Children pretend to call the fire station.
- Page 28: Children sit quietly or hug a friend.



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



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–14” video. Invite children to count to 14 with Curiosity.

Active Instruction

- Use Curiosity, the numbers 0–5, and a set of five objects to demonstrate a counting game.

Curiosity wants to play a counting game. I will cover my eyes, and Curiosity will pick some things from this pile (collection, bag). Pretend to cover your eyes as Curiosity takes no objects. **How many objects did you pick, Curiosity? You picked 0 because there are none in your hand. Curiosity, did you know that there is a number you can use when there are none? The number is 0. I will show the number 0.** Show the number 0.

- Repeat the activity using a different amount of objects.

Partner Practice

- Distribute one bag of five objects and number cards to each partnership.
- Invite one partner in each partnership to show a group of objects to the other partner. Have the other partner count the objects and show the corresponding number card.
- Have partners switch roles and repeat the activity.
- To reinforce the concept of counting with one-to-one correspondence, show the “Five People in My Family” video.



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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that communities have people who can help us in emergencies.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “fire station.” Remember that a fire station is a place where firefighters work. Fire stations also have fire trucks and ambulances to help people. T-P-S: When did we hear the word “fire station” 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 “u.” Play the “U Umbrella” video.

When we listen to the word “us,” we hear the sound /u/ at the beginning.

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

- Allow children to walk around the room and look for objects that begin with /u/. 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 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

Communities grow and change.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>No Dragons for Tea</i> by Jean Pendziwol Puzzles & Games Lab: Fire Station/Not Fire Station pictures (from Clues & Questions, day 7), two or three sets; CC Activity Cards Around the Community for fire station
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"> Welcome to Curiosityville!—Now sheet (appendix), one per partnership Welcome to Curiosityville!—Long Ago sheet (appendix), one per partnership CC Activity Card: Wonderful Word picture card for “change” CC Activity Card: Letter card for “Uu”
Getting Along Together	<ul style="list-style-type: none"> Feelings Tree poster Feelings Tree leaves (appendix)
Plan & Play	<ul style="list-style-type: none"> No additional materials needed
STaR	<ul style="list-style-type: none"> Trade book: <i>The Little House</i> by Virginia Lee Burton Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Bag of three Counting Community Helpers pictures (appendix) for modeling Bag of five Counting Community Helpers pictures for modeling Baggies of one to five Counting Community Helpers pictures, one baggie per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal hand stamp: donkey

Day 8



Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *No Dragons for Tea* to the lab. Invite children to dramatize the story as they did in the retell on day 7.

Letter Lab: Upside-Down Umbrella "U"s

- Same as day 7

Math Lab: Counting 1–5

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: People in the Neighborhood

- Same as day 6

Art Lab: Helper's Helmet

- Same as day 6

Science Lab: Whose Delivery?

- Same as day 2

Puzzles & Games Lab: Free Exploration

- Invite children to sort the Fire Station/Not Fire Station cards from Clues & Questions, day 7. Encourage them to explain why they placed the items in the categories they chose.



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief

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



T-P-S: In last night's math video, how many people were in the family? 5.

- 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.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

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

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



- Show the "Do What I Do: Head, Shoulders, Knees, and Toes" video. Invite children to sing and do the motions 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):

change*

Basic word(s):

grow

move

leave

different

Curiosity's Clues

- Have Curiosity join the group with a large copy of the Welcome to Curiosityville! maps (both the "now" and "long ago" versions).

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

Curiosity (excitedly): **I brought pictures of my neighborhood.**

Teacher: **But why are there two pictures of your neighborhood, Curiosity?**

Curiosity: **My father grew up in the same neighborhood. Here is a map of the neighborhood when he was a kitten.** Hold up the “long ago” version of the Welcome to Curiosityville! map.

This map shows our neighborhood now. Hold up the “now” version of the Welcome to Curiosityville! map. **It looks different from the way it did when my dad was a kitten.**



T-P-S: **What do you think we might talk about today?** *How neighborhoods change.* **Today we will talk about how neighborhoods grow and change over time.**

Learning with Curiosity

If you are using an interactive whiteboard, an image of each map is followed by the updated version with new buildings circled for your convenience.

- Distribute a copy of the “now” version of the Welcome to Curiosityville! sheet to each partnership.
- Invite children to identify some of the buildings in the neighborhood (e.g., houses, stores).
- Distribute a copy of the “long ago” version of the Welcome to Curiosityville! sheet to each partnership. Invite children to compare the neighborhood maps.
- You may want to ask questions that will help children focus on the differences between the two versions of the neighborhood, such as “The map of Curiosity’s neighborhood has more buildings than the map of the neighborhood when her dad was a kitten. What do you see on her map that wasn’t there before?” and “Why do you think there is a (name of building) now?”

Both of these show the same town, Curiosityville. One of them shows the way the town looked when Curiosity’s dad was a kitten, and the other one shows the way the town looks now. What do you notice that is different about the two maps of the same neighborhood?



- Use the sharing sticks to have partnerships share how the neighborhood has changed over time. Award paw points for thoughtful responses.



- Introduce and play the “To School” video.

How do people get from one place to another in places like Curiosityville? This video shows how children in a community might get to school.

Wonderful Word

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

Our Wonderful Word today is “change.” To “change” means that something becomes different. We change and grow every day. Communities also change and grow.



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

Communities change and grow.

- Point out the uppercase and lowercase “c”s in the message.

Letter Links

- Have Curiosity show the letter card for “u.”
- 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 “u” by playing the “Letter U Comes Knocking” video.



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

Getting Along Together

GAT word(s):
Feelings Tree

Basic word(s):
silly

Active Instruction

- Introduce the Feelings Tree.
 - We have been learning about feelings. Today we are going to start building a Feelings Tree for our classroom wall.** Show the Feelings Tree poster, and place it on an open wall in the classroom.
- Point to the words “happy,” “sad,” and “mad” that are preprinted on the Feelings Tree. Place the matching feelings faces card on each branch to provide a visual for children. As you put up each feelings face card, ask children to make a face to show that feeling. Hold up one of the leaves for the Feelings Tree.

We are going to add leaves to our Feelings Tree. Each time we learn a new feeling, we will add it to our tree. We will decide which is the best branch to add each leaf to. The Feelings Tree will stay on our wall for the whole year. By the end of the year, our tree will have lots of leaves!

Who can remember the feeling that we talked about yesterday? Yes, we talked about feeling scared! Write “scared” on one of the leaves and draw a scared face or other picture that will help children remember what it says. Have a volunteer (perhaps the Cool Kid) add the “scared” leaf to the Feelings Tree.

Which branch do you think we should put “scared” on? Do you think it goes on the “happy” branch? Do you think it goes on the “sad” branch?

Note: Most children will associate being scared with being sad. The goal of the Feelings Tree is for children to start building feelings vocabulary. Children may decide to put a word between two branches. That is OK, and the goal is for children to understand different feelings and begin to communicate how they feel with “I” Messages.

Partner Practice

- Discuss a new feeling, silly.

Let’s talk about a new feeling! Do you ever feel silly? What makes you feel silly? Invite a few replies. **I feel silly when I do cartwheels outside. I also feel silly when someone tickles me. What does it look like when you are feeling silly?** Ask children to share their silly faces with a partner.

- Write “silly” on one of the leaves and draw a silly face. Have a volunteer add the “silly” leaf to the Feelings Tree.

Which branch should “silly” be added to? Yes, I think “silly” goes on the “happy” branch because I feel happy when I feel silly! Encourage children to look at the Feelings Tree during the day to think about how they are feeling and to use the words in their “I” Messages.



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):

crowded

hurry

The Little House

Author and illustrator: Virginia Lee Burton

This Caldecott Award-winning book is the story of a little house built in the countryside. As time passes, the spot on which she was built becomes part of the city landscape. The environment becomes more and more congested, and the house falls into disrepair as high-rise buildings surround her. Eventually, a descendent of the original owner discovers the little house and moves her back to a more fitting setting in the country.

Interactive Story Reading

If you feel that this story is too long for children to listen to in one sitting, you may want to read through page 20 and then finish reading at another time before rereading it during STaR on day 9.



Before Reading

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

The title of our story today is *The Little House*. That’s the name of the story. The author and illustrator is Virginia Lee Burton. She wrote the words for the story. She drew the pictures too.

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

Let’s see if we can use the illustration on the front cover of the book to help us find out what the book is about. T-P-S: What do you see in this picture?

The title of the story is *The Little House*, and we can see a little house in the picture. We know the story will be about a little house, but the title and illustration don’t tell us very much about what happens in this story. Let’s look at some of the illustrations in the book to see if we can get some more ideas about the story.

