

A theme guide for preschool | **Unit 5**

# Fall into Fall



**Curiosity Corner**  
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:  
Unit 5**

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

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

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

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

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

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



*A Nonprofit Education Reform Organization*

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

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

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

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

# Table of Contents















## Setting the Scene

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

## Daily Lessons

Day 1 .....	1
Day 2 .....	17
Day 3 .....	29
Day 4 .....	43
Day 5 .....	55
Day 6 .....	67
Day 7 .....	81
Day 8 .....	95
Day 9 .....	109
Day 10 .....	123
Appendix .....	135

# Standard Graphics Key

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

# Why *Fall into Fall*?

Young children are naturally curious about the world around them. They are natural scientists, always observing, exploring, experimenting, and asking questions. The environment that they live in is a wonderful natural laboratory in which to learn. And it's all right there just waiting to be explored!

Seasons provide many opportunities for children to learn about cause and effect, change, cycles, and diversity in nature. Preschoolers are growing in their ability to notice that sometimes the weather is warm and sometimes it's cold and that those differences are accompanied by changes in themselves, animals in nature, and plants.

Cycles are everywhere in children's lives, and they begin to notice them at an early age. They wake up in the morning and go to sleep at night. Then morning comes again. Seasons demonstrate the cycle concept too, but on a larger scale. Young children begin to associate these cycles with what is meaningful to them. This could be new flowers in the spring, swimming in the summer, starting school in the fall, and cold weather in the winter.

Nature presents a diversity of plant and animal life, different weather patterns, and changes in the habits of people and animals that children can explore in the fall. In this unit, children will use their imaginations while exploring concepts related to the fall season. They will perform tasks involving physical skills, such as making crayon rubbings, and they will develop language skills by describing their observations of fall items with a magnifying glass. The concepts-of-print book *In the Fall* provides information about seasonal changes as children learn about the conventions of print.

As young scientists, children are also learning math concepts. Scientists use numbers and measurements to conduct their research and demonstrate their findings. In the *Fall into Fall* unit, children are introduced to math concepts as they sort objects into categories and use ordinal numbers to place items in sequential position.

Explore the outdoors with the children. Enjoy the natural laboratory that is just outside the classroom door!

# Fall into Fall

## *thematic concepts*

- Fall is one of four seasons in the year.
- The weather changes in the fall.
- Animals prepare for winter during the fall.
- We wear different clothing in the fall.
- Many foods, including pumpkins and apples, are harvested during the fall.
- Pumpkins grow on vines; apples grow on trees.
- Pumpkins and apples have seeds inside.
- There are many fall activities that people enjoy.

### **Creative Domain**

Children will:

- explore a variety of media.
- take pleasure in creating.
- engage in tactile experiences with the shapes of the letters “y” and “v.”
- pretend and imitate during dramatic play activities.
- create roles in dramatic play.
- create scarecrows and pumpkins.

### **Emotional/Personal Domain**

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- work with partners.
- follow classroom rules and routines.
- identify and name feelings.

### **Language/Literacy Domain**

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- turn the pages of a book correctly.
- begin to recognize the sounds and shapes of “y” and “v.”
- observe various letter shapes.
- observe that the first letter of a sentence is uppercase.
- count the number of words in a sentence.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that a question mark tells us that a sentence asks something.
- observe that an exclamation point means we should read with excitement.
- recite rhymes.
- produce rhyming words.
- manipulate words in a sentence.
- identify words that begin with the same initial sound.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- sequence story events.
- explore with writing materials.
- experiment with writing to communicate meaning.

**Mathematical Domain**

Children will:

- count to 15 and 16 by rote.
- sort by shape.
- use ordinal numbers to name sequential position.
- represent the month and day on the calendar.

**Cognitive Domain**

Children will:

- participate in brain games that develop the ability to focus and remember.
- observe and make discoveries.
- investigate seasonal changes.
- use real and imaginary props in dramatic play.
- solve simple problems by sorting and ordering objects.

**Interpersonal/Social Domain**

Children will:

- give and receive “I” Messages.
- identify and name others’ feelings.
- identify ways to maintain self-control.
- give compliments to classmates.

**Science/Social Studies Domain**

Children will:

- observe objects and record observations.
- observe and document weather conditions.
- become familiar with the life cycle of plants.
- learn about seasonal changes in weather and animal habits.
- 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.
- exhibit response inhibition when playing simple games.

# Vocabulary

Theme-Related Words	
acorns	hibernate
apple	jacket
autumn	leaves
bear	migrate
bird	mittens
carve	nuts
crops	orchard
farm	pumpkin
foods	rake
football	soccer ball
gather	squirrel
gloves	sweater
gourd	year

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

Wonderful Words	
Day 1	season
Day 2	fall
Day 3	prepare
Day 4	clothing
Day 5	harvest
Day 6	vine
Day 7	seed
Day 8	tree
Day 9	fruit
Day 10	football

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			
angry	festival	kind (type)	shell
breathe	field	line	slice
changes	grass	piles	steam
climb	grow	place	warm
cold	half	repeat	weather
different	inside	same	workshop
exhale	jumping	scurry	yard

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
fifth
first
fourth
groups
larger
second
shapes
size
smaller
sort
third

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











Getting Along Together Words
feelings
happy
"I" Messages
losing control
sad
Say-It-Back
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>The Busy Little Squirrel</i> nibble
<i>Every Autumn Comes the Bear</i> trail
<i>Apple Farmer Annie</i> orchard      organize
<i>Pumpkin Pumpkin</i> sprout      scoop

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
<b>Learning Focus for the Day</b>		Fall is one of four seasons in the year.	The weather changes in the fall.
 <b>Greetings, Readings, &amp; Writings</b> Children's Choices	<b>Classroom Library Lab</b>	Enjoy a Story	Enjoy a Story
	<b>Letter Lab</b>	Letter Match	"Y" Letter Rubbing
	<b>Math Lab</b>	Sorting Station	Sorting Station
	<b>Computer/Media Lab</b>	Exploring with Technology	Exploring with Technology
	<b>Writing Lab</b>	Fall Is...	Fall Is...
	<b>Art Lab</b>	Making Scarecrows	Making Scarecrows
	<b>Science Lab</b>	Fall Up Close	Fall Up Close
	<b>Puzzles &amp; Games Lab</b>	Free Exploration	Free Exploration
 <b>Gathering Circle</b>	Daily start-up routines	Daily start-up routines	
 <b>Move It!</b>	Freeze	Aloha 'Oe	
 <b>Clues &amp; Questions</b>	Read <i>Curiosity Learns About Fall</i> . Introduce the letter "y."	Identify weather changes in the fall. Review the letter "y."	
 <b>Rhyme Time</b>	"A Fall Poem;" Rhyme Recognition and Production: Make a Rhyme game		
 <b>Getting Along Together</b>		Review "I" Messages and Say-It-Back.	
 <b>Plan &amp; Play</b>	Scenario Options: Fall Detectives At Home in the Fall Fall Festival Story Workshop	Scenario Options: Same as day 1  Small-Group Instruction: Counting Apple Seeds	
 <b>STaR</b> <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>The Busy Little Squirrel</i> by Nancy Tafuri	<i>The Busy Little Squirrel</i> Story Retell: Dramatization	
 <b>Math Moments</b>	Count to 15 by rote. Classify by attributes: Sort fall objects.	Count to 15 by rote. Classify by attributes: Sort by shape.	
 <b>Question/Reflection</b>	Brain Game: What's the Magic Word? and Silly Sounds	Brain Game: Silly Sounds Letter "y" classroom search	

We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule.

Day 3	Day 4	Day 5
Animals prepare for winter during the fall.	We wear different clothing in the fall.	Many foods are harvested during the fall.
Enjoy a Story	Enjoy a Story	Enjoy a Story
"Y" Letter Rubbing	"Y" Letter Rubbing	"Y" Letter Rubbing
Sorting Station	Sorting Station	Sorting Station
Exploring with Technology	Exploring with Technology	Exploring with Technology
Fall Is...	Fall Is...	Fall Is...
Making Scarecrows	Making Scarecrows	Making Scarecrows
Fall Up Close	Fall Up Close	Fall Up Close
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Shake Something	Get on Up and Move Your Body	The Gooney Bird Song
Identify ways animals get ready for winter. Review the letter "y."	Identify clothing worn in the fall. Concepts-of-print book: <i>In the Fall</i> Review the letter "y."	Name crops that are harvested in the fall. Review the letter "y."
	"A Fall Poem;" Phonological Awareness—Word Substitution: Nonsense game	"A Fall Poem;" Phonological Awareness—Word Substitution: Nonsense game
Identify feelings: happy, scared, and sad.		
Scenario Options: Same as day 1	Scenario Options: Same as day 1	Scenario Options: Same as day 1
Small-Group Instruction: Same as day 2	Small-Group Instruction: Same as day 2	Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>Every Autumn Comes the Bear</i> by Jim Arnosky	<i>Every Autumn Comes the Bear</i> Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – <i>Mouse's First Fall</i> by Lauren Thompson
Count to 15 by rote. Classify by attributes: Sort shapes by color.	Count to 15 by rote. Classify by attributes: Sort counting bears by size.	Count to 15 by rote. Problem-solving strategies to determine a way to sort objects by attribute
Brain Game: Silly Sounds Dramatize how animals prepare for winter.	Brain Game: Silly Sounds Determine appropriate fall clothing.	Brain Game: Silly Sounds Which Wonderful Word? game

You will find suggested snacks and activities to support this theme in the appendix.



# Peek at the Week 2

Lesson Component		Day 6	Day 7
<b>Learning Focus for the Day</b>		Pumpkins grow on vines.	Pumpkins have pulp and seeds inside.
 <b>Greetings, Readings, &amp; Writings</b> Children's Choices	<b>Classroom Library Lab</b>	Enjoy a Story	Enjoy a Story
	<b>Letter Lab</b>	"Y" Letter Rubbing	Playdough Letter "V"
	<b>Math Lab</b>	Pumpkin Number Match	Pumpkin Number Match
	<b>Computer/Media Lab</b>	Exploring with Technology	Exploring with Technology
	<b>Writing Lab</b>	Pumpkins Are...	Pumpkins Are...
	<b>Art Lab</b>	Pumpkins on a Vine	Pumpkins on a Vine
	<b>Science Lab</b>	Harvest Up Close	Harvest Up Close
	<b>Puzzles &amp; Games Lab</b>	Free Exploration	Free Exploration
 <b>Gathering Circle</b>	Daily start-up routines	Daily start-up routines	
 <b>Move It!</b>	Jumping Bean	The Elmo Slide	
 <b>Clues &amp; Questions</b>	Describe pumpkin characteristics. Introduce the letter "v."	Explore the inside of a pumpkin. Review the letter "v."	
 <b>Rhyme Time</b>	"Peter, Peter, Pumpkin Eater;" Phonemic Awareness—Alliteration: New Sound game		
 <b>Getting Along Together</b>		Review the feeling angry.	
 <b>Plan &amp; Play</b>	Scenario Options: Visiting Fall Farms Fall Cooking Fall Festival Story Workshop	Scenario Options: Same as day 6  Small-Group Instruction: What's Inside a Pumpkin?	
 <b>STaR</b> Story Telling and Retelling	Interactive Story Reading: <i>Apple Farmer Annie</i> by Monica Wellington	<i>Apple Farmer Annie</i> Story Retell: Sequencing	
 <b>Math Moments</b>	Count to 16 by rote. Ordinal Numbers (to 5): Identify the first in a line.	Count to 16 by rote. Ordinal Numbers (to 5): Identify ordinal places in a line.	
 <b>Question/Reflection</b>	Brain Game: Hot Potato Memory Reread the concepts-of-print book <i>In the Fall</i> .	Brain Game: Hot Potato Memory Find things that begin with "v."	