- Take a Picture Walk through the book, stopping on several pages, such as pages 17, 23, and 35, for children to look at the illustrations to formulate ideas about the story.

T-P-S: What new ideas do you have about the story? Let’s read the story to find out what happens to this little house.

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 4: **The Little House is curious about the city. She wonders what the city is like. T-P-S: How do you think the city is different from the country where the Little House lives?**
 - Page 14: **The Little House was built before there were cars. When people started driving cars, they needed roads on which to drive them. The Little House watched the roads being built to bring cars out to the country. T-P-S: What do you think will happen next?**
 - Page 20: **T-P-S: How has the place where the Little House was built changed?**
- If you choose to stop reading here, explain to children that you will finish reading the story at another time. Ask a predictive question, such as “What do you think will happen to the Little House now that she is living in the city?” Tell children that they will find out what happens to the Little House when you finish reading the story.
 - Page 30: **T-P-S: How do you think the Little House feels about living in the city? Why do you think she feels this way?**
 - Page 34: **T-P-S: What do you think will happen when the movers take the Little House out of the city?**

After Reading

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

The great-great-granddaughter of the man who built the Little House moved it to the country and fixed it up to live in it. T-P-S: Why do you think the Little House is happier living in the country?

When the country changed and the Little House was in the city, buildings, schools, and stores crowded her. What do you think the word “crowded” means? The space around the Little House was too full; there was no room around her. T-P-S: Can you think of a time when you went somewhere crowded? Where did you go?

In the story, we hear about people who are in a hurry. T-P-S: What does it mean when someone is in a hurry? When people are in a hurry, they move very fast. T-P-S: Have you ever been in a hurry? Where were you going in a hurry?

- 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

Count with Curiosity



- Play the “Count with Curiosity: 1–14” video. Invite children to count to 14 with Curiosity.

Active Instruction

- Bring Curiosity and her bag with the two baggies of community helper pictures to the group.



Curiosity has some helpers with her. Take the three community helpers from the first bag. WGR: **How can we find out how many helpers Curiosity has with her? Count them. Let’s count to find how many helpers she has.** Point to each picture as you count aloud.

- Remove the community helper pictures from the second baggie, and repeat the counting activity, pointing to each picture as you count to reinforce one-to-one correspondence. Encourage children to count aloud with you.

Partner Practice

- Distribute a baggie containing pictures of community helpers to each partnership.
- Have partners take turns counting the pictures in their baggies to find out how many they have.
- Remind children to point to each picture as they count.
- Invite children to trade baggies with other partnerships and count the helpers in the new bag.
- Use the sharing sticks to call on children to show how they counted the pictures in their baggies. Award paw points for appropriate one-to-one correspondence counting.
- To reinforce the concept of counting with one-to-one correspondence, show the “Wall of Numbers: Number 5 Song” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that communities grow and change.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “change.” Remember that a change means something is different. T-P-S: When did we hear the word “change” 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 a game called In My Town in which they name a place or business in their community.

We learned about some of the places in our community and Curiosity’s community. Let’s play a game where we name a place in our community. You will tell your partner the name of a place in our community. Then we will share all the places we thought of.

I will start. In my community, there is a park. Now it's your turn to name a place in our community.

- Use the sharing sticks to select children to name a place in the community. If several children name the same business or place, ask questions to help them think of other places. Encourage children to speak in complete sentences when they share their ideas.

Cool Kid Recognition

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

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

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

Paw Points



- Remind children about why they have earned paw points.

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

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



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

Home Link/Departure

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

Day 9 | Ready, Set

Focus

Communities have places where we can have fun.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Collection of pictures of children having fun (See To Be Prepared.) Jump rope, basketball, or other playground toy Pictures from the Fun Places in the Community sheet (appendix), one picture per partnership CC Activity Card: Wonderful Word picture card for "fun" CC Activity Card: Letter card for "Uu"
Rhyme Time	<ul style="list-style-type: none"> No new materials
Plan & Play	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>The Little House</i> by Virginia Lee Burton
Math Moments	<ul style="list-style-type: none"> Baggies containing one to five objects, two per partnership
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Community Helpers</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: Upside-Down Umbrella "U"s

- Same as day 7

Math Lab: Counting 1–5

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: People in the Neighborhood

- Same as day 6

Art Lab: Helper's Helmet

- Same as day 6

Science Lab: Whose Delivery?

- Same as day 2

Puzzles & Games Lab: Free Exploration

- Same as day 8



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

T-P-S: In the story *Opposites Day*, what two animals are used to show the opposites of “fast” and “slow”? A rabbit and a snail are used.

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



Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce the Move It! activity, “The Gooney Bird Song.”

Today we will sing and dance to “The Gooney Bird Song.” Let’s sing and dance along with the video.



- Play “The Gooney Bird Song” video.
- Invite children to sing and dance along with you as they watch the video.



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

Clues & Questions

Theme-related word(s):

fun*

Basic word(s):

play

Curiosity’s Clues

- Bring out Curiosity and her playground toy.

Teacher: **Good morning, Curiosity! Why do you have that toy today?**

Curiosity: **It’s a clue about a place I have been!**

Teacher: **Hmmm. It looks like you were playing outside, but where?**

Curiosity: **It’s a place in Curiosityville!**

Teacher: **Did you go to the park?**

Curiosity: **Yes, I did! The park is one of many places in the community where we can go to have fun!**

Learning with Curiosity

- Point out some of the activities in which children engage in the pictures that you have brought.



The children in these pictures are having fun in their communities.
T-P-S: Where do you like to go to have fun in your neighborhood, and what do you like to do there?

- Distribute a picture card to each partnership.

Here is a picture of a place you could go in a community to have fun. Talk to your partner about the place in your picture and the fun things you can do there.



- Use the sharing sticks to have children share their pictures with the group. Award paw points for thoughtful responses.
- Play the “Going to the Library” video.



Wonderful Word



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

Our Wonderful Word today is “fun.” We have fun together at school every day. It is fun to laugh, play, and learn with your friends.



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

Communities have places where we can have fun.

- Point to each word in the Daily Message as you count aloud.

I wonder how many words are in our message today. Let’s count the words and find out. That will be fun!

Letter Links

- Have Curiosity show the letter card for “u.”
- 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 “u” by playing the “U 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 “Humpty Dumpty” 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 “wall”? “Fall.” Wall, fall. They both have /all/ at the end. Which word rhymes with “men”? “Again.” Men, again. They both end with /en/.

Today you are going to jump right in with the rhyming words in the rhyme as I recite it.

- Recite the rhyme, pausing for children to jump right in with the rhyming words “wall” and “fall” and “men” and “again.”

Humpty Dumpty sat on a ____.

Humpty Dumpty had a great ____.

All the king’s horses and all the king’s ____.

Couldn’t put Humpty together ____.



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):

crowded

hurry

The Little House

Author and illustrator: Virginia Lee Burton

Review

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

The picture on the cover of this book will help us remember the title. Let's read it together, *The Little House*. The author and illustrator of this story is Virginia Lee Burton. She wrote the story and drew the pictures.

- Review the story vocabulary that was introduced yesterday.

The Little House felt crowded in the city because the buildings, schools, and stores all around her were so close. T-P-S: How did the city get so crowded?

The people in the city were all in a hurry. It seems to the Little House that they all were going very fast to get somewhere. T-P-S: Why do you think they were in a hurry?

Story Retell

- Hold up the story *The Little House*, and tell children that they will use the illustrations to help you read the story today.

Today we're going to read the story together. I will read part of the story, and then you will look at the illustrations to help me read a page.

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

Teacher reads: Children retell illustrations on:

Pages 1–4 Page 6

Pages 8–10 Page 12

Pages 14–18 Page 20

Pages 22–30 Page 31

Pages 32–34 Page 37

Pages 38–40

- Conclude this activity by having children tell their partners which part of the story they liked best and why.



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



Math Moments



Count with Curiosity

- Play the “Count with Curiosity: 1–14” video. Invite children to count to 14 with Curiosity.

Active Instruction

- Bring Curiosity to the group with two bags, each containing one to five objects.



Curiosity has some things with her in her bag. She wants to know how many objects she has in this bag. WGR: How can Curiosity find out how many (name of items) are in this bag? Count them. Let’s help her count them.

- Take the objects out of the first bag. Touch each object as you count aloud.
- Repeat with the next bag, inviting children to count aloud with you.

Partner Practice

- Distribute a bag containing one to five objects to each partnership.
- Have partners count the objects in their bag, pointing to each item as they count.

You and your partner will count the objects in the bag that you have. Remember to touch each object as you say its number.

- Invite children to trade bags with other partnerships and repeat the activity.



- Use the sharing sticks to call on children to share how they counted the objects in their baggies. Award paw points for thoughtful responses that demonstrate an understanding of one-to-one correspondence.



- To reinforce the concept of one-to-one correspondence, show the “Five Starfish and Eels” video.



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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that communities have places where we can have fun.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “fun.” Remember that “fun” means you are having a good time and feeling happy. T-P-S: When did we hear the word “fun” today?



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

Theme Learning Extension

- Reread the concepts-of-print book *Community Helpers* with children, focusing on the tools or equipment that each helper uses in his or her job.
- Monitor children as they handle the books to ensure that they are turning the pages in the correct direction and turning only one page at a time.

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 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

Signs help us learn our way around communities.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>The Little House</i> by Virginia Lee Burton
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: Around the Community card for stop sign Trade book: <i>I Read Signs</i> by Tana Hoban Paper and crayons for each partnership CC Activity Card: Wonderful Word picture card for "sign" CC Activity Card: Letter card for "u"
Rhyme Time	<ul style="list-style-type: none"> No new materials
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Where Do I Live?</i> by Neil Chesnow or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Party hat for Curiosity (optional) Plastic forks, paper cups, paper plates, and paper napkins, five or more of each
Question/Reflection	<ul style="list-style-type: none"> Trade book: <i>I Read Signs</i> by Tana Hoban Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The Little House* to the lab. Tell children that they can use the illustrations to read the story.

Letter Lab: Upside-Down Umbrella "U"s

- Same as day 7

Math Lab: Counting 1–5

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: People in the Neighborhood

- Same as day 6

Art Lab: Helper's Helmet

- Same as day 6

Science Lab: Whose Delivery?

- Same as day 2

Puzzles & Games Lab: Free Exploration

- Same as day 8



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

Last night, you danced to a song called “Soak Up the Sun.” T-P-S: Which letter did they sing about in that song? The letter “i.”



- 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 the Move It! activity for the day.

Today we will sing and dance to “Aloha ‘Oe.” Get ready to move!



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



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



Clues & Questions

Theme-related
word(s):
sign*

Curiosity's Clues

- Present Curiosity with a small stop sign behind her back.

Curiosity brought us something that will give us an idea of what we will talk about today. Curiosity has some clues to help us guess.

Curiosity: **Well, it's red. You can see it at the end of a road.**

Teacher: **Hmmm...I wonder what Curiosity has. Does anyone have a guess? A stop sign.**

- You may need to offer additional clues, such as the following, if children do not guess stop sign right away:

This has a word on it.

The word starts with the /s/ sound.

That's right! It is a stop sign. Have Curiosity show the stop sign. **We see stop signs in our communities. What do you think we will talk about today? Signs.**

Learning with Curiosity

- Display the front cover of *I Read Signs*.

This book, *I Read Signs*, was made by Tana Hoban. It’s different from most of the books we read. Ms. Hoban took pictures of lots of different signs that we see in our community. She put all the photographs into this book.

Signs help us know where to go and give us information or directions. Let’s look at this book to learn more about signs that we might see in our community!

- Read the book to children, and discuss the different signs in the text.
- Have children work in partnerships to make signs for their community.
- Use the sharing sticks to choose partnerships to share the signs they created for their community.
- Play the “W Stop Traffic” video.



Wonderful Word

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

Our Wonderful Word today is “sign.” A sign gives important information. A sign can give directions or warn us about something that is dangerous.



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

Signs can tell us where to go and how to be safe.

- Explain to children that our Daily Message has tall letters that reach up high and low letters that go down low. Point to the tall letters and the letters that drop down.

Letter Links

- Have Curiosity show the letter card for “u.”
- 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 “u” by playing the “Find the Hidden U” 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 “Humpty Dumpty” along with the children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Production

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

Let’s think of some words that rhyme with the word “sat” in the rhyme “Humpty Dumpty.” “Mat” rhymes with “sat.” Rhyming words are words that end with the same sound. These two words, “sat” and “mat,” both end with /at/. Now you can try to make some rhymes. Think of a word that rhymes with “king” and “ring.” Tell the child next to you the word that you thought of.

- Play the game. Use Think-Pair-Share to have children tell their partners words that rhyme with each of the following given words:

horses

wall

men

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



- Award paw points if children were able to successfully produce rhyming words.



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



Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

- Encourage children to 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.”



Free Choice

- Reread a favorite STaR story or another book that you would like to share. We would like to recommend *What Is a Community?* by Rebecca Rissman.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.



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



Count with Curiosity



- Play the “Count with Curiosity: 1–14” video. Invite children to count to 14 with Curiosity.

Problem Solving

- Have Curiosity join the group wearing a party hat and carrying a bag with several plastic forks, paper cups, paper plates, and paper napkins in it.
- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity is having a party. Curiosity invited four friends to come to her party. But she has a problem. She has all these plates, forks, cups, and napkins, and she doesn’t know how to find the right number of each of them for her party.

Let’s see if we can help Curiosity figure out how she can find the right number of party supplies for her friends.

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



T-P-S: What can we do to help Curiosity find the right number of plates, cups, forks, and napkins for her party?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Invite children to help count out the party items.



We can help Curiosity count the things she needs for her party to make sure that she has the right amount of each of them.

T-P-S: How do we know how many she will need? She will need one item for each person at the party.

T-P-S: How many people will be at the party? If children answer four, remind them that Curiosity will need things for herself too. So she will need five of each item, one for herself and each of her four friends.

- Count out five napkins, placing them in rows as you count.

Let's start by helping Curiosity count five napkins.

- Count each of the other party items, aligning the items with the row of napkins to demonstrate the one-to-one correspondence between each row of five items.
- Reinforce the concept of one-to-one correspondence by showing the "14 Lightning Bugs" video.



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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We learned that signs help us know our way around communities.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is "sign." Remember that a sign helps us know where to go and gives us directions. T-P-S: When did we hear the word "sign" today?



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

Theme Learning Extension

- Present *I Read Signs*. Introduce and play the Walk, Don't Walk game with children.

Today we learned about signs in our communities. Signs are very important because they help us know where to go and what to do. Signs give us directions that help us to be safe. Let's play a game with signs! This game is called Walk, Don't Walk. Show the page of the book that has

the walk sign. **When I show you this sign, you may walk slowly. But when I show you this sign, you must stop walking.** Show the opposite page, displaying the don't walk sign.

- Allow children to play the Walk, Don't Walk game using the signs from the book.

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

Appendix

Curiosity Corner Unit Record Form	143
Learning Labs Facilitation Guide	144
Snack Time!	147
Activity Suggestions for Outside Gross-Motor Play	148
Blackline Masters	
Letter “C” Pattern	149
Welcome to Curiosityville! (“now” version).....	150
Fire Shield Pattern	151
Fire Helmet Pattern.....	152
Letter “u”.....	153
Fire Station/Not Fire Station Equipment	154
Dialing 9-1-1	155
Number Cards 1–5.....	156
Welcome to Curiosityville! (“long ago” version).....	157
Feelings Tree Leaves.....	158
Counting Community Helpers	159
Fun Places in the Community	160
Theme Introduction Letter (English version)	161
Theme Introduction Letter (Spanish version).....	162

Learning Labs Facilitation Guide

Week 1

 Classroom Library Lab	Enjoy a Story Children explore books related to communities and other books in the classroom library.
Engage all children:	What places do you see in this book? Are the places a part of a city, a town, or the countryside? Do people live here at all?
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:	Invite the child to compare characters in the book that he or she is exploring with characters in another book. How are the characters in each story the same? How are they different?

 Letter Lab	Exploring Letters Children explore plastic, magnetic, or foam letters or letter cards.
Engage all children:	Do you know the names of any of these letters? Tell me the letter names that you know.
Offer support:	These shapes are letters. We can make words with letters. Can you find any words in our classroom?
Challenge:	Write the child's name on a sentence strip or blank paper. Invite the child to use the foam letters or letter cards to find and arrange the letters of his or her name.

 Letter Lab	Confetti "C" Children decorate a letter "c" shape with confetti.
Engage all children:	Ask children why we chose confetti, and not stickers, to decorate the letter "c." <i>We chose confetti because the word "confetti" begins with the /c/ sound.</i>
Offer support:	Ask children to name the letter and give the letter sound.
Challenge:	Ask each child to think of other things that begin with /c/ that could have been used to decorate the letter.
Tip: Assist children with glue as needed.	

 Math Lab	Finding Shapes Children look around the classroom to find objects that match the paper shape models of circles, squares, rectangles, and triangles.
Engage all children:	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. As a model, use a complete sentence to compare the object with the shape they have. <i>The clock is a circle shape like the blue circle you are holding.</i>
Offer support:	As each child finds a shape that matches the one that he or she has, encourage the child to trace the shape around the object if possible.
Challenge:	Ask each child to determine how many corners and lines each shape has.