Day 8	Day 9	Day 10
Apples grow on trees.	Apples have flesh and seeds inside.	People do fun things outside in the fall.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Playdough Letter “V”	Playdough Letter “V”	Playdough Letter “V”
Pumpkin Number Match	Pumpkin Number Match	Pumpkin Number Match
Exploring with Technology	Exploring with Technology	Exploring with Technology
Pumpkins Are...	Pumpkins Are...	Pumpkins Are...
Apple Prints	Apple Prints	Apple Prints
Harvest Up Close	Harvest Up Close	Harvest Up Close
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Silent Ball	Head, Shoulders, Knees, and Toes	Follow the Leader
Identify and describe apple characteristics. Review the letter “v.”	Explore the inside of an apple. Review the letter “v.”	Identify and role-play fun outdoor fall activities. Review the letter “v.”
	“Peter, Peter, Pumpkin Eater;” Phonemic Awareness—Alliteration: New Sound game	“Peter, Peter, Pumpkin Eater;” Phonemic Awareness—Alliteration: New Sound game
Review the feeling angry. Introduce the concept of losing control.		
Scenario Options: Same as day 6	Scenario Options: Same as day 6	Scenario Options: Same as day 6
Small-Group Instruction: Same as day 7	Small-Group Instruction: Same as day 7	Small-Group Instruction: Same as day 7
Interactive Story Reading: <i>Pumpkin Pumpkin</i> by Jeanne Titherington	<i>Pumpkin Pumpkin</i> Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – <i>Mouse’s First Fall</i> by Lauren Thompson
Count to 16 by rote. Ordinal Numbers (to 5): Order objects.	Count to 16 by rote. Ordinal Numbers (to 5): Order daily activities.	Count to 16 by rote. Ordinal Numbers (to 5): Use problem-solving strategies to put objects in order.
Brain Game: Hot Potato Memory Which Wonderful Word? game	Brain Game: Hot Potato Memory Construct an apple puzzle.	Brain Game: Hot Potato Memory Apple or Pumpkin? game

# You Will Need

## Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> <li>• <i>The Busy Little Squirrel</i> by Nancy Tafuri</li> <li>• <i>Every Autumn Comes the Bear</i> by Jim Arnosky</li> <li>• <i>Mouse's First Fall</i> by Lauren Thompson</li> <li>• <i>Apple Farmer Annie</i> by Monica Wellington</li> <li>• <i>Pumpkin Pumpkin</i> by Jean Titherington</li> </ul>	
	<p><b>Theme Learning</b></p>	
	<ul style="list-style-type: none"> <li>• <i>My Pumpkin</i> by Sally Francis Anderson</li> <li>• <i>Curiosity Learns About Fall</i> by Jill Crawford</li> </ul>	
<p><b>Concepts of Print</b></p>		
<ul style="list-style-type: none"> <li>• <i>In the Fall</i> by Sally Francis Anderson (class set)</li> </ul>		
Media		
	<ul style="list-style-type: none"> <li>• <i>Getting to Know Myself</i> by Hap Palmer</li> <li>• Curiosity Corner 2nd Edition Software</li> <li>• Curiosity Corner Home Link show for Unit 5</li> </ul>	
	<p><b>Curiosity Corner Activity Cards for Unit 5</b></p>	
Cards/Card Sets	<p><b>Letter Cards</b></p>	<ul style="list-style-type: none"> <li>• “Yy,” “Gg,” “Mm,” “Vv,” “Cc,” and “Kk”</li> </ul>
<p><b>Numeral Cards</b></p>		<ul style="list-style-type: none"> <li>• 1–5</li> </ul>
<p><b>Thematic Content</b></p>		<ul style="list-style-type: none"> <li>• Wonderful Word picture cards: season, fall, prepare, clothing, harvest, vine, seed, tree, fruit, football</li> <li>• Day 2: Fall Season picture card set</li> <li>• Day 4: Clothing picture card set</li> <li>• Day 8: Apple Products picture card set</li> </ul>
<p><b>Getting Along Together</b></p>		<ul style="list-style-type: none"> <li>• Day 3: Feelings Faces card set (from unit 2): happy, scared, sad</li> </ul>
<p><b>Plan &amp; Play Scenario Cards</b></p>		<ul style="list-style-type: none"> <li>• Fall Detectives, At Home in the Fall, Fall Festival, Story Workshop, Visiting Fall Farms, Fall Cooking</li> </ul>
<p><b>Math Moments</b></p>		<ul style="list-style-type: none"> <li>• Day 9: Curiosity’s Daily Routine card set</li> </ul>


	<b>Rhyme Cards</b>
	<ul style="list-style-type: none"> <li>• “My Body”</li> <li>• “Jack and Jill”</li> </ul>
	<b>STaR Story Retell Cards</b>
	<ul style="list-style-type: none"> <li>• <i>The Busy Little Squirrel</i></li> <li>• <i>Apple Farmer Annie</i></li> </ul>
	<b>Other Card Sets</b>
	<ul style="list-style-type: none"> <li>• Ear and mouth cards</li> <li>• Letter-Blending Cards, Deck 1</li> </ul>
<b>Posters</b>	
	<ul style="list-style-type: none"> <li>• Feelings Tree poster</li> </ul>
<b>General — Used in Every Unit</b>	
	<ul style="list-style-type: none"> <li>• Puppets: Curiosity (cat), Squeaky (squirrel), and Chilly (penguin)</li> <li>• Paw print chips</li> <li>• Cool Kid certificates</li> <li>• Cool Kid stamp</li> <li>• Colored clothespins (for Plan &amp; Play scenario selection)</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animals, stamps and ink pad</li> </ul>
<b>Other SFAF Items</b>	
	<ul style="list-style-type: none"> <li>• Counting bears</li> <li>• Four Seasons floor puzzle</li> <li>• Curiosity Corner Unit Record Form for unit 5 (generate with data-tools system)</li> </ul>

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

- Large paper grocery bag filled with leaves of different colors, real or made with paper (Clues & Questions, day 1)
- Objects that make distinct sounds such as a bell, a stapler, rhythm sticks, etc. (Question/Reflection, day 1)
- Sweater for Curiosity or a picture of a sweater from the Fall Season picture card set (Clues & Questions, day 2)
- Apple seeds, or other object that can serve as pretend seeds, such as dried beans (Plan & Play, Small-Group Instruction, days 2–5)
- One sheet each of red, blue, yellow, and green paper (Math Moments, day 3)
- Fall jacket and other pieces of fall clothing or pictures from the Fall Season picture card set (Clues & Questions, day 4)
- Three large books and four small books for sorting (Math Moments, day 4)
- Several small pumpkins, gourds, squash, and apples (Clues & Questions, day 5)
- Orange tissue paper and green yarn (Clues & Questions, day 6)
- Sheet of card stock or construction paper (Math Moments, day 6)
- Large pumpkin, carving knife, and paper towels (Clues & Questions, day 7)
- Pumpkin seeds, white yarn, glue sticks (Plan & Play, Small-Group Instruction, days 7–10)
- Inflatable ball (Move It!, day 8)
- Paper and crayons (Getting Along Together, day 8)
- Two stuffed animals, dolls, or puppets (Math Moments, day 8)
- Five to ten fresh apples and a small paring knife (Clues & Questions, day 9)
- Football, soccer ball, and a small rake (optional) (Clues & Questions, day 10)
- Five different classroom objects such as a crayon and a book (Math Moments, day 10)
- Green paper for story tree leaves
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> <li>• Theme-related books</li> </ul>
	<b>Letter Lab</b>	
	Letter Match	<ul style="list-style-type: none"> <li>• Plastic or magnetic letters, deck of letter-blending cards (provided)</li> </ul>
	“Y” Letter Rubbing	<ul style="list-style-type: none"> <li>• Thin paper; textured letter “y” (e.g., sandpaper); crayons with wrappers removed</li> </ul>
	Playdough Letter “v”	<ul style="list-style-type: none"> <li>• Playdough</li> <li>• Letter card for “v”</li> </ul>
	<b>Math Lab</b>	
	Sorting Station	<ul style="list-style-type: none"> <li>• Variety of fall objects (such as acorns, leaves, and pine cones if possible)</li> </ul>
	Pumpkin Number Match	<ul style="list-style-type: none"> <li>• CC Activity Cards: Numeral cards for 1–5; Pumpkin cutouts (appendix)</li> </ul>
	<b>Computer/Media Lab</b>	
	Exploring with Technology	<ul style="list-style-type: none"> <li>• Computers, tablets, listening media, software</li> </ul>
	<b>Writing Lab</b>	
	Fall Is...	<ul style="list-style-type: none"> <li>• Large Leaf Shapes (appendix)</li> </ul>
	Pumpkins Are...	<ul style="list-style-type: none"> <li>• Pumpkin shape (appendix)</li> </ul>
	<b>Art Lab</b>	
	Making Scarecrows	<ul style="list-style-type: none"> <li>• Newspaper, old clothing, string or rubber bands, markers, paper grocery bags</li> </ul>
	Pumpkins on a Vine	<ul style="list-style-type: none"> <li>• Orange tissue paper; green yarn segments</li> </ul>
	Apple Prints	<ul style="list-style-type: none"> <li>• Apples, cut in half; paper; tempera paints, several colors; four or five brushes</li> </ul>
	<b>Science Lab</b>	
	Fall Up Close	<ul style="list-style-type: none"> <li>• Magnifiers, fall objects (leaves, pine cones, acorns, etc.)</li> </ul>
	Harvest Up Close	<ul style="list-style-type: none"> <li>• Fall fruits, vegetables, seeds, nuts, pumpkins (sliced); pumpkin seeds, apple halves, apple seeds</li> </ul>
	<b>Puzzles &amp; Games Lab</b>	
	Free Exploration	<ul style="list-style-type: none"> <li>• Four Seasons floor puzzle (provided), other theme-related puzzles and games</li> </ul>

Plan & Play			
	Scenario	Suggested Classroom Space	Ideas for Props
	Fall Detectives	Classroom library area	<ul style="list-style-type: none"> <li>Books about fall, clipboards, magnifiers</li> </ul>
	At Home in the Fall	Housekeeping area	<ul style="list-style-type: none"> <li>Cookbooks, recipes for traditional fall foods (e.g., pumpkin pie), items for fall cleaning</li> </ul>
	Fall Festival	Blocks area	<ul style="list-style-type: none"> <li>Plastic foods associated with fall, craft items</li> </ul>
	Story Workshop	Writing/art areas	<ul style="list-style-type: none"> <li>Writing implements, paper, stapler</li> </ul>
	Visiting Fall Farms	Open area	<ul style="list-style-type: none"> <li>Plastic fruits and vegetables, especially pumpkins and apples; vines for pumpkins (yarn); small baskets</li> </ul>
	Fall Cooking	Housekeeping area	<ul style="list-style-type: none"> <li>Recipes for pumpkin pie, apple pie, and other apple and pumpkin dishes; spices</li> </ul>

**To Be Prepared:**

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

Day 1	
<p><b>G R &amp; W</b></p>	<ul style="list-style-type: none"> <li>• Duplicate the Large Leaf Shape sheets (appendix) on fall-colored paper, one per child.</li> <li>• Duplicate the theme introduction letter.</li> <li>• Duplicate and prepare the Learning Labs Facilitation Guide.</li> </ul>
<p><b>C&amp;Q</b></p>	<ul style="list-style-type: none"> <li>• Fill a large brown paper grocery bag with various colored leaves.</li> </ul>
<p><b>MM</b></p>	<ul style="list-style-type: none"> <li>• Place a random number of each of the three small leaf shapes (appendix) in resealable plastic bags, one bag per partnership.</li> </ul>
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>The Busy Little Squirrel</i>. Page 2 begins, “Leaves were falling...”</li> </ul>
Day 2	
<p><b>G R &amp; W</b></p>	<ul style="list-style-type: none"> <li>• Duplicate the Numbered Apples sheet (appendix), five or six copies.</li> </ul>
<p><b>MM</b></p>	<ul style="list-style-type: none"> <li>• Create paper circles and triangles, five of each shape in various colors.</li> <li>• Create paper circles, squares, and triangles in various colors, enough for three of each shape per partnership. Place one set in a baggie per partnership.</li> </ul>
Day 3	
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>Every Autumn Comes the Bear</i>. Page 1 begins, “There’s a wooded hill behind our farm.”</li> </ul>
<p><b>C&amp;Q</b></p>	<ul style="list-style-type: none"> <li>• Place several acorns in a brown paper lunch bag. (If acorns are not available in your area, substitute another item that is indicative of fall.)</li> </ul>
<p><b>MM</b></p>	<ul style="list-style-type: none"> <li>• Place six to eight counting bears in a baggie, one baggie per partnership.</li> </ul>
Day 4	
<p><b>MM</b></p>	<ul style="list-style-type: none"> <li>• Place six to ten counting bears of various sizes in resealable plastic baggies, one baggie per partnership.</li> </ul>
Day 5	
<p><b>MM</b></p>	<ul style="list-style-type: none"> <li>• Place seven or eight counting bears, seven or eight shapes, and seven or eight linking cubes in brown lunch bags. Label each bag with a simple drawing of the item inside.</li> </ul>
Day 6	
<p><b>G R &amp; W</b></p>	<ul style="list-style-type: none"> <li>• Duplicate and cut out ten pumpkin cutouts (appendix), four sets.</li> <li>• Duplicate the Pumpkin Shape sheet (appendix), one per child.</li> <li>• Cut green yarn into several 12–15" segments (Art Lab)</li> </ul>
<p><b>C&amp;Q</b></p>	<ul style="list-style-type: none"> <li>• Create three or four pumpkins by crumpling orange tissue paper into balls.</li> <li>• Tie the orange tissue paper balls to a long segment of green yarn.</li> </ul>
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Number the pages of the book <i>Apple Farmer Annie</i>. Page 2 begins, “Annie is an apple farmer.”</li> </ul>
<p><b>MM</b></p>	<ul style="list-style-type: none"> <li>• Print the ordinal number “1st” on a sheet of card stock or construction paper.</li> <li>• Place five counting bears in resealable plastic baggies, one baggie per partnership.</li> </ul>

Day 7	
P&P	<ul style="list-style-type: none"> <li>• Duplicate and cut out the Pumpkin Shape sheet (appendix), one per child.</li> <li>• Cut white yarn into 6–8" segments, one per child.</li> <li>• Gather fifty pumpkin seeds and five glue sticks.</li> </ul>
Day 8	
G R & W	<ul style="list-style-type: none"> <li>• Slice two apples into halves.</li> <li>• Collect tiny paper circles from a hole punch.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Place five objects in a baggie, one baggie per partnership.</li> </ul>
Day 9	
G R & W	<ul style="list-style-type: none"> <li>• Duplicate the Apple Shape sheet (appendix).</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Duplicate the Seed-to-Pumpkin Picture Card sheets (appendix), one per partnership.</li> </ul>
Q/R	<ul style="list-style-type: none"> <li>• Duplicate and cut out the Apple Puzzle pieces (appendix), and place them in resealable plastic bags, one puzzle per partnership.</li> </ul>
Day 10	
STaR	<ul style="list-style-type: none"> <li>• Select a story for STaR free-choice story reading.</li> </ul>

# Day 1 | Ready, Set

## Learning Focus

Fall is one of four seasons in the year.