 Math Lab	It's a Pattern Children create AABB patterns with shapes.
Engage all children:	Invite children to create their own AABB pattern and explain it to you.
Offer support:	Limit children to two different shapes to use to create their pattern. Start a pattern for them, and encourage them to continue it.
Challenge:	Invite children to create their own patterns using more than two shapes and explain them to you.

Week 1, cont.

 Writing Lab	A Place I've Visited Children write about a place that they have been in their community.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

 Art Lab	House Painters Children paint pictures of homes or paint milk cartons or boxes to create homes.
Engage all children:	Tell me about your home. Where would I find a home like this in our community?
Offer support:	Tell me about your home. What colors did you use to make your home? Provide words as needed.
Challenge:	Ask each child to describe the home that he or she painted. Encourage the use of descriptive words.

 Science Lab	Whose Delivery? Children use their observational skills to determine to whom a package will be delivered.
Engage all children:	Remind children that scientists use their eyes to look closely at things to find out about them. Have children look closely at the items in each box to determine which person in the community will receive each box. Encourage children to use theme-related vocabulary, such as "community," "neighborhood," and "neighbors," in their conversations with you and each other.
Offer support:	Invite children to name the items in each package and tell how the recipient will use them. For example, if you have a box with mail in it, you might say, I see that this box has letters and magazines in it. My neighbors will read the magazines.
Challenge:	Suggest children pretend to deliver the packages to the intended recipients. Model using theme-related language, such as, I think this package belongs to a family in my neighborhood. I will deliver it to the family.

Week 2

 Classroom Library Lab	Enjoy a Story Children explore books related to communities and other books in the classroom library.
Engage all children:	Are there any community helpers in this book? Let's see if we can find and name some of the helpers.
Offer support:	If I wanted to read this story, where would I start? What page should I read first?
Challenge:	If you could be one of the characters in this story, which one would you choose? Why?

 Letter Lab	Upside-Down Umbrella "U"s Children decorate a picture of the letter "u" superimposed on an upside-down umbrella.
Engage all children:	Invite children to explain why an upside-down umbrella looks like the letter "u." Invite them to think of other objects that have the "u" shape.
Offer support:	Ask each child to name the letter and give the letter sound. Ask each child to tell you about the materials and colors he or she has used to decorate the picture
Challenge:	Ask each child to think of words that begin with /u/.
Tip: Assist children with glue as needed.	

Week 2, cont.

 <p>Math Lab</p>	<p>Counting 1–5 Children work with friends to remove objects from a bag and count them.</p>
<p>Engage all children:</p>	<p>Encourage the children to compare two groups of objects. Ask them which group has more.</p>
<p>Offer support:</p>	<p>Guide children to move each object from one place to another as it is counted to prevent them from counting the same object more than once.</p>
<p>Challenge:</p>	<p>Encourage children to guess how many objects they will have if they combine two groups. Then encourage them to combine the groups and count the objects.</p>
 <p>Writing Lab</p>	<p>People in the Neighborhood Children find pictures of people in magazines and write about who they might be and what they might do within a community.</p>
<p>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.</p>	
 <p>Art Lab</p>	<p>Helper’s Helmet Children will use a pattern sheet to create a fire helmet.</p>
<p>Engage all children:</p>	<p>Invite children to decorate their helmets and/or place a foil shield on them. Shields can be made by covering the heavy paper with foil. Explain that a firefighter’s shield often has a number and some writing on it. Invite children to write identifying information on their shields. Encourage children to wrap the foil around their shield shapes and affix those to their helmets. As children work to decorate their helmets, use new vocabulary to talk with them about why firefighters wear helmets, the reason for its shape etc.</p>
<p>Offer support:</p>	<p>Some children will need help with using scissors and/or glue.</p>
<p>Challenge:</p>	<p>Engage children in conversation about how a helmet helps keep emergency personnel safe as they do their jobs. Use theme-related vocabulary, and encourage children to speak in complete sentences.</p>
 <p>Science Lab</p>	<p>Whose Delivery? Children use their observational skills to determine to whom a package will be delivered.</p>
<p>Engage all children:</p>	<p>Remind children that scientists use their eyes to look closely at things to find out about them. Have children look closely at the items in each box to determine which person in the community will receive each box. Encourage children to use theme-related vocabulary, such as “community,” “neighborhood,” and “neighbors,” in their conversations with you and each other.</p>
<p>Offer support:</p>	<p>Invite children to name the items in each package and tell how the recipient will use them. For example, if you have a box with mail in it, you might say, I see that this box has letters and magazines in it. My neighbors will read the magazines.</p>
<p>Challenge:</p>	<p>Suggest children pretend to deliver the packages to the intended recipients. Model using theme-related language, such as, I think this package belongs to a family in my neighborhood. I will deliver it to the family.</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

- **Fire Truck:** Spread red icing on a whole graham cracker, add short pretzel sticks to make a ladder on the side of the cracker, two round black cookies for wheels, and a square cereal piece for a window in the top corner of the cracker.
- **Traveling Cars:** Slice and core an apple, and place in the middle of a plate, upside down to form an arch; add kiwi or strawberry slices for wheels.
- **Helping Hands:** Use cookie cutters to cut bread into hand shapes, and serve with fruit.
- **Emergency Vehicle:** Coat a whole graham cracker with yellow icing, add round black cookies for wheels, and use three small square crackers for windows.
- **Ambulance:** Spread cream cheese on a large square- or rectangle-shaped cracker, add round black cookies for wheels, and use red icing or strawberry slices to make windows.

***Always check for children's allergies before serving any food.**

Activity Suggestions for Outside/Gross-Motor Play

Providing organized activities that help children develop gross-motor skills should be balanced with unstructured free play. The following games and activities can also help children internalize the content presented in this unit.

Crossing Guard, May I? (a variation of Mother, May I?)

Have children line up side by side a few feet back from the crossing guard. You play the crossing guard initially. Call one child at a time to use a specific movement to get closer to the crossing guard such as, “LaShaun may take three baby steps forward.” LaShaun asks, “Crossing guard, may I?” The crossing guard responds, “Yes” or “No.” If the crossing guard says yes, LaShaun moves forward three baby steps. If the crossing guard says no, LaShaun remains where he 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 crossing guard. Once children understand this game, play a variation of it by inviting a child to be the crossing guard.

Traveling the Neighborhood

This activity requires riding toys.

Bring any large traffic signs from the classroom to the outdoor play area. Invite children to set up a riding course. Talk with them about the signs that are needed to keep drivers safe while using the riding toys. Help children arrange the signs in a way that promotes safety, such as placing a stop sign in an area where children might be riding through an intersection-type situation.

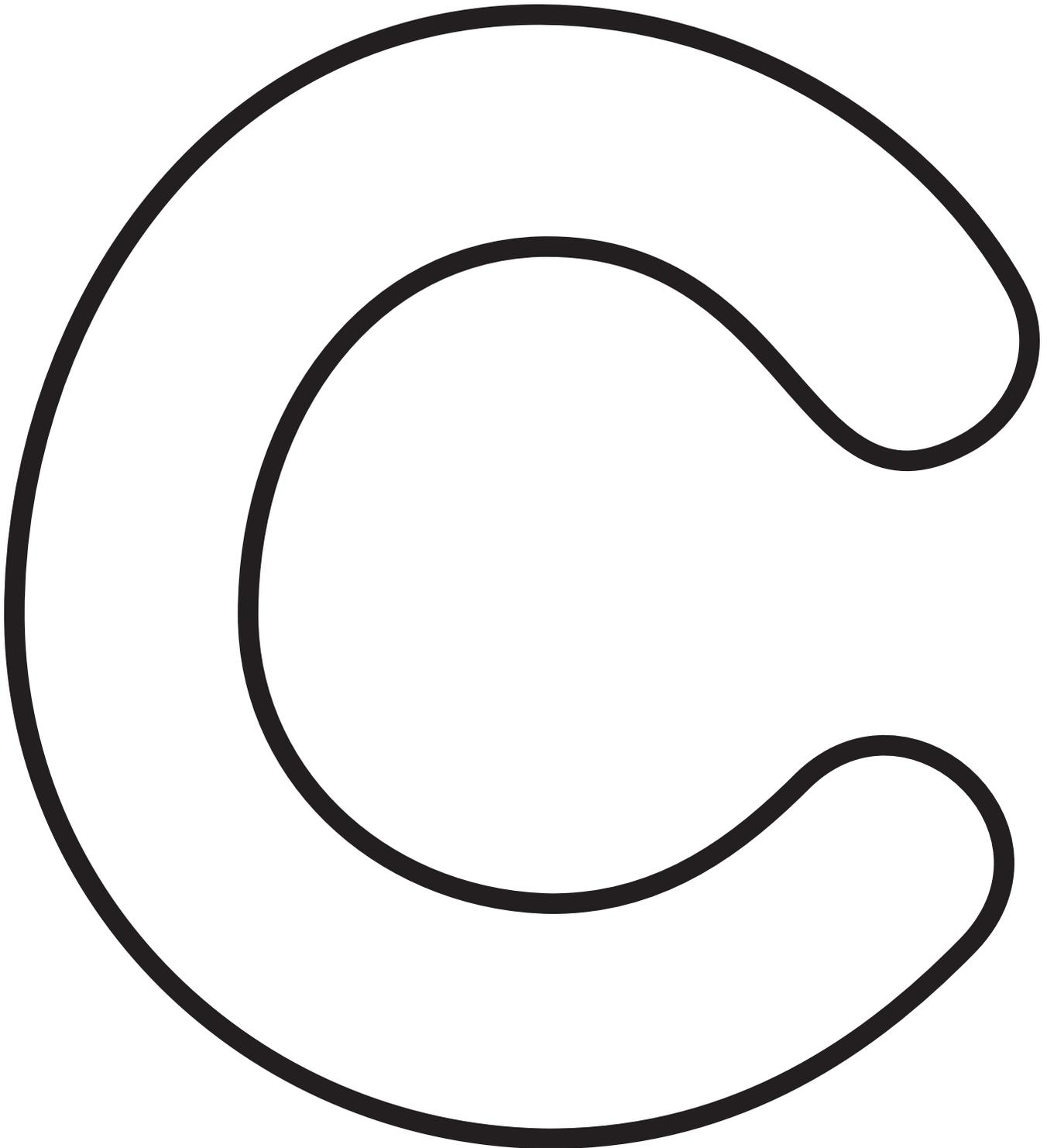
Help children develop safety rules for the riding toys. Encourage them to reinforce these rules with one another while riding the course.

Keep It Safe

Have children look at the play-area equipment and determine what, if any, safety rules are needed for the area.

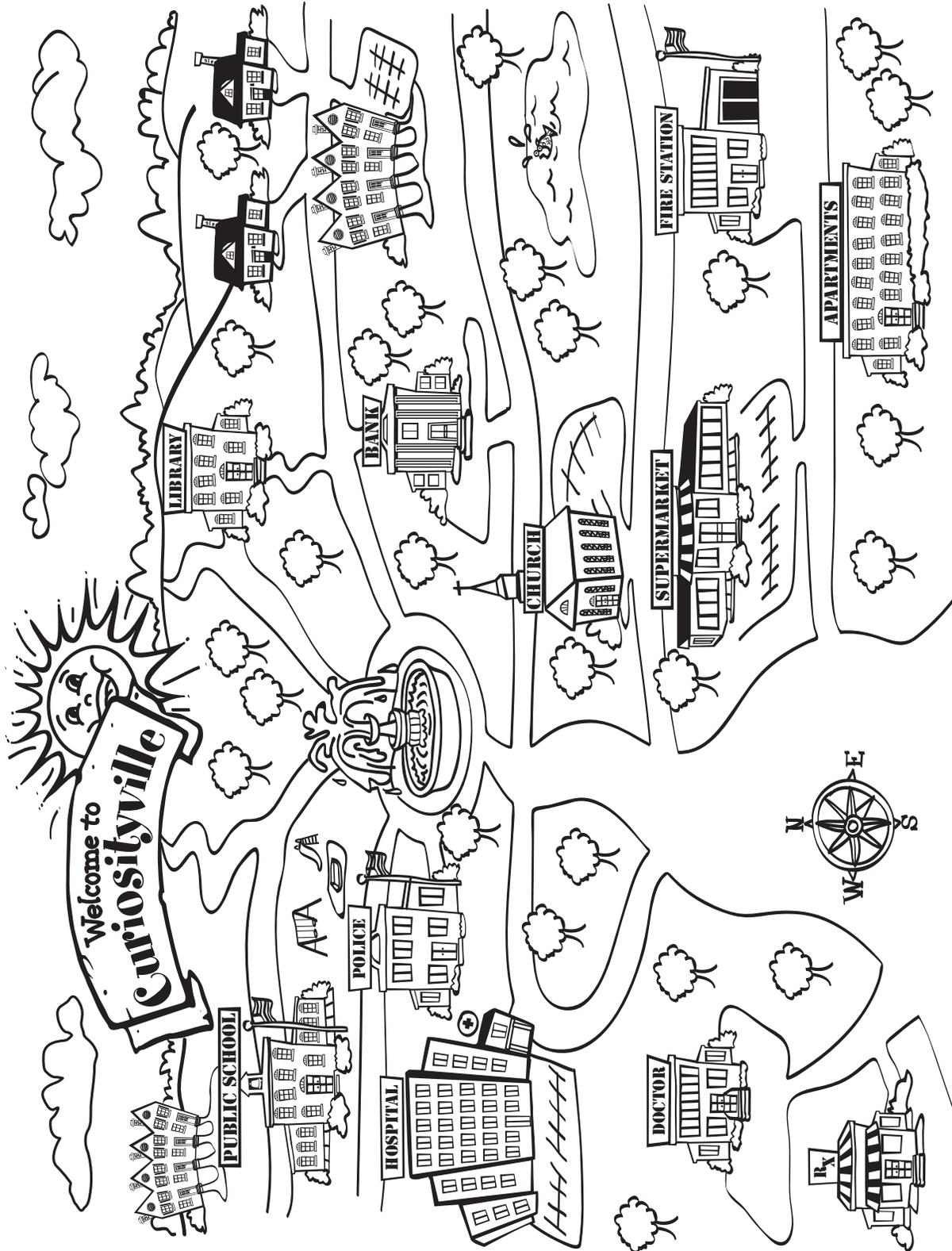
Letter "C" Pattern

Copy one per child.



Welcome to Curiosityville!—Now

Make one copy for each partnership.



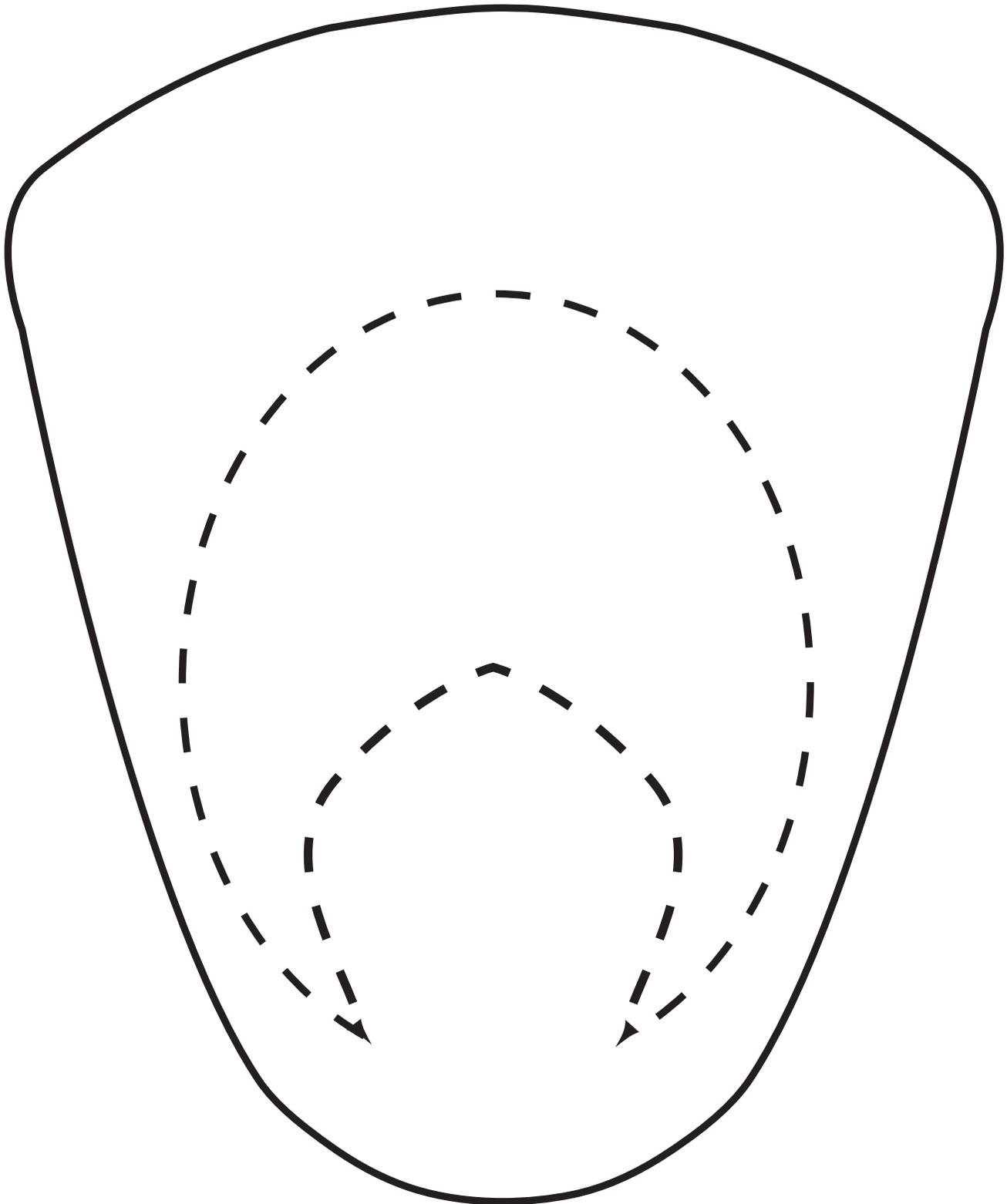
Fire Shield Pattern

Copy one per child.