Materials	
<p><b>General</b></p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheet</li> <li>• Sharing sticks</li> <li>• Ear and mouth cards</li> <li>• Partnership chart and name cards</li> <li>• Curiosity puppet</li> <li>• Curiosity's water dish</li> <li>• Cool Kid stamp</li> <li>• Paw print chips</li> <li>• Curiosity Corner 2nd Edition flash drive</li> <li>• Unit record form for unit 5</li> </ul>
<p><b>Greetings, Readings, &amp; Writings</b></p>	<ul style="list-style-type: none"> <li>• Learning Lab Facilitation Guide (appendix)</li> <li>• Refer to the Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan &amp; Play scenarios.</li> </ul>
<p><b>Gathering Circle</b></p>	<ul style="list-style-type: none"> <li>• Calendar cutout for today's date</li> </ul>
<p><b>Move It!</b></p>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<p><b>Clues &amp; Questions</b></p>	<ul style="list-style-type: none"> <li>• Large paper grocery bag</li> <li>• Leaves of various colors inside the bag</li> <li>• SFAF book: <i>Curiosity Learns About Fall</i> by Jill Crawford</li> <li>• CC Activity Card: Wonderful Word picture card for "season"</li> <li>• Daily Message board or IWB access</li> <li>• CC Activity Cards: Letter cards for "Yy," "Gg," and "Mm"</li> </ul>
<p><b>Rhyme Time</b></p>	<ul style="list-style-type: none"> <li>• Rhyme card for "A Fall Poem" (optional)</li> </ul>
<p><b>Plan &amp; Play</b></p>	<ul style="list-style-type: none"> <li>• Wonder Box for prop creation</li> <li>• CC Activity Cards: Scenario cards for Fall Detectives, At Home in the Fall, Fall Festival, and Story Workshop</li> <li>• Colored clothespins</li> <li>• Paper and crayons or pencils for writing play plans</li> </ul>
<p><b>STaR</b></p>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Busy Little Squirrel</i> by Nancy Tafuri</li> <li>• Leaf for story tree</li> </ul>
<p><b>Math Moments</b></p>	<ul style="list-style-type: none"> <li>• Large Leaf Shapes sheet (appendix), several of each shape</li> <li>• Baggies containing small leaf shapes (appendix), one baggie per partnership</li> </ul>

<b>Materials</b>	
<b>Question/Reflection</b>	<ul style="list-style-type: none"><li>• Objects that make distinct sounds (e.g., bell, stapler, rhythm sticks)</li><li>• Cool Kid certificate and marker</li><li>• Celebration jar</li><li>• Home Link show for unit 5</li><li>• Theme introduction letter for unit 5 (appendix)</li><li>• Home Link animal stamp: chick</li><li>• Read &amp; Respond bookmarks</li></ul>

## Day 1


**Greetings, Readings,  
& Writings**

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

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 fall. Encourage children to read books about fall and the changes that happen during this season.

### Letter Lab: Letter Match

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

### Math Lab: Sorting Station

- Have a variety of manipulatives available that children can sort and count. Examples include linking cubes, plastic bears, buttons, beads, and pattern blocks. If possible, provide fall items such as fall leaves (real or pretend), acorns, or pine cones. Encourage children to sort the objects in different ways.

### 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: Fall Is...

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children's writing journals should also be easily accessible.
- Point out the Large Leaf Shapes sheets (appendix). Encourage children to write and draw about fall on these pages.

Art Lab: Making Scarecrows

- Invite children to work together to make scarecrows with the crumpled newspapers and old clothing.

Science Lab: Fall Up Close

- Encourage children to use magnifying glasses to examine and explore fall objects (e.g., leaves, pine cones, and acorns).

Puzzles & Games Lab: Free Exploration

- Invite children to work the four seasons floor puzzle.
- If you have any other theme-related puzzles or games, make them available as well.



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

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

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

(Repeat if children need more time.)

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

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



# Gathering Circle

## Welcome Activities

### Welcome



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

### Attendance

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

### Partners

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

### Home Link Debrief



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

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



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

### Classroom Jobs

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

### Calendar

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



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

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

EXAMPLE:

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

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

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

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

#### Weather

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

#### Cool Kid

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



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

## Move It!

- Introduce today's Move It! activity, 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.

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



## Clues & Questions

### Theme-related word(s):

leaves

year

season\*

### Basic word(s):

changes

weather

cold

### Curiosity's Clues

- Bring out Curiosity and the large paper grocery bag filled with various colored leaves, leaving enough room in the bag so the leaves will rustle when the bag is shaken.

**Curiosity brought us some things that give a clue about what we will learn today. She found these things outside this morning. They are different colors. Some of them are green, some are yellow, some are brown, some are orange, and some are red (or whatever colors correspond to the leaves you have in the bag). Let's listen to the sound they make.**

- Have Curiosity shake the bag and then listen to children's responses. Provide more clues if necessary, such as, **Curiosity found these on the ground; they were under trees; they fell off the trees.**
- After children correctly guess leaves, take a few leaves out of the bag. Explain that this week we will talk about the fall and what happens during this season.

### Learning with Curiosity

- Have Curiosity hold up the book *Curiosity Learns About Fall*.



**Curiosity has a special book that she would like to share with us today. This book gives us information about the fall season. The book is called *Curiosity Learns About Fall*. "Autumn" is another word for "fall." Let's think about what we already know about fall. Use Think-Pair-Share to ask: What do you know about fall?**



- Use the sharing sticks to invite children to share responses.
- Read the book *Curiosity Learns About Fall* aloud to the children.
- Turn back to the beginning of the book. Take a Picture Walk, allowing time for children to focus on the fall items in the photographs.

**T-P-S: Tell your partner something that Curiosity finds out about fall.**



- Play the "Fall" background video.

### Wonderful Word



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

**Our Wonderful Word today is "season." A season is a part of the year. There are four seasons: winter, spring, summer, and fall.**



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

**Fall is one of the four seasons of the year.**

- Remind children that another word for the season of fall is “autumn.”

### Letter Links

- Have Curiosity provide clues about the letter “y.” 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 “Yy,” “Gg,” and “Mm.”

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

- **My uppercase shape is tall.**
- **My lowercase shape has a tail.**
- **The tops of both my uppercase and lowercase letter shapes are open.**

**WGR: What letter am I? “Y.” “Y” 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 “y” by showing the “Letter Y Yoga Pose” video.

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



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



## Rhyme Time

### Say the Rhyme

- Introduce the new rhyme.

**Today we will begin to learn a new poem about fall. It's called "A Fall Poem." Let's listen for rhyming words in the poem.**

- 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.



#### "A Fall Poem"

**Some people call the autumn "fall."**

**I think I know the reason.** (Tap finger on side of head.)

**For when the leaves come tumbling down,** (Raise arms high in the air, and extend and wiggle fingers to imitate falling motion.)

**It is the falling season.** (Act as though you are slowly falling to the floor.)

### Develop Phonological Awareness—Rhyme Recognition and Production

- Engage children in identifying the rhyming words "reason" and "season."
- Recite the rhyme again, emphasizing the words "reason" and "season."

**T-P-S: When you listened carefully to this rhyme, what rhyming words did you hear?** If children can't readily recognize the rhyming words, provide support. Ask them to listen carefully for a word that rhymes with the word "reason." State the word pairs "reason" and "autumn" and "reason" and "season." Have them tell their partners which words rhyme.

- Introduce the game, Make a Rhyme.

**Today we are going to play a game called Make a Rhyme. I am going to 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 "fall" in the rhyme "A Fall Poem." "Call" rhymes with "fall." Rhyming words are words that end with the same sound. These two words, "fall" and "call," both end with /all/. Now you can try to make some rhymes. Think of a word that rhymes with "know" and "go." Tell the child next to you the word that you thought of.**

- Play the game. Have children use Think-Pair-Share to tell their partners words that rhyme with the given word.

**think**

**leaves**

**down**

**for**

- 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 recognize 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

### Basic word(s):

festival

workshop

### 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.

#### Fall Detectives

- Show the classroom library area. **We can pretend that we are detectives. We are collecting clues about fall. You can use these books to gather information about fall. What changes happen in the fall? Be a detective and find out!**

#### At Home in the Fall

- Show the housekeeping area. **Many people do projects around their homes in the fall. People also like to cook in the fall. Maybe you could have a special dinner for your friends and family. You could also do a special project around your house.**

#### Fall Festival

- Show the block area. **Your town is having a special fall festival. The town needs your help to build some special things for the festival. Maybe you could build a stage for the musicians. You could also build booths for people to sell their crafts and food.**

## Story Workshop

- Show the writing and art areas. **In these areas, you will have a story workshop. People will come here to learn how to write and illustrate stories. Maybe you could pretend to be a teacher and show others how to make stories and books.**

## 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.
- Encourage children to think about the roles that they would like to play in their chosen scenarios.

**Think about who or what you want to pretend to be as you play today. If you are going to play fall festival, are you a visitor to the festival or someone who sells tickets? If you will play in the story workshop, will you be someone who thinks of stories or an illustrator who draws pictures? You can share who you would like to pretend to be in your play plan.**

## Plan

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

## Play

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

## Coaching

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

### EXAMPLES:

---

Fall Detectives: Quietly approach children in the library area. For added effect, carry a clipboard, and hold a magnifying glass. Whisper, **I'm here to investigate fall. Can you help me find some books that tell me about fall?**

At Home in the Fall: Pretend to knock on the door or ring the doorbell. **Hi, there! I'm your neighbor next door. I was hoping I could borrow some bread because we ran out. Oh, that smells delicious! Could I please try a bite of that?**

Fall Festival: **Hello. I'm from the mayor's office. I wondered if you needed help getting things ready for the festival?**

Story Workshop: **Excuse me, I'm here for the story workshop. Could you please help me learn how to create books?**



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**  
Interactive Story Reading

STaR word(s):  
nibble

**The Busy Little Squirrel**

*Author and illustrator: Nancy Tafuri*

It's time for Squirrel to get ready for winter. The other animals invite him to play and engage in activities with them, but Squirrel can't because he's so busy. At the end of the day, Squirrel is tired, but his hard work has paid off.

**Interactive Story Reading**

Before Reading

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

**The title of our story today is *The Busy Little Squirrel*. That’s the name of the story. Nancy Tafuri is the author and illustrator. She wrote the words and drew the pictures for this story.**

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



**Look at the cover of this book. T-P-S: What ideas does the illustration give you about the story?**

**Let’s see if the title gives a clue about the story. The title is *The Busy Little Squirrel*. T-P-S: Is there something in these pictures that gives you an idea about why the squirrel is busy?**

**Let’s read the story to find out if your ideas are in here.**

#### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 11: **Squirrel says he can’t rest on a branch with Bird. T-P-S: Why do you think he can’t rest with Bird?**
  - Page 17: **T-P-S: What is keeping Squirrel busy? What do you think he will do with the berries?**
  - Page 29: **T-P-S: Why is Squirrel asleep when Owl wants him to watch the moon?**

#### After Reading

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

**Let’s see if we can remember some of the things Squirrel’s friends want him to do with them. Tell your partner something that a friend wants Squirrel to do.**

**Mouse wants Squirrel to nibble a pumpkin with him. T-P-S: What do you think the word “nibble” might mean?**

**When you nibble something, you take tiny bites of it. T-P-S: What is something you like to nibble?**

- 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):**

sort  
groups



**Basic word(s):**

same  
kind (type)  
different

## Count with Curiosity

- Play the “Count with Curiosity: 1–15” video. Invite children to count to 15 with Curiosity.

### Active Instruction

- Bring Curiosity and her bag containing several large leaf shapes.

**Let’s see what Curiosity has in her bag today.** Take the items out of the bag, and show the children.

- Explain sorting as you model grouping leaves that are alike in some way.

**Today we will sort leaves. Sorting means that we will put things into groups. Let’s see if I can sort these leaves into groups.**

**First, I want to think about how some of these leaves are the same.** Pick up a maple leaf, and point out the shape. **I wonder if there are other leaves with this same shape.** Pick up another maple leaf, and have children determine whether the shapes are the same and whether they can be sorted into the same group.



Select a plum or sassafras leaf, and ask children if this leaf looks the same as the maple leaf. WGR: **Does this leaf look like the other two leaves? No. No, it doesn’t, so I will put this leaf in a different pile.**

- Continue in this fashion until all the leaves are sorted into groups.

### Partner Practice

- Distribute a baggie of small leaf shapes to each partnership. Tell partners to sort the items in their bag.

**Now it’s your turn. You and your partner can sort the things in your bag by finding the things that are the same and putting them together into groups.**



- Use the sharing sticks to call on children to share. Award paw points for reasonable responses.
- Have partners share how they sorted the objects in the bag and what groups they made with the items.



- Reinforce the concept of classifying by showing the “Cookie Monster Sorting Game” video.



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

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

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



## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that fall is one of the four seasons in the year.**



- Use Think-Pair-Share to ask: **What kinds of things happen in the fall?**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is "season." A season is a part of the year. Remember that a year has four seasons: winter, spring, summer, and fall. T-P-S: When did we hear the word "season" today?**



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

### Theme Learning Extension

- Introduce the new brain game for the week, Silly Sounds. Remind children that Silly Sounds is a game that will help them to focus.

#### Brain Game: Silly Sounds

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

## Learning Focus

The weather changes in the fall.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Letter Lab: Textured cards for the letter “y” (e.g., beaded or sandpaper letters), crayons with wrappers removed, paper</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Sweater for Curiosity (or sweater picture from the CC Activity Cards, Fall Season set)</li> <li>• CC Activity Cards: Fall Season set</li> <li>• CC Activity Card: Wonderful Word picture card for “fall”</li> <li>• CC Activity Card: Letter card for “Yy”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• Feelings Tree poster</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Numbered Apples sheet (appendix), six copies</li> <li>• Apple seeds (or other items, such as dry beans, that children can pretend are seeds), five per child for small-group instruction</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>The Busy Little Squirrel</i> by Nancy Tafuri</li> <li>• STaR story retell cards for <i>The Busy Little Squirrel</i></li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Bag for Curiosity with five paper circles and five paper triangles inside</li> <li>• Baggies of shapes, one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal stamp: dog</li> </ul>



## Day 2


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: "Y" Letter Rubbing

- Model placing the textured letter "y" under a piece of paper to create a crayon rubbing of the letter. Talk with children about the sound and shape of the letter as they work. Invite them to name something that begins with the /y/ sound.

#### Math Lab: Sorting Station

- Same as day 1

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

- Same as day 1

#### Writing Lab: Fall Is...

- Same as day 1

#### Art Lab: Making Scarecrows

- Same as day 1

#### Science Lab: Fall Close Up

- Same as day 1

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**In the math section, Ernie described how some foods** (a pizza, a fajita, a hamburger, and a cookie) **made by Cookie Monster were the same and different.** T-P-S: **What silly thing did Cookie Monster do when he made the foods?** *He made them all with cookies.*



- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

#### Classroom Jobs

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

#### Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

- Invite children to join you in singing and dancing today.

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



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



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

 Clues & Questions

Theme-related word(s):

fall\*

Basic word(s):

steam  
breathe  
exhale

**Curiosity’s Clues**

- Have Curiosity join the group wearing (or carrying) a sweater.

Teacher: **Curiosity, what are you wearing (or holding)?**

Curiosity: **I’m wearing (or I have) the sweater my grandmother made for me.**

Teacher: **Why are you wearing your sweater?**

Curiosity: **When I woke up this morning, it was chilly, so I put this sweater on to keep me warm. In the fall, people sometimes wear sweaters to help them stay warm when it gets colder out.**

Teacher: **I think Curiosity just gave us a clue about what we’ll learn today. We will talk about fall weather.**

If there are not enough cards for all partnerships, quickly combine partnerships so all children will have a fall card to talk about.



### Learning with Curiosity

- Distribute a fall season picture card to each partnership. Have partners identify what each picture shows about fall weather.

**You and your partner will look at your picture card and tell what it shows about fall weather.**

- Use the sharing sticks to select children to share their ideas about their pictures. Award paw points for reasonable answers.
- Explain that in some parts of the world, people use the word “autumn” to describe fall. Play the “Autumn to Winter” video.

### Wonderful Word



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

**Our Wonderful Word today is “fall.” Fall is the season when the weather gets colder and leaves fall off the trees.**

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

### Daily Message

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

**In the fall, the weather gets colder.**

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

### Letter Links

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

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

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



- Reinforce the sound and the shape of the letter “y” by showing the “Worms in Space: Letter Y” video.



Have children stand and recite “A Fall Poem” as a transition to Getting Along Together.

## Getting Along Together

GAT word(s):  
“I” Messages  
Say-It-Back

Basic word(s):  
repeat

### Active Instruction

- Review “I” Messages with the children.

**Remember that we use “I” Messages to tell how we feel and why. There are two parts of an “I” Message. The first part is to say how we feel. For example, “I feel happy.” The second part is to say why we feel that way: “Because I love the cool weather in the fall.”**

- Review how to say it back.



**T-P-S: How do we use Say-It-Back? Remember, we learned Say-It-Back when we talked about being active listeners! Say-It-Back means you repeat what another person tells you. Sometimes we use Say-It-Back when we are learning a new rhyme. First, I say the rhyme, and then you repeat it. You say it back!**

- Practice using Say-It-Back with “I” Messages.

**Now we will practice Say-It-Back with “I” Messages. When someone gives an “I” Message and we say it back, we show that we are listening. I will give an “I” Message, and you can say it back. Here is my “I” Message: “I feel sad because I lost my favorite pencil.” Encourage children to say, “You feel sad because you lost your favorite pencil.”**

### Partner Practice



- Use the sharing sticks to choose a few children to practice using Say-It-Back with “I” Messages as a class. Have each child that you chose do the following, one at a time:
  - Come up to the Feelings Tree and point to how he or she is feeling.
  - Turn to the class and give an “I” Message to tell how he or she is feeling.
  - Then the class says it back. For example, if the child turns to the class, and says, “I feel happy because I met a new friend,” then the class will say together, “You feel happy because you met a new friend.”
- Summarize why Say-It-Back is important with “I” Messages.

**Say-It-Back is important because it helps us make sure that we listen and understand what another person is saying. “I” Messages let us tell others how we feel. When we use Say-It-Back, we show that we are listening and that we understand how another person feels. Let’s remember to use “I” Messages in school today. And if you hear an “I” Message, I want you to say it back.**



- Award paw points for children giving “I” Messages and using Say-It-Back throughout the day.

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



## Plan & Play

### Scenario Review

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

### Scenario Selection

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

### Plan

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

### Play

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

### Coaching

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

### Small-Group Instruction

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

### Counting Apple Seeds

- Give a Numbered Apples sheet and five apple seeds (real or pretend) to each child.
- Name a number between one and five. Ask children to indicate which apple shows the numeral that you named. Then have them place the corresponding number of apple seeds on top of the apple on the sheet.
- Ask children to count the seeds they have placed on the apple. Reinforce one-to-one correspondence by encouraging them to move each seed to the side as it is counted.
- Help children say a complete sentence about the situation, such as “My apple has four seeds.”
- Repeat the steps with a different number.



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):  
nibble

### The Busy Little Squirrel

*Author and illustrator: Nancy Tafuri*

### Review

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

**We read this story yesterday. The title of our story is *The Busy Little Squirrel*. That’s the name of the story. Nancy Tafuri is the author and illustrator of this story. She wrote the words and made the pictures.**

- Review the story vocabulary that was introduced yesterday.



**We heard the word “nibble” in the story yesterday. Mouse wants Squirrel to take tiny bites of the pumpkin. T-P-S: Would you like to nibble a pumpkin? Why (or why not)?**

### Story Retell

- Hold up the story *The Busy Little Squirrel*, and tell children that they will pretend to be the animals in the story. Combine partnerships to form six groups. Distribute an animal card to each group.

**Today when I read the story, you will pretend to be the animal pictured on your group’s card. Let’s practice the sound you will make when you hear me read about your animal.**

- Invite each group to practice the sound that the animal on their card makes.

**Mouse** “Squeak, squeak.”

**Bird** “Tweet, tweet.”

**Frog** “Croak, croak.”

**Cat** “Meow, meow.”

**Dog** “Woof, woof.”

**Owl** “Hoo-hoo. Hoo-hoo.”

- Read the story, stopping to allow each group of children to make the sound of the animal pictured on their group’s card. Encourage all children to jump right in with the repetitive sentence, “But Squirrel couldn’t...He was too busy!”
- Conclude this activity by having children tell which animal they would like to be and why.



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

## Math Moments

Math word(s):  
shapes

### Count with Curiosity



- Play the “Count with Curiosity: 1–15” video. Invite children to count to 15 with Curiosity.

### Active Instruction

- Present Curiosity with a bag containing paper circles and triangles.

**Curiosity brought some shapes to work with today. Let’s see what shapes she has in her bag.** Take the paper shapes out of Curiosity’s bag, and show them to children. Invite children to name the shapes.

Teacher: **Curiosity, what would you like us to do with these shapes?**

Curiosity: **I need help sorting these shapes.**

Teacher: **Oh, I see. We can help you do that!**

- Put the circles and triangles in separate groups. Point to the group of circles.

T-P-S: **Why do you think I put all these shapes in this group?** Point to the group of triangles. T-P-S: **Why did I put all these shapes in this group?**

## Partner Practice

- Distribute a baggie of shapes to each partnership. Have children work with their partners to sort the shapes by type.

**The shapes in your baggie are all mixed up. You and your partner will sort the shapes so those that are alike are together.**



- Use the sharing sticks to select partners to share how they sorted the shapes. Award paw points for thoughtful responses.
- Reinforce the concept of classifying by showing the “Fay Dog One of These Things” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that the weather changes in the fall. It gets colder outside in the fall.**

### Wonderful Word

- Review the Wonderful Word.



**Our Wonderful Word today is “fall.” Remember that fall is the time of year when the weather gets colder. T-P-S: When did we hear the word “fall” today?**



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

### Theme Learning Extension



- Play the “Overhead Letter Y” video to review the sound and shape of the letter “y.”

**When we say the word “you,” we hear the sound /y/ at the beginning. Let’s watch a video that will remind us about the letter that makes the sound /y/.**

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

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

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

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

### Paw Points



- Remind children about why they have earned paw points.

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

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



### Home Link/Departure

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

# Day 3 | Ready, Set

## Learning Focus

Animals prepare for winter during the fall.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Add the STaR book <i>The Busy Little Squirrel</i> by Nancy Tafuri</li> <li>Letter Lab: Uppercase and lowercase plastic letters for “h,” “c,” “u,” and “y,” two or more of each for matching</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>CD: <i>Getting to Know Myself</i> by Hap Palmer</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Paper bag with acorns, other fall items, or pictures from the CC Activity Cards, Fall Season set</li> <li>CC Activity Cards: Fall Season set: fall tree, squirrel, bear, bird</li> <li>CC Activity Card: Wonderful Word picture card for “prepare”</li> <li>CC Activity Card: Letter card for “Yy”</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>Chilly and Squeaky puppets</li> <li>CC Activity Cards: Feelings/Faces cards for happy, scared, sad</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Every Autumn Comes the Bear</i> by Jim Arnosky</li> <li>Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Counting bears for modeling, several</li> <li>Colored paper: red, blue, yellow, and green, one sheet of each color</li> <li>Baggies with six to eight counting bears, one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: goose</li> </ul>



## Day 3


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Add the STaR story *The Busy Little Squirrel* to the lab for children to read. Encourage children to dramatize the story by moving like the characters do on various pages.

#### Letter Lab: "Y" Letter Rubbing

- Same as day 2

#### Math Lab: Sorting Station

- Same as day 1

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

- Same as day 1

#### Writing Lab: Fall Is...

- Same as day 1

#### Art Lab: Making Scarecrows

- Same as day 1

#### Science Lab: Fall Up Close

- Same as day 1

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**The story that you watched last night was called *Sam's Trick*. In the story, some children were raking leaves for their neighbors when they lost their little brother Sam. T-P-S: Where was Sam hiding? *Sam was hiding in a large pile of leaves.***



- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

### Classroom Jobs

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

### Calendar

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

### Weather

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

### Cool Kid

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



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



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

**When we listen to this song, we'll have to think about what parts of our bodies we can move the way the singer tells us. Let's try it now. Show me how you can make a part of your body bend and unbend.**

- Play the song “Shake Something” from the *Getting to Know Myself* CD. Encourage children to find more than one way to move their bodies for each direction that the singer provides.



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

## Clues & Questions

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

acorns  
nuts  
migrate  
hibernate  
gather  
prepare\*



**Basic word(s):**

climb  
scurry

If you can't find acorns in your area, substitute another fall item that you can use to give the clue for learning about animals in the fall.

### Curiosity's Clues

- Bring out Curiosity with a bag of acorns.