Fire Helmet Pattern

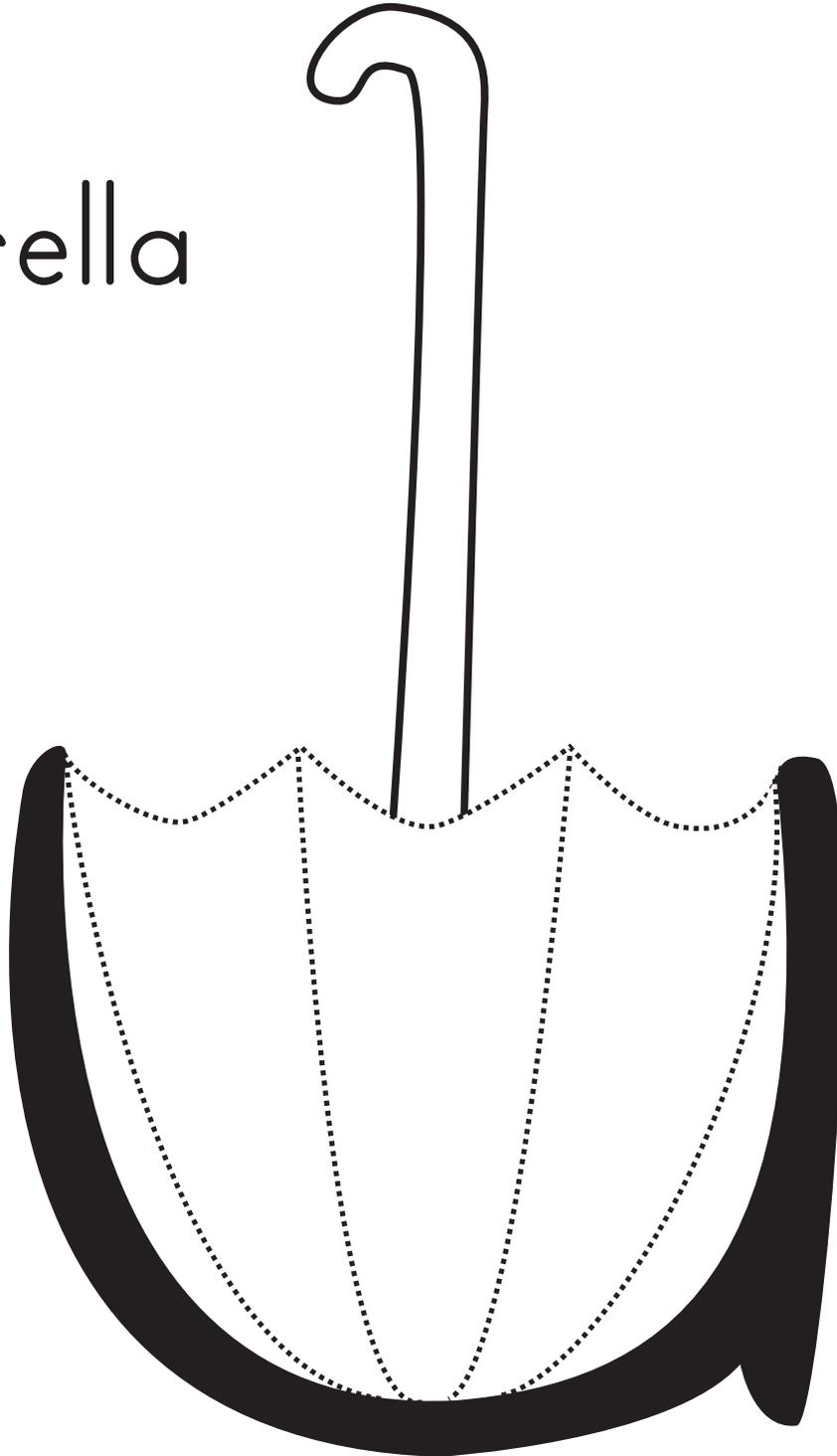
Enlarge and copy or trace onto 12" x 18" red paper. One copy per child.



Letter "u"

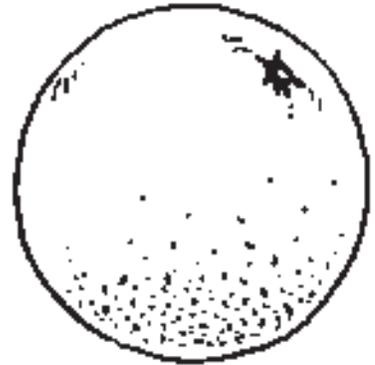
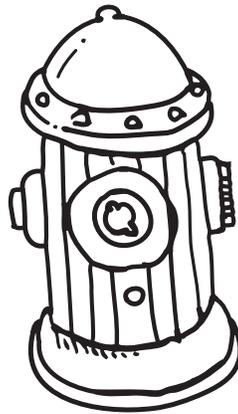
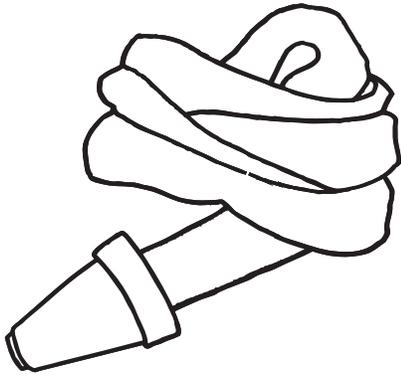
Copy one per child.

umbrella



Fire Station/Not Fire Station Equipment

Copy and cut apart. One set per partnership.