**Curiosity has something interesting in her bag today. Let's listen to see if we can guess what Curiosity has.** Shake the bag. T-P-S: **What do you think might be in the bag?** Replies.

If there are no guesses, provide children with more clues. **They are small and fall from trees in the fall.** If no one can answer, take an acorn out of the bag, and wait for responses. **Yes, there are some acorns in the bag. They fell off trees, like the tree in this picture.** Show the fall tree picture card.

**Do you remember who likes to eat acorns?** Replies. If no one answers "squirrels," give some clues. **The animals that eat these are small and gray and have bushy tails. They like to climb in trees and scurry around on the ground gathering nuts and seeds. Here is a picture of one.** Show the squirrel picture card.

T-P-S: **Why do you think Curiosity brought acorns today?**

**We will learn about what some animals, such as squirrels, do in the fall to get ready for winter.**

### Learning with Curiosity

- Tell children that some animals prepare for winter in the fall. Show the picture of the bear. Invite children to share what they know about bears preparing for winter. Explain that bears sleep, or hibernate, in the winter. Encourage children to talk about what they think bears do to get ready. Clarify any misunderstandings as needed.



WGR: **What is this animal?** *Bear.* T-P-S: **What do bears do in the fall to get ready for the winter?**

- Show the picture of the flock of birds. Invite children to share what they know about how birds spend the winter and what they do to get ready. Explain that some birds fly away to a warmer place, or migrate, in the winter. Encourage children to talk about what they think birds do in the fall as they migrate to a warmer place. Clarify any misunderstandings as needed.

WGR: **What are these animals?** *Birds.* T-P-S: **What do birds do in the fall to get ready for the winter?**

T-P-S: **What do we do in the winter? Do we hibernate or migrate, or do we do something else to get ready for winter?**



- Use the sharing sticks to call on children to share their ideas.

- Explain that people don't hibernate or migrate. People continue to do what they always do in the winter, but they wear warmer clothing and spend more time indoors.

**In the fall, people get ready for winter too. We don't bury acorns like the squirrels, get ready to sleep all winter like bears, or fly to a new home like birds. We get ready for the cold winter by wearing warmer clothes, raking the leaves that fall from the trees, and putting warm blankets on our beds to keep us warm when the cold weather comes.**



- Play the "Guess the Season" video.

### Wonderful Word



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

**Our Wonderful Word today is "prepare." Prepare means to get ready for something. In the fall, animals prepare for winter. They get ready for the cold weather.**



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

**Animals prepare for winter in different ways.**

- Point out that the Daily Message starts with an uppercase letter because it begins the first word in a sentence.

### Letter Links

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

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



- Reinforce the sound and the shape of the letter "y" by showing the "Pass Along the Letter Y" video.



Have children stand and recite "A Fall Poem" as a transition to Getting Along Together.



# Getting Along Together

GAT word(s):  
feelings

## Active Instruction

- Use the Feelings Tree to review feelings.  
**We have been learning a lot about feelings. Let's look at the Feelings Tree and talk about all the feelings that we have learned.**
- Point to each word on the Feelings Tree. As you point to each feelings word, ask children to show you what that feeling looks like.

## Partner Practice

- Take out the Squeaky and Chilly puppets. Use the puppets to illustrate common classroom situations. Please feel free to create your own short stories to reflect situations that have happened in your classroom or on the playground this week. Remember to keep the stories generic so individual children don't feel singled out for a behavior.

**Today we will see if we can tell how Chilly is feeling. Let's watch Chilly and Squeaky as they play and try to figure out how Chilly is feeling.**

Situation 1: Happy

Chilly: **Squeaky, would you like to play blocks with me?**

Squeaky: **Yes, I love playing blocks with you! What should we build?**

Chilly: **I want to build a town.**

Squeaky: **Great idea—let's do it!**

T-P-S: **How do you think Chilly is feeling? Chilly feels happy. It feels good when a classmate says he or she likes to play with you.** Hold up the happy Feelings/Faces card.

Situation 2: Scared

Chilly: (shaking or hiding in a corner)

Squeaky: **What's wrong, Chilly?**

Chilly: **I hear thunder and lightning outside. The thunder is loud and scary!**

Squeaky: **It's OK; it's just a rainstorm. We will be safe inside. Give yourself a Chilly hug.**

T-P-S: **How do you think Chilly is feeling? Chilly is feeling scared. Loud noises, like a thunderstorm, can make us feel scared.** Hold up the scared Feelings/Faces card.

Situation 3: Sad

Squeaky: (rolling a ball with another friend, Curiosity)

Chilly: **Hi, Squeaky, can I play ball with you?**

Squeaky: **No, I'm playing with Curiosity today.**

Chilly: **Why can't I play too?**

Squeaky: **I just want to play with Curiosity.**

Chilly: (walks away with his head down)

**T-P-S: How do you think Chilly is feeling? Chilly feels sad. Chilly asked Squeaky if he could play with him, and Squeaky said no. How do you feel when someone says that he or she doesn't want to play with you? Hold up the sad Feelings/Faces card.**

**Can you think of an "I" Message that Chilly could say to Squeaky about what happened? *I feel sad because you don't want to play with me.***

**When Squeaky sees that he has made his friend sad, hopefully he will invite Chilly to play too. Remember to use "I" Messages to let your friends know how you feel.**



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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

## 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):  
trail

### **Every Autumn Comes the Bear**

*Author and illustrator: Jim Arnosky*

As fall turns to winter, Bear searches the woods for the right place to hibernate.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Every Autumn Comes the Bear*. That’s the name of the story. The author and illustrator is Jim Arnosky. He wrote the words and drew the pictures for the story.**



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

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

**Let's see if the title gives a clue about the story. The title is *Every Autumn Comes the Bear*. "Autumn" is another word for fall, the time of the year when many animals get ready for winter. T-P-S: What do you think the bear will do to get ready for winter?**

**Let's read the story and find out if your ideas are in here.**

#### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 4: Point out the bare trees in the background. T-P-S: **What do you see in this picture that tells you it is autumn (or fall)?**
  - Page 9: T-P-S: **How does the bear feel when he sees the bobcat? How can you tell?**
  - Page 17: T-P-S: **Why do the other animals hide from the bear?**
  - Page 21: **The bear knows that the other animals are there because he uses his senses. T-P-S: How does the bear know that the fox and the grouse are close by?**

#### After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.
  - T-P-S: **When do you think the bear will wake up? Why?** Restate children's responses, and correct any misconceptions.
  - The bear follows every trail in the woods to see where it goes.**
  - T-P-S: **What do you think the word "trail" means?**
  - A trail is a path that leads through the woods. T-P-S: What is something that the bear sees when he is following the trail?**
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



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

## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 1–15” video. Invite children to count to 15 with Curiosity.

### Active Instruction

- Present Curiosity with her bag containing counting bears of different colors and sizes. Place the pieces of colored construction paper where all can see them.

**Curiosity brought some bears for us to sort. She also brought these different colored mats. WGR: How do you think Curiosity wants us to sort the bears today? Replies. Is that right, Curiosity? Would you like us to sort the bears by their colors?** Have Curiosity nod to indicate yes.

- Model sorting the bears by color on the corresponding colored paper.

### Partner Practice

- Provide each partnership with a baggie of counting bears. Have them work together to sort the bears by color.
- Use the sharing sticks to select children to describe the way they sorted their bears. Award paw points for thoughtful responses.
- Reinforce the concept of sorting by showing the “Color Tones Sorting Musical Instruments” video.
- Have children play this week’s brain game, Silly Sounds. Remind children that Silly Sounds is a game that will help them to focus.



## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that animals prepare for winter in the fall.**



**T-P-S: How do some animals prepare for winter during the fall?**

## Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “prepare.” Remember that “prepare” means to get ready for something that is going to happen. T-P-S: When did we hear the word “prepare” today?**



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

## Theme Learning Extension

- Invite children to join you in a circle.

**Today we learned that animals prepare for winter in different ways. Let’s play a game where we pretend that we are different animals preparing for winter. T-P-S: What is something that squirrels do to prepare for winter? Little squirrels, show me how you hunt for acorns and put them in your nest.**

- Repeat this activity, inviting children to pretend to be bears and birds getting ready for winter.

## Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

### **Home Link/Departure**

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

# Day 4 | Ready, Set

## Learning Focus

We wear different clothing in the fall.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Science Lab: Add additional materials such as nuts, seeds, different leaves, and pine cones.</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Fall jacket (optional: additional pieces of fall clothing)</li> <li>Concepts-of-print book: <i>In the Fall</i></li> <li>CC Activity Card: Wonderful Word picture card for "clothing"</li> <li>CC Activity Card: Letter card for "Yy"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Every Autumn Comes the Bear</i> by Jim Arnosky</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Two student chairs and one teacher chair</li> <li>Three big books and four small books</li> <li>Baggies with six to ten different-sized counting bears, one per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>CC Activity Cards: Clothing set</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: lamb</li> </ul>



## Day 4


**Greetings, Readings,  
& Writings**

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

**Available Activities**

## Classroom Library Lab: Enjoy a Story

- Same as day 1

## Letter Lab: "Y" Letter Rubbing

- Same as day 2

## Math Lab: Sorting Station

- Same as day 1

## Computer/Media Lab: Exploring with Technology

- Same as day 1

## Writing Lab: Fall Is...

- Same as day 1

## Art Lab: Making Scarecrows

- Same as day 1

## Science Lab: Fall Up Close

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**T-P-S: Can you remember one word 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.

#### 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):

clothing\*

Basic word(s):

warm

If you live in a location in which you do not experience fall as a distinct season, help children focus on the changes in the ways that people in your area dress during the fall.

### Curiosity’s Clues

- Bring out Curiosity with a bag with a jacket (and/or other fall clothing worn in your area) inside it.

**Curiosity has something to share with us that we use in the fall, or autumn. Listen to the clues, and see if you can guess what it is.**

- **This is something you wear on your body in the fall.**
- **It has a zipper (or buttons).**
- **Sometimes it has a hood to cover your head.**
- **It rhymes with “packet.”**

**WGR: What is it? Jacket. That’s right! We wear jackets in the fall.**

- If you have additional pieces of clothing that are worn in the fall, offer clues for children to guess what they are.

## Learning with Curiosity

- Introduce the concepts-of-print book *In the Fall*.

**The title of this story is *In the Fall*. Sally Francis Anderson is the author of this story. Let's read this book to find out what Sally Francis Anderson wants us to know about the season of fall.**

- Hold the book so children can see the front cover. Turn to the first page in the text, and read the page aloud.

**Hmm...I've read the first page of the book. Act very confused. Should I close it now? Replies. No, of course not! After I read a page, I turn to the next page. Turn the page. I will read each page and then go to the next page until I get to the end of the story to find out about fall.**

- Finish reading the story. Then invite children to read the story in unison with you.

**T-P-S: What is something we see in the fall? What fall clothing did you notice children in this story wearing?**



- Explain that trees that lose their leaves in the fall are called deciduous trees. Play "The Deciduous Song" video.

## Wonderful Word



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

**Our Wonderful Word today is "clothing." Clothing is what we wear to cover our bodies. In the fall, we wear clothing to help keep our bodies warm. A pair of jeans is clothing. Shirts and socks are clothing too.**



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

## Daily Message

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

**In the fall, we wear clothing that helps us stay warm.**

- Count the words in the message.

## Letter Links

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

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



- Reinforce the sound and the shape of the letter “y” by showing the “Pool Letter Y” 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 “A Fall Poem” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonological Awareness—Word Substitution

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

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

- Invite children to listen carefully while Curiosity recites “A Fall Poem.” Have Curiosity repeat the rhyme as if she is reciting it correctly, substituting the word “chicken” for “fall” so the line reads, “Some people call the autumn chicken.”

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

**Some people call the autumn chicken.**

**I think I know the reason.**

**For when the leaves come tumbling down,**

**It is the falling season.**

*That’s nonsense!*

- If children don’t recognize the incorrect word, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the substitution occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way you said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, substituting words that do not make sense into each line. You may want to use the following suggestions.

- Substitute “song” for “reason.”
- Substitute “hats” for “leaves.”
- Substitute “running” for “falling.”
- If children successfully identify the substituted words, recite the rhyme again, making additional substitutions. If children are able, invite them to think of a word to substitute for a given word in the rhyme.
- Award paw points if children were able to successfully identify the word substitution.



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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

### Small-Group Instruction

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



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

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



STaR word(s):

trail

### Every Autumn Comes the Bear

*Author and illustrator: Jim Arnosky*

### Review

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

**We read this story yesterday. Let's see if we can remember the title. The title of our story is *Every Autumn Comes the Bear*. That's the name of the story. Jim Arnosky is the author and illustrator of this story. He wrote the words and made the pictures.**

- Review the story vocabulary that was introduced yesterday.

**We heard the word “trail” in the story yesterday. The bear follows every trail in the woods before finding a cave to sleep in for the winter.**

**T-P-S: What do you think you might see on a trail in the woods?**

There are six picture cards for this retell activity. If your class would do better with fewer cards, group children so the number of groups corresponds to the number of picture cards that you feel is appropriate.