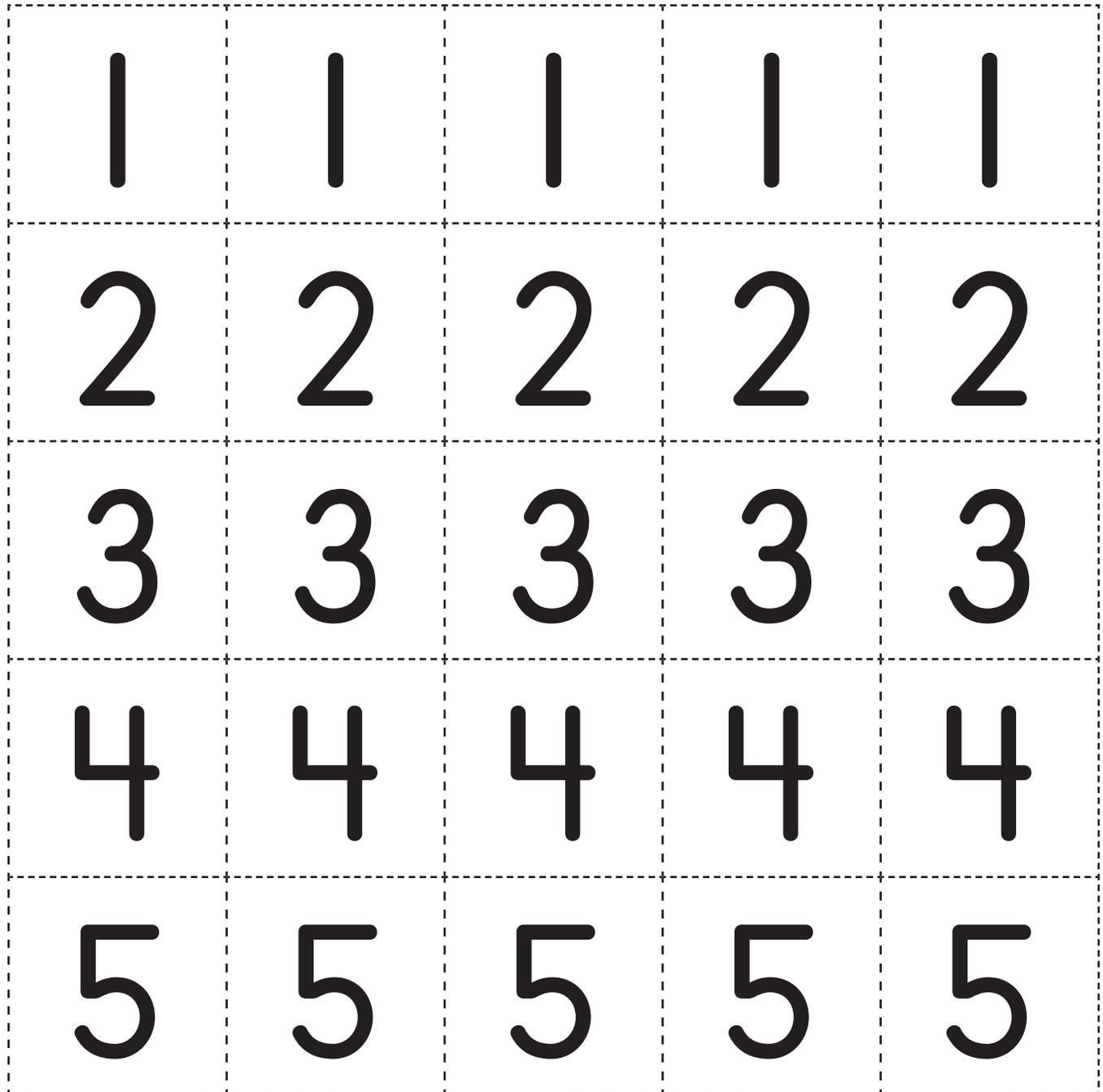
Dialing 9-1-1

Make enough copies for one per child for small-group instruction.

1	2	3
4	5	6
7	8	9
*	0	#

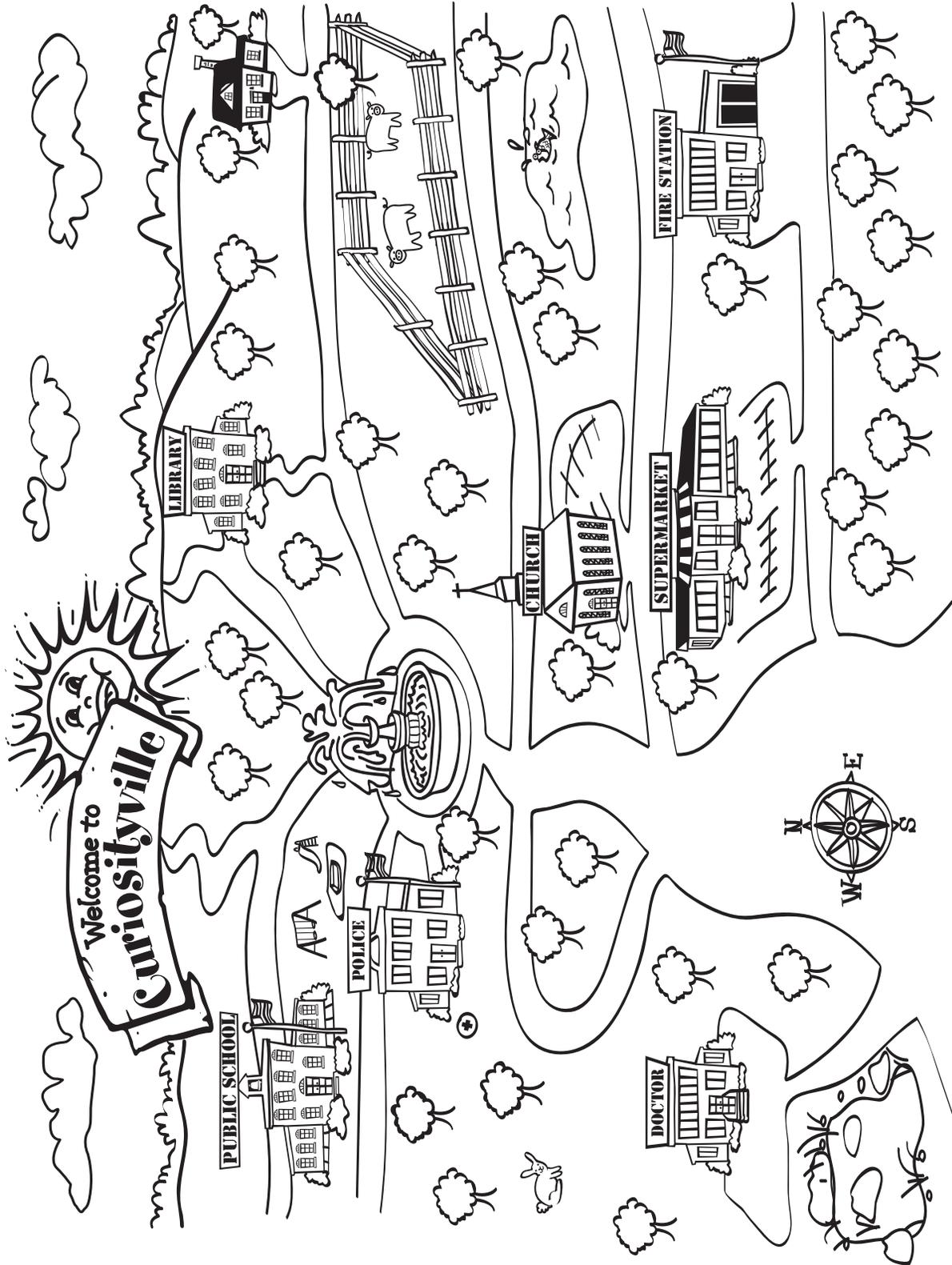
Number Cards 1–5

Copy and cut apart one set of five cards (1–5) per partnership.



Welcome to Curiosityville!—Long Ago

Make one copy for each partnership.



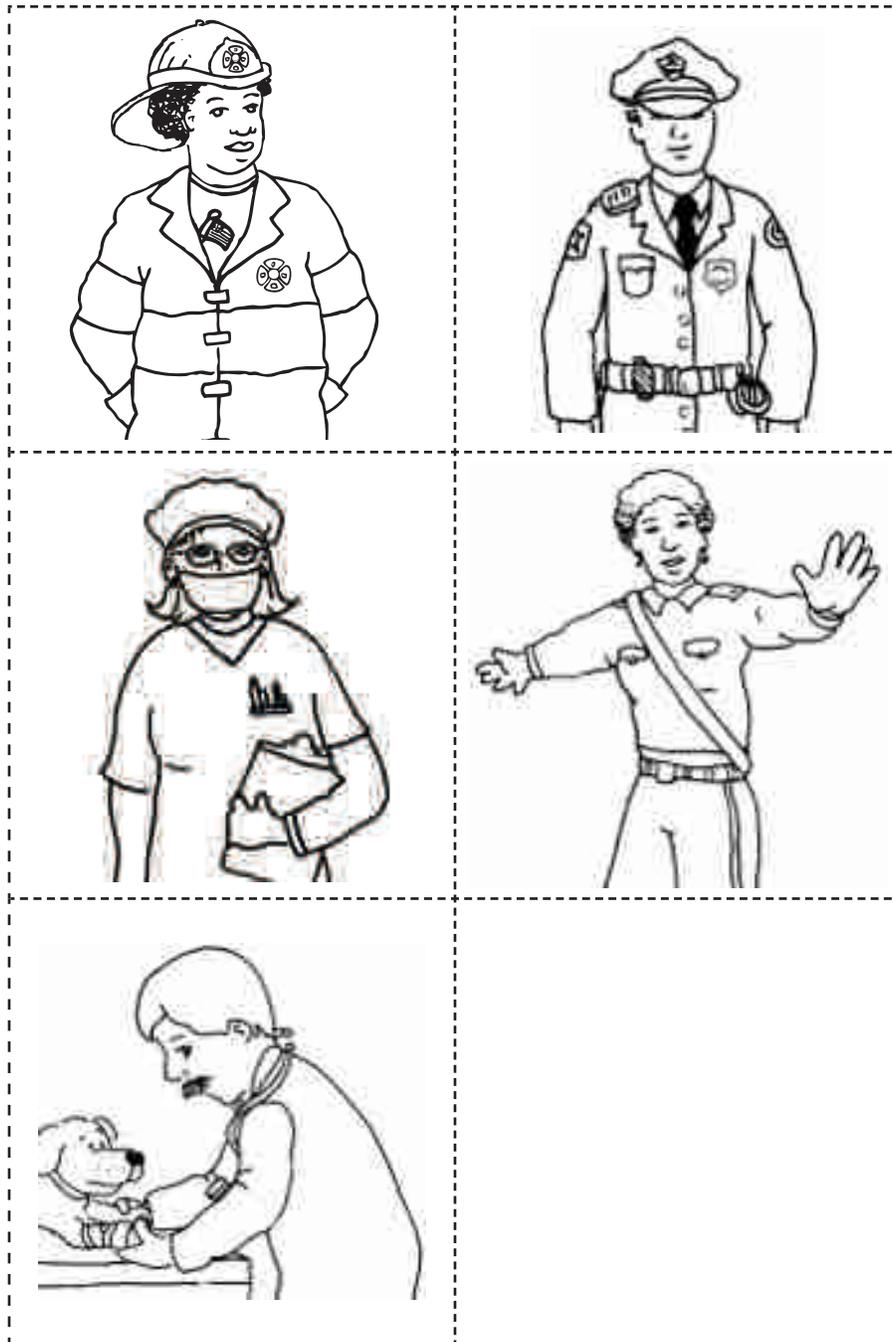
Feelings Tree Leaves

Make two copies, and cut out for the Feelings Tree.



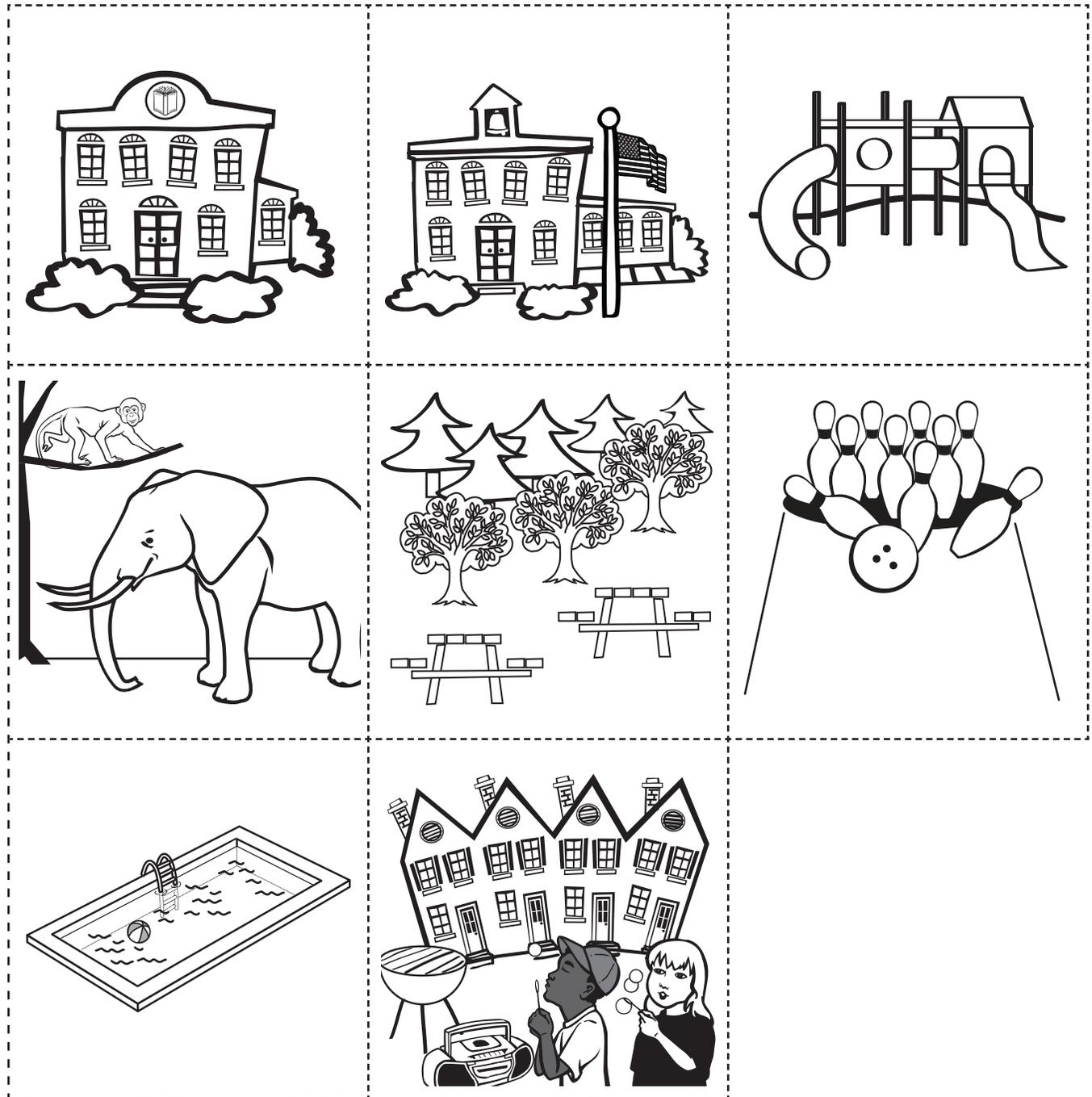
Counting Community Helpers

Copy and cut apart the cards. Make enough copies to create sets that contain one, two, three, four, or five helpers. Each partnership should receive one set.



Fun Places in the Community

Copy and cut apart, enough for one card per partnership.



Dear Family,

Next week in our *Places and Faces in the Community* unit, your child will learn about neighborhoods. Your child first learns about his or her home, including the people, items, and activities within it. Gradually, he or she learns about the world outside his or her home when visiting with neighbors and going with family and friends to local facilities such as playgrounds, schools, libraries, and stores.

With each added experience, your child gains skills and knowledge in every area of development. Experiences with new sights and sounds while traveling from home to school and on other trips from home help your child develop his or her senses of sight, sound, touch, and smell. Interacting with neighbors, friends, service people, and school personnel helps your child develop the ability to get along with others and learn that others may live differently from the way he or she does.

Neighborhoods are highlighted in books, such as *Uptown* by Bryan Collier, and in new rhymes and songs.

You can help your child expand his or her knowledge of the world by talking together about the sights, sounds, and activities in your neighborhood. With *Places and Faces in the Community*, your child will begin to gain an understanding of and appreciation for the uniqueness of each person's life and living situation.

At home you can engage in activities to help your child expand his or her understanding of what constitutes a community. You may want to take a walk to look for familiar businesses such as the post office or library. You may see local landmarks like a building of historic significance or a statue honoring a famous citizen. Talk with your child about the people who live and work in your neighborhood.

Read the concepts of print story *Community Helpers* that your child will bring home at the end of the unit. Encourage your child to recite the repetitive text so he or she can read along.

Your child may come home reciting a new rhyme that he or she learned in school. Here is a familiar nursery rhyme that you can enjoy with your whole family:

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.



Estimada familia,

El tema para la próxima semana es *Places and Faces in the Community*. Su niño aprenderá sobre los vecindarios. Primero, su niño aprenderá sobre su casa y su vecindario, incluido la gente, los ítems y las actividades dentro de ellos. Él aprenderá a explorar su vecindario en visitas con vecinos y acompañará amigos y familia a lugares como la escuela, la biblioteca o la tienda.

Experiencias con nuevas vistas y nuevos sonidos en la caminata de la escuela a la casa perfeccionarán los sentidos de vista, oído, olfato y tacto de su niño. Las interacciones con vecinos, amigos, ayudantes y trabajadores de la escuela y otros lugares, son importantes para su niño. Estas interacciones sociales le enseñará a su niño a llevarse bien con otras personas y las diferencias en vecindarios y comunidades en la gente vive.

En el libro, *Uptown* by Bryan Collier, y en varios juegos y ritmas, los vecindarios son la idea más importante.

Usted puede ayudar su niño también. Usted puede hablar con su niño sobre las vistas, los sonidos y las actividades en su vecindario. Por ejemplo, haga una caminata con su niño para buscar por y encontrar los lugares del vecindario como la biblioteca o el correo. Tal vez encuentran un edificio histórico o estatua que respeta un ciudadano famoso. Hable con su niño sobre la gente del vecindario.

Lea el cuento *Community Helpers* con su niño en la casa. Su niño puede recitar el texto para que ustedes lo lean juntos. Es posible que su niño recuerda una ritma que aprendió en la clase. Aquí sigue una nana que pueda compartir con la familia.



Humpty Dumpty

Humpty Dumpty sat on a wall,
(Humpty Dumpty en una pared se sentó,)

Humpty Dumpty had a great fall.
(Humpty Dumpty de ahí arriba se cayó.)

All the king's horses and all the king's men
(Todos los caballos del rey y todos los siervos del rey)

Couldn't put Humpty together again.
(No pudieron a Humpty volver a pegar otra vez.)