### Story Retell

- Hold up the story *Every Autumn Comes the Bear*, and tell children that they will use pictures of things that happen in the book to retell the story.

**Yesterday we read about what happens in the autumn when the bear comes to the woods. Today we will use pictures from the book to tell what happens in different parts of the story.**

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

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

**When I read the story, look at the picture on your card. When you hear the part of the story that your picture shows, hold the card up for everyone to see.**

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

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

- Conclude this activity by having children name an animal from the story.



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

## Math Moments

Math word(s):

size  
larger  
smaller



### Count with Curiosity

- Play the “Count with Curiosity: 1–15” video. Invite children to count to 15 with Curiosity.

### Active Instruction

- Present two student chairs along with a teacher chair. Bring Curiosity to the group.

**Curiosity wants to know how these chairs are different. What is different about the chairs?** Replies. **That’s right! They are different sizes.** Point to the student chairs. **These chairs are smaller.** Point to the teacher chair. **This chair is larger. Let’s sort the chairs by their size.** Put the student chairs together and the teacher chair separate from them.

- Show big books and smaller books. Lay them out on the floor, in no particular order. T-P-S: **How could we sort these books?**
- Use the sharing sticks to invite children to explain how they would sort the books. Award paw points for thoughtful responses.



## Partner Practice

- Provide each partnership with a baggie of two sizes of counting bears. Have partners work together to sort the bears into two groups according to size.

**Now it's your turn to sort. You and your partner will sort your bears by size. T-P-S: What two groups will you make?**



- Reinforce the concept of classifying by showing the “Dicey Matches Sorting” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that we wear different clothing in the fall.**

**T-P-S: What kind of clothing do we wear in the fall?**

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



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “clothing.” Remember that clothing is what we wear on our bodies to help us stay warm. T-P-S: When did we hear the word “clothing” today?**

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



### Theme Learning Extension

- Distribute a picture card of seasonal clothing to each partnership. Invite partnerships to talk about the clothing in their picture.

**Look at the clothing on your card. Is this something you wear in the fall? Why (or why not)?**

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



## Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



## Home Link/Departure

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

## Learning Focus

Many foods are harvested during the fall.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: <i>Every Autumn Comes the Bear</i> by Jim Arnosky</li> <li>Letter Lab: Playdough; CC Activity Card, letter card for “Yy”</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today’s date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Several small pumpkins, squash, gourds, and apples</li> <li>CC Activity Card: Wonderful Word picture card for “harvest”</li> <li>CC Activity Card: Letter card for “Yy”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Mouse’s First Fall</i> by Lauren Thompson or other storybook for free choice</li> <li>Leaf for the story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Bag of eight counting bears</li> <li>Bag of eight shapes</li> <li>Bag of eight linking cubes</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>CC Activity Cards: Picture cards for the Wonderful Words: “season,” “fall,” “prepare,” “clothing,” and “harvest”</li> <li>Cool Kid certificate and marker</li> </ul>



## Day 5


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Every Autumn Comes the Bear* by Jim Arnosky. Invite children to use the retell cards from day 4 to sequence the events in the story.

#### Letter Lab: "Y" Letter Rubbing

- Same as day 2

#### Math Lab: Sorting Station

- Same as day 1

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

- Same as day 1

#### Writing Lab: Fall Is...

- Same as day 1

#### Art Lab: Making Scarecrows

- Same as day 1

#### Science Lab: Fall Up Close

- Same as day 1

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**The math section showed dice that could move all by themselves! T-P-S: What did the dice do each time they moved?** *They put themselves into like, or similar, groups.*



- 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 dance with you.

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



- Play “The Gooney Bird” video to encourage gross-motor activity.



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

## Clues & Questions

### Theme-related word(s):

foods  
crops  
farm  
harvest\*

### Basic word(s):

grow

### Curiosity’s Clues

- Present Curiosity with her bag containing a few small fall fruits and vegetables such as pumpkins, gourds, corn, and apples.

**Curiosity brought some things with her that will give us a clue about what we will learn today.**

Teacher: **Curiosity, give us some clues.**

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

- **These things grow on trees.**
- **We eat these things.**
- **Farmers pick them in the fall.**
- **They are red on the outside and taste sweet.**



WGR: **What are they?** *Apples.*

- Give similar clues for the other fall food items that Curiosity has with her.
- Ask children why they think Curiosity brought this food with her today.

T-P-S: **Why do you think Curiosity brought apples with her today? She wants us to learn about foods that farmers harvest in the fall.**

### Learning with Curiosity

- Display the foods that are associated with fall one at a time, and invite children to share what they know about each. See the following example for a pumpkin.



WGR: **What is this?** *A pumpkin.* **Yes, this is a pumpkin.** T-P-S: **What do you know about pumpkins? Farmers plant pumpkins in the spring. The pumpkins grow all summer. In the fall when they are ripe, people pick pumpkins and use them when they cook.**

As children share what they know, be sure to clear up any misunderstandings, and add information about where and when these foods are harvested.



- Explain that some foods are mostly available in certain seasons, and others are available all year long. Play the “Eating Cookies Song” video to build background about fall.

### Wonderful Word



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

**Our Wonderful Word today is “harvest.” In the fall, farmers harvest crops from the fields. Some of the crops are corn, pumpkins, and apples.**



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

**Farmers harvest foods, such as apples and pumpkins, in the fall.**

- Point out that farmers are very busy in the fall because they have to bring in all the crops before winter.

### Letter Links

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

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



- Reinforce the sound and the shape of the letter “y” by showing the “Song: Why I Love the Letter Y” 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 “A Fall Poem” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonological Awareness—Word Substitution

- Bring out Curiosity. Introduce the Nonsense game, in which you substitute a word that does not make sense into the rhyme.
- Tell children that they will play the game that they played yesterday, and they will have to listen carefully for the wrong words in the rhyme.

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

- Invite children to listen carefully while Curiosity recites “A Fall Poem.” Have Curiosity repeat the rhyme as if she is reciting it correctly, substituting the word “dance” for “call” so the line reads, “Some people dance the autumn fall.”

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

**Some people dance the autumn fall.**

**I think I know the reason.**

**For when the leaves come tumbling down,**

**It is the falling season.**

*That’s nonsense!*

- If children don't recognize the incorrect word, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the substitution occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way that Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, substituting words that do not make sense into each line. You may want to use the following suggestions.
  - Substitute "monkeys" for "people."
  - Substitute "up" for "down."
  - Substitute "drawing" for "falling."
  - Substitute "music" for "autumn."
- If children successfully identify the substituted words, recite the rhyme again, making additional substitutions. If children are able, invite them to think of a word to substitute for a given word in the rhyme.
- Award paw points if children were able to successfully identify the word substitution.



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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

## Small-Group Instruction

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



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

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



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



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



## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 1–15” video. Invite children to count to 15 with Curiosity.

### Problem Solving

- As Curiosity joins the group, have her drop the bags that she’s carrying, spilling the objects out onto the floor in front of the children.
- Introduce today’s problem.

**Curiosity has a problem! She was going to play with her friends, and she had some toys for each of them to play with. She had a bag of counting bears for Squeaky, a bag of shapes for Chilly, and a bag of linking cubes for Joey. She dropped the bags, and now the items are all mixed up. She needs our help to solve her problem.**



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

**T-P-S: How can we help Curiosity?**



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- After children determine that they need to sort the items, place the bags with the labels facing children. Have each child pick up an item and place it in the correct bag. Have Curiosity thank children for their help.

**Curiosity: Thank you so much for helping me sort the things for my friends.**



- Reinforce the concept of classifying by attribute by showing the “Tools Sort and Build Houses” video.



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



## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that many foods are harvested during the fall.**

**T-P-S: What foods are harvested in the fall?**

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



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “harvest.” Remember that harvest means to pick crops from a field. T-P-S: When did we hear the word “harvest” today?**

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



### Theme Learning Extension

- Lead a game of Which Wonderful Word? Bring out Curiosity, and explain that she is thinking about one of the Wonderful Words from the week.
- Display the five Wonderful Word picture cards introduced this week. Explain and model how to ask a question about the pictures to find out which one Curiosity is thinking of.

**We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is it something we call one another? *No*.**

- Use Think-Pair-Share to invite children to think of a question they could ask about the cards to guess which one Curiosity is thinking of.

**T-P-S: What is a question that you could ask Curiosity about the pictures? Talk to the person next to you, and see if you can think of a question.**

- Use the sharing sticks to select a child to question Curiosity.
- If children are able to eliminate any pictures once questions are asked and answered, turn those pictures over to isolate the remaining cards. Award paw points once children figure out the correct word.



## Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



## Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond bookmark today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

# Day 6 | Ready, Set

## Learning Focus

Pumpkins grow on vines.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Classroom Library Lab: Pumpkin- and apple-related books</li> <li>• Math Lab: CC Activity Cards: Numeral cards 1–5, ten pumpkin cutouts (appendix)</li> <li>• Writing Lab: Pumpkin Shape sheet (appendix)</li> <li>• Art Lab: Orange tissue paper, green yarn segments</li> <li>• Science Lab: Small pumpkins, gourds, apples, magnifying glasses</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Numeral cards 1–10</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Crumpled orange tissue paper balls tied to long segments of green yarn</li> <li>• SFAF book: <i>My Pumpkin</i> by Sally Francis Anderson</li> <li>• CC Activity Card: Wonderful Word picture card for “vine”</li> <li>• CC Activity Cards: Letter cards for “Vv,” “Cc,” and “Kk”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• Rhyme Card for “Peter, Peter, Pumpkin Eater” (optional)</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Scenario cards for new scenarios: Visiting Fall Farms and Fall Cooking</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Apple Farmer Annie</i> by Monica Wellington</li> <li>• Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Large “1st” sign</li> <li>• Baggies with counting bears, one bag per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book: <i>In the Fall</i></li> <li>• Cool Kid certificate and marker</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal stamp: goat</li> </ul>



## Day 6


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Point out the addition of the apple- and pumpkin-related books and other recently added books to the lab. Encourage children to share these books with a friend.

#### Letter Lab: "Y" Letter Rubbing

- Same as day 2

#### Math Lab: Pumpkin Number Match

- Model drawing a numeral card and counting out the appropriate number of small pumpkin cutouts. Have children take turns playing the game.

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

- Same as day 1

#### Writing Lab: Pumpkins Are...

- Provide sheets of pumpkin-shaped writing paper for children to write and draw their ideas about pumpkins.

#### Art Lab: Pumpkins on a Vine

- Point out the orange tissue paper and green yarn segments for children to create pumpkins on a vine. Encourage children to attach pumpkins to one another on a long length of yarn to create a pumpkin patch.

### Science Lab: Harvest Up Close

- Help children explore the various fall crops, seeds, and nuts with magnifying glasses. Cut one of each type of fruit or vegetable that you have provided for children so they can investigate the inside.

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief



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

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



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

#### Classroom Jobs

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

### Calendar

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

### Weather

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

### Cool Kid

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



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



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

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

- Allow children to play Jumping Bean for several minutes.



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



## Clues & Questions

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

pumpkin  
vine\*

**Basic word(s):**

grow

### Curiosity's Clues

- Bring Curiosity to the group with crumpled orange tissue paper balls tied to green yarn. Provide clues for children to guess what Curiosity has with her. Pause between the clues to allow children to think about each one before you give the next clue.

**Curiosity has something special for us today!**

Teacher: **Will you give us some clues to help us figure out what you have?**

Curiosity: **Sure, here are the clues.**

- **These things are round and orange.**
- **You can pick them at a farm.**
- **They grow on vines, and you can carve them.**
- Show the pretend pumpkins on the vine. **Curiosity brought us some pumpkins. These aren't real pumpkins, but they look the way pumpkins look when they are on a vine.**

T-P-S: **What do you think Curiosity wants us to learn about today?**

### Learning with Curiosity

- Share the book *My Pumpkin* by Sally Francis Anderson.

**The name of this book is *My Pumpkin*. The author is Sally Francis Anderson. She wrote the words to the story. Let's read the story to find out what Ms. Anderson wants us to know about pumpkins.**

- Use the paper pumpkins and yarn to demonstrate what a pumpkin on a vine looks like.

**Pumpkins grow on long thin green vines that lie on the ground, just like this.** Lay the yarn and pumpkins on the floor in front of you.

- Turn back to pages 4 and 6, and point out the vine in the photograph.

**Curiosity brought pretend pumpkins attached to a pretend vine. This picture shows what a real pumpkin on a vine looks like.**

**I will put this book in the library lab so you can read this book again and see what a pumpkin on the vine looks like.**



- Use the photographs from *My Pumpkin* to prompt children to share what they know about pumpkins. Use Think-Pair-Share to have children share their answers to the following questions with their partners. You may use the following questions or ask questions that you think will be most helpful for your class.

**What does a pumpkin look like on the outside?**

**How does it feel?**

**What color is a pumpkin?**

**What's inside a pumpkin?**

**What happens to the vine when you pick a pumpkin?**



- Have partners tell each other what they would do with a pumpkin if they could pick one from a pumpkin patch.
- Use the sharing sticks to invite children to share their responses.
- Play the “Fall” background video.

### Wonderful Word



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

**Our Wonderful Word today is “vine.” A vine is a long thin branch that a fruit or vegetable grows on.**

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

**Pumpkins grow on vines that spread out in a garden.**

#### Letter Links

- Have Curiosity provide clues about the letter “v.” 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 “Vv,” “Cc,” and “Kk.”

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

- My uppercase and lowercase shapes are made of straight lines.
- Both of my uppercase and lowercase letter shapes are open at the top.
- You can make my shape by drawing only two lines.



**WGR: What letter am I? “V” “V” 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 “v” by showing the “Victorian Vulture” video.



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

## Rhyme Time

**Basic word(s):**  
shell

### Say the Rhyme

- Introduce the new rhyme.

**Today we will begin to learn a new rhyme about a silly place to live. It’s called “Peter, Peter, Pumpkin Eater.” This rhyme has words that start with the same sound. Listen carefully for the words that start the same way.**



- 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.

#### **Peter, Peter, Pumpkin Eater**

**Peter, Peter, pumpkin eater,**  
(Extend arm and bring hand to mouth to imitate eating.)

**Had a wife and couldn’t keep her;**  
(Extend hands, palms up.)

**He put her in a pumpkin shell,**  
(Thrust arms out as if holding something.)

**And there he kept her very well.**  
(Put hands on hips, and nod head several times.)

### Develop Phonemic Awareness—Alliteration

- Introduce the New Sound game, in which you substitute a new sound (phoneme) for one that is repeated in the rhyme.
- Invite children to recite “Peter, Peter, Pumpkin Eater” with you.

**I heard the same sound at the beginning of some words in this rhyme. Listen carefully while I say the rhyme again to see if you can hear the sound that is the same in some words.**

- Recite the rhyme, emphasizing the /p/ at the beginning of the words “Peter,” “pumpkin,” and “put.”

**The words “Peter,” “pumpkin,” and “put” all begin with /p/. We’re going to say the rhyme again, and this time we will say /m/ for the /p/ in these words and others that start with /p/.**

- Recite the rhyme with children using the substitution sound.

**Meter, meter, mumpkin eater,**

**Had a wife and couldn’t keep her;**

**He mut her in a mumpkin shell, (Pronounce “mut” so it sounds like “put.”)**

**And there he kept her very well.**

- Play the game, substituting other initial sounds for the alliterative words in the rhyme. You may want to use the following suggestions: /d/, /f/, /g/, /s/.
- If children successfully substitute phonemes in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the rhyme with their substitutions to a partner.
- Award paw points if children were able to successfully substitute phonemes.



## 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.

Apple Orchard Time

Show an open area. **Many people visit farms in the fall where they can pick vegetables, apples, and pumpkins. Some of you may want to pretend to take a trip to an apple orchard. Maybe you will be a customer who wants to buy apples for your family.**

Pumpkin Patch Fun

**You can also pretend to visit a pumpkin patch. You might be a farmer, or you might be a visitor, looking for a pumpkin to bring home. How will you make pumpkins for your pumpkin patch?**

## 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 any new scenarios that you have added this week by joining in the play.

EXAMPLE:

---

Story Workshop: Enter the writing area, and talk with children about the story-writing process. **Tell me about your story. What kinds of illustrations will you put in your story? Have you thought about a title?**



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):

orchard

organize

### Apple Farmer Annie

*Author and illustrator: Monica Wellington*

As the title implies, Annie is a farmer who devotes her time to her apple crops. The story describes Annie's efforts as she grows apples, makes delicious foods from them, and takes the bulk of her apples to market. Your children will see the process of harvesting a crop and running a business and the satisfaction of working hard at a job that one loves.

## Interactive Story Reading

### Before Reading

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

**The title of our story today is *Apple Farmer Annie*. That’s the name of the story. The author and illustrator is Monica Wellington. She wrote the words and drew the pictures for the story.**

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

**Let’s look at the cover of this story to see if we can tell what the story will be about. T-P-S: What is happening in the picture on the cover?**

**The title of the story is *Apple Farm Annie*. T-P-S: Who do you think the girl picking the apples is?**

**We know that this is a story about Annie, and she is an apple farmer. T-P-S: What do you think we’ll find out about her in this story?**

**Let’s read the story to find out if your ideas are in it.**

### 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 6: T-P-S: **What do you think Annie does with all the apples that she grows, picks, and sorts?**
  - Page 16: **Annie is going to sell her apples at the market. T-P-S: Why does she need a truck?**
  - Page 24: T-P-S: **What do you think Annie will do next? What clues do you see in the picture that help you know what she will do?**

### After Reading

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

**It takes a lot of work for Apple Farmer Annie to grow and sell her apples. Let’s see if we can remember some of the things she does.** Take a Picture Walk through the book to help children remember some of the tasks that Annie does to get her apples and apple products to the market.

**Annie grows her apples in an orchard. T-P-S: What do you think the word “orchard” means?**

**An orchard is the name of the place where fruit trees, such as apple trees, grow. T-P-S: Have you ever seen an apple orchard? Where was it?**

**One of Annie’s jobs is to organize her apples after she picks them. T-P-S: Do you have any ideas about what the word “organize” means?**

**When you organize things, you put them together in a neat way. You can see that Annie has all of her apples stacked neatly in baskets.**

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



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

## Math Moments

Math word(s):

first

Basic word(s):

line



### Count with Curiosity

Play the “Count with Curiosity: 1–16” video. Invite children to count to 16 with Curiosity.

### Active Instruction

- Invite five children to come to the front of the room. Line children up, facing the rest of the group.

**Curiosity wants to play a game with us. This game is called Who’s First? Hold up the “1st” sign. This sign says “1st.” It has the number 1 on it. That will help us remember that it says “1st.” We can give this to the person who is first in our line. That way, we will know who is first. Can you point to the person who is first in this line? Replies. That’s right! (Child’s name) is first in our line. Hand the sign to a child who is pointing to the first child in the line. Please give this to the first person in our line so we can see that he or she is first.**

- Have the five children sit down, and call up five more children. Repeat the activity several times.

### Partner Practice

- Provide each partnership with a baggie of counting bears. One child should put the bears in a line. Once they are in a line, the child will ask his or her partner, “Who’s first?” The partner will point to the first bear in the line. Partners can then switch roles and play again.
- Reinforce the concept of ordinal numbers by showing the “Ordinal Animals” video.



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

#### Brain Game: Hot Potato Memory

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



## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that pumpkins grow on vines.**



T-P-S: **Where could you see a pumpkin growing on a vine?**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “vine.” Remember that a vine is a long thin branch that certain vegetables and fruits grow on. T-P-S: When did we hear the word “vine” 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 *In the Fall*.

**Let's read the book *In the Fall* together.**

- Have children locate the first page of the story. Read the repetitive text on each page, pausing for children to jump right in with the name of the fall item for each page. If children are comfortable with the repetitive text, encourage them to read along with you.
- Monitor children as they handle the books to ensure that they are turning the pages correctly.

### Cool Kid Recognition

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

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

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

## Paw Points



- Remind children about why they have earned paw points.

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

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



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

## Home Link/Departure

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

## Learning Focus

Pumpkins have pulp and seeds inside.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Science Lab: Small sliced-open pumpkins and pumpkin seeds</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Large pumpkin, carving knife, paper towels</li> <li>• CC Activity Card: Wonderful Word picture card for "seed"</li> <li>• CC Activity Card: Letter card for "Vv"</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>• Chilly and Squeaky puppets</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• Pumpkin cutouts (appendix), one per child</li> <li>• White yarn segments, one per child</li> <li>• Pumpkin seeds</li> <li>• Glue sticks</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Apple Farmer Annie</i> by Monica Wellington</li> <li>• STaR story retell cards for <i>Apple Farmer Annie</i></li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• Curiosity, Chilly, and Squeaky puppets</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• CC Activity Card: Letter card for "Vv"</li> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal stamp: pig</li> </ul>



## Day 7


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Same as day 1

#### Letter Lab: Playdough Letter "V"

- Point out the playdough for children to use to make the letter "v."

#### Math Lab: Pumpkin Number Match

- Same as day 6

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

- Same as day 1

#### Writing Lab: Pumpkins Are...

- Same as day 6

#### Art Lab: Pumpkins on a Vine

- Same as day 6

#### Science Lab: Harvest Up Close

- Same as day 6

### Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**Cookie monster sang a funny song about the seasons. T-P-S: He said that every season is a reason to do what? *Every season is a reason to eat cookies.***



- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.
- Remind children to ask their family members to complete the Read & Respond bookmark each day.

#### Classroom Jobs

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

#### Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

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

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



- Invite children to stand in a circle. Play the “Elmo Slide” video. Encourage children to dance along with Elmo.



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

 Clues & Questions

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

fruit  
carve  
seed\*

**Basic word(s):**

inside

**Curiosity’s Clues**

- Present Curiosity with the large pumpkin. Have the carving knife and paper towels handy.

Teacher: **Curiosity, you brought a pumpkin today.**

Curiosity: **I did, but I have a surprise. You can’t see this surprise yet. It is hidden right now, but you will see it soon.**

Teacher: **Will you give us some clues so we can guess the surprise?**

Curiosity: **Here are the clues:**

- **We have to do something to the pumpkin to see the surprise.**
- **We have to use a knife to find the surprise.**
- **When we cut the pumpkin open, you will see the surprise.**

T-P-S: **What do you think the surprise will be?**



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

### Learning with Curiosity

- Cut the pumpkin open. Show children the seeds and pulp inside the pumpkin.

**Here is the special surprise! WGR: What do you see inside this pumpkin? There are hundreds of seeds! T-P-S: What do you think farmers do with these seeds in the spring? They plant the seeds to grow more pumpkins.**

**T-P-S: What is this gooey stuff that the seeds are resting in? This is called the pulp of the pumpkin. What do you think people do with the pulp? The pulp is the part of the pumpkin that people eat.**

**Have you ever cut a pumpkin open and eaten the pulp? I'll bet some of you have eaten pumpkin pulp, and you didn't even know it. WGR: Have you ever eaten pumpkin pie or pumpkin muffins? If you have, you've eaten the pumpkin pulp. People scrape the pulp away from the pumpkin shell and cook it. Then they use the cooked pumpkin to make other foods such as pie and muffins.**

**T-P-S: What would you use pumpkin pulp to make to eat?**

**T-P-S: What else do people do with pumpkins? Sometimes people carve pumpkins and make faces on them.**



- Play the "Gardening" video.

### Wonderful Word



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

**Our Wonderful Word today is "seed." A seed is small and comes from a plant. If you plant a seed and take care of it, a new plant will grow from the seed.**



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

### Daily Message

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

**There are many seeds inside a pumpkin.**

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

**Our Wonderful Word is in our Daily Message today.** Point to the word “seed” on the card. **This word is “seed,”** (Point to the word “seeds” in the message.) **and the word in our message is “seeds.” They look very much alike. The word in our message has an “s” at the end because there is more than one seed in a pumpkin.**

#### Letter Links

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

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

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

- To reinforce the sound and shape of the letter “v,” play the “Letter V Voice” video.



Have children stand and recite “Peter, Peter, Pumpkin Eater” as a transition to Getting Along Together.

## Getting Along Together

GAT word(s):  
losing control

Basic word(s):  
angry



### Active Instruction

- Show the “Angry Annie” video. Children saw this video in unit 2 when they learned about Stay Cool. Ask children to pay attention to what Annie does when she is feeling angry. After showing the video, use Think-Pair-Share to ask:

**What happens to make Annie feel angry?** *Her brother doesn’t share, she has to wear socks she doesn’t like, the comb gets stuck in her hair, and the toys fall off her shelf.*

**What does Annie do when she is feeling angry?** *Annie yells, she stomps her feet, her cheeks get red, she puts her hands on her hips, and she makes fists with her hands.*

**Sometimes when you feel angry, it can feel like you are losing control. You might even feel like you are a different person. Have you ever felt angry like Annie?**

- Discuss tools in the classroom that children can use when they feel like they are losing control.

**It's important to talk about feeling angry, scared, or sad because these feelings can make you do things that you don't normally do. They can make you feel like you are losing control. What are some things you can use in the classroom to keep you from losing control?**

- We have a Thinking Spot where you can go relax and be by yourself for a minute.
- You can give an “I” Message to let others know that you are angry or about to lose control.
- You can stop and think before you lose control and do something you don't want to do.
- You can use Stay Cool to calm down and stay in control.

### Partner Practice

- Have Chilly demonstrate how to use a strategy to stay in control. Take out the Chilly and Squeaky puppets.
- Let's see if we can help Chilly stay in control. Chilly and Squeaky are playing in the Science Lab. Chilly puts down the magnifying glass, and Squeaky takes it.

Chilly: **Hey, I was using that!**

Squeaky: **No, you weren't. You didn't have it in your hands.**

Chilly: **I was going to use it again to look at the seeds.**

Squeaky: **Well, I'm using it now.** (Squeaky walks away.)

Chilly: **Arghhhhhhhhh!** (Chilly shakes and stomps his feet.)

T-P-S: **How do you think Chilly is feeling? Yes, Chilly is mad. What is an “I” Message that Chilly could say to Squeaky about what happened? *I feel mad when you take something away from me.***

T-P-S: **What else could Chilly do to keep from losing control in this situation? *Chilly could stop and think, he could go to the Thinking Spot, or he could stay cool and give himself a Chilly hug.***

**It's OK to feel mad; everyone feels mad sometimes. But it's important to know what to do to keep from losing control. We will help one another stay in control and keep practicing together. Remember to use “I” Messages, Stop and Think, the Thinking Spot, and Stay Cool to keep calm and in control.**



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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

### Small-Group Instruction

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

#### What's inside a pumpkin?

- Provide each child with a pumpkin cutout, a segment of white yarn, glue, and ten to fifteen pumpkin seeds.
- Invite children to describe what they saw inside the pumpkin that Curiosity brought or in the Science Lab.
- Have children glue on the yarn and pumpkin seeds to show what they saw on the interior of the pumpkin.



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):

orchard

organize

**Apple Farmer Annie**

*Author and illustrator: Monica Wellington*

**Review**

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

**We read this story yesterday. The title of our story is *Apple Farmer Annie*. That’s the name of the story. Let’s read the title of the story together, *Apple Farmer Annie*. Monica Wellington is the author and illustrator of this story. She wrote the words and made the pictures.**

- Review the story vocabulary that was introduced yesterday.

**We heard the word “orchard” in this story yesterday. Apple Farmer Annie grows apples in the orchard of her farm. That’s where all the apple trees are.**



**Annie organizes her apples before she takes them to the market so she knows which apples are alike. We organize our things in school too. T-P-S: How do we organize things in our classroom?**

**Story Retell**

- Hold up the story *Apple Farmer Annie*, and tell children that they will use the pictures in the book to help retell the story today.

**Yesterday when we read about Annie, we learned what she does with her apples after she picks them. Today we will use picture cards of things that happen in different parts of the book to help us tell the story.**

- Place children in groups according to the number of cards you will use for the retell. Distribute the story picture cards, one per group. Invite children to describe what they see on their cards. Tell them that while you read the story, each group will listen for the part that tells about their picture. When you read the part about their picture, they will place the card in a designated area.

**Look at the picture on your group’s card. Talk with your friends about this picture. What does your picture show?**

There are eight cards for this activity. If you feel this is too many for your group, eliminate some cards, and group children according to the number of cards you will use.

**When I read the story, look at the picture on your card. When you hear me read about the part of the story that your picture shows, hold the card up for everyone to see.**

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

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

- Conclude this activity by having children name something they like to eat that's made with apples.



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

## Math Moments

**Math word(s):**

second

third



### Count with Curiosity

**Basic word(s):**

place

- Play the "Count with Curiosity: 1–16" video. Invite children to count to 16 with Curiosity.

### Active Instruction

- Have Curiosity, Chilly, and Squeaky join the group.

Teacher: **Hi, friends. What are you doing here today?**

Curiosity: **We heard that you're going to learn about positions, such as when people get in line.**

Squeaky: **Yeah. Sometimes when we have to line up first, second, and third, we're not sure where we're supposed to be.**

Teacher: **We'll see if we can help you. When there are three people making a line, one of them will be first, one will be second, and one will be third. Boys and girls, let's put our friends in a line.**

- Place the puppets in line so Curiosity is first, Squeaky is behind her, and Chilly is after Squeaky. As you count each of the puppets, touch him or her lightly on the head.



WGR: **Let's count how many friends there are in this line: 1, 2, 3. When we count our friends, Curiosity is number 1 in the line. That makes her first. Squeaky is number 2, so he is second. And Chilly is number 3, so he is third.**

**So if someone tells you three to line up, you will know who is first because that is the number 1 person in line. T-P-S: How will they know who is second? How will they know who is third?**

### Partner Practice

If the class doesn't divide evenly by three, you can add puppets to complete the groups. Or you may have one or more groups with a fourth child in line. If you choose the second option, be sure to introduce the concept of fourth.

- Place children in groups of three. Invite them to line up and count off their places in line: 1, 2, or 3.

**There are three friends in each of your groups. Make a line so you are one behind another like the line that Curiosity, Squeaky, and Chilly made.** You may want to have the lines parallel, with everyone facing the same direction. Indicate which child is the number 1 in each line.

**Now count yourselves in your line, 1, 2, and 3.**

- Review that the child with the number 1 is first, 2 is second, and 3 is third.

**If you are number 1 in line, you will say that you are first. T-P-S: What will you say if you are number 2 in line? And what will you say if you are number 3 in line?**

- Have children tell the members of their group which position they are in line using the sentence stem "I am \_\_\_\_\_ in line."

**Start with the friend who is number 1, and tell the others in your group whether you are first, second, or third in line. Remember to say it in a sentence: "I am (name position) in line."**

- Reinforce the concept of ordinal numbers by showing the "Bert and Ernie: Other Shoe" video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that pumpkins have pulp and seeds inside them.**

### Wonderful Word

- Review the Wonderful Word.



**Our Wonderful Word today is "seed." Remember that a seed is small and comes from a plant. T-P-S: When did we hear the word "seed" today?**



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

### Theme Learning Extension



- Use the “Victorian Vulture” video to review the sound and shape of the letter “v.”

**When we listen to the word “vine,” we hear the sound /v/ at the beginning. Let’s watch a video that will remind us about the letter that makes the sound /v/.**

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

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

## Learning Focus

Apples grow on trees.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Add the STaR story <i>Apple Farmer Annie</i> by Monica Wellington</li> <li>Art Lab: Apple halves; paper; tempera paint, various colors; several easel brushes</li> <li>Science Lab: Apple halves, apple seeds</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>Inflatable ball</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Apple Farmer Annie</i> by Monica Wellington</li> <li>Two red, two green, and two yellow apples</li> <li>CC Activity Cards: Apple Products picture card set</li> <li>CC Activity Card: Wonderful Word picture card for "tree"</li> <li>CC Activity Card: Letter card for "Vv"</li> </ul>
<b>Getting Along Together</b>	<ul style="list-style-type: none"> <li>Ear and mouth cards, one set per partnership</li> <li>Paper and crayons</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No new materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Pumpkin Pumpkin</i> by Jeanne Titherington</li> <li>Leaf for story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Curiosity, Squeaky, and Chilly puppets</li> <li>Two classroom puppets, dolls, or stuffed animals</li> <li>Baggies with five objects, one baggie per partnership</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>CC Activity Cards: Wonderful Word picture cards for "vine," "seed," and "tree"</li> <li>Cool Kid certificate and marker</li> <li>Home Link animal stamp: donkey</li> </ul>



## Day 8


**Greetings, Readings,  
& Writings**

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

### Available Activities

#### Classroom Library Lab: Enjoy a Story

- Add the STaR story *Apple Farmer Annie* by Monica Wellington to the library lab.

#### Letter Lab: Playdough Letter "V"

- Same as day 7

#### Math Lab: Pumpkin Number Match

- Same as day 6

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

- Same as day 1

#### Writing Lab: Pumpkins Are...

- Same as day 6

#### Art Lab: Apple Prints

- Demonstrate brushing paint on an apple half and pressing it on paper to make an apple print.

Science Lab: Harvest Up Close

- Point out the apple halves and apple seeds that you have added to the lab for children to explore.

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.



**Our movement song was “Aloha ‘Oe.” How did you move your body to the 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.



- Invite children to form a circle. Review 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. If you make noise, you will sit down.**

- 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.

## Clues & Questions

Theme-related word(s):

apple  
tree\*



### Curiosity's Clues

- Bring Curiosity with her bag of apples and the book *Apple Farmer Annie*.

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

Curiosity: **I will give you some clues to guess what I have with me.**

- **They are a fall food.**
- **They are fruit.**
- **These fruits can be yellow, green, or red.**
- **These fruits have a stem at the top.**

T-P-S: **What do you think Curiosity brought to show us today?**

**That's right, friends! She brought apples.** WGR: **What do you think we will learn about today?** *Apples.*

- Remove the apples from Curiosity's bag, and place them where all can see.

**Today we will talk about apples.**

**We already know that pumpkins get ripe in the fall. Apples are also one of the many fruits and vegetables that get ripe during the season of fall.**

### Learning with Curiosity

- Pass the apples around so children can touch and feel them. Invite children to describe the apples as they touch and observe them.

**Look at the apples, and touch them.** T-P-S: **What do you notice about these apples?**

- Ask children to share what they know about apples, such as where they come from, how we get them, and how they taste, based on previous experience. You may want to use the following questions, or you may use others based on your children's experiences.
  - How do apples taste?
  - How do apples smell?
  - What sound does an apple make when you eat it?
  - Where do apples come from?
  - Have you ever gone to an orchard and picked apples from trees?
  - What did you do with the apples that you bought or picked?



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

- Point out the apple orchard on the title page and pages 3 and 5 of *Apple Farmer Annie*.

**These pictures show an apple orchard. You may remember from this story that Annie grows apples in her orchards.**

- Display the picture cards for apple pie, applesauce, apple butter, and caramel apples to engage children in conversation about apples.

**T-P-S: What different kinds of foods can you make with apples?**

- Play the “Word on the Street: Deciduous” video.



## Wonderful Word



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

**Our Wonderful Word today is “tree.” A tree is a tall plant with a thick wooden trunk and large branches.**



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

**Do you like to eat apples?**

- Point to the question mark. Tell children that the Daily Message asks a question.

**This is a question mark. It means that this message asks us a question. Tell your partner the answer to the question, “Do you like to eat apples?”**

## Letter Links

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

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

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



- Reinforce the sound and shape of the letter “v” by showing the “Safari Letter V” video.



Have children stand and recite “Peter, Peter, Pumpkin Eater” as a transition to Getting Along Together.

## Getting Along Together

GAT word(s):  
feelings

Basic word(s):  
angry



### Active Instruction

- Review what happens when you feel angry and are about to lose control.

**Last time, we watched a video called “Angry Annie.” In the video, Annie gets frustrated and angry because everything seems to be going wrong. T-P-S: What happened when Annie got angry?**

**I want everyone to think about a time when you felt like Annie. What happened; what made you feel angry? Think quietly to yourself for one minute. Then you will take turns sharing with your partner. Give each partner an ear or mouth card.**

**If you are holding the mouth card, it will be your turn to talk first. If you are holding the ear card, that will remind you to use active listening. When you finish telling what made you angry, you will trade cards and give your partner a turn to share his or her story. It may help to give children a sentence starter such as, “I felt angry when \_\_\_\_.”**

### Partner Practice

- Give children the chance to express their feelings by drawing a picture. Distribute paper and crayons to the children.

**Now you are going to draw a picture about your feelings. Think about a time that you got really angry or felt like you were losing control like Annie. I want you to draw a picture of what happened and how it made you feel. Try to remember who was there, what you did, and what you said. What did it look or sound like?** Walk around as children draw, and ask them to tell you about their pictures.

- Ask if any of children would like to share their pictures. Hold them up for the class to see.

**Everyone feels angry sometimes. It’s OK to feel angry, but it’s not OK to lose control because you might hurt yourself or someone else. It’s important to tell someone when you start to feel angry so they can help you find a way to calm down. Drawing, writing, and talking about your feelings are some ways to calm down if you feel like you are losing control in school. Remember, you can use “I” Messages, Stop and Think, Stay Cool, and the Thinking Spot to help you stay calm.**



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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

### 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):

sprout

scoop

**Pumpkin Pumpkin**

*Author and illustrator: Jeanne Titherington*

Along with Jamie and the animals in this story, children will watch, with wonder, the cycle of a pumpkin’s life as it grows from a seed to a pumpkin and back again as the pumpkin seeds are planted to continue the cycle.

**Interactive Story Reading**

Before Reading

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

**The title of our story today is *Pumpkin Pumpkin*. That’s the name of the story. The author and illustrator is Jean Titherington. She wrote the words and drew the pictures for the story.**

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



**The word “pumpkin” is in the title of this book two times. The title is *Pumpkin Pumpkin*. WGR: What does the title make you think this book is about?**

**What do you see on the cover that helps you know what the story might be about?**

During Reading

- Read the story without stopping, giving children time to look closely at the illustrations. As you read the words “seed,” “sprout,” “plant,” “flower,” “scoop,” and “pumpkin,” be sure to point to those objects in the pictures because the pictures are faint, and some objects may be difficult to distinguish.



- Reread the story. 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: T-P-S: **What do you notice about the seed that Jamie is holding in his hand? It is a very small seed that will grow a very large pumpkin.**
  - Page 13: **The pumpkin in this picture doesn’t look like the pumpkin on the book’s cover. T-P-S: Why do you think this pumpkin looks different from the one on the book’s cover?**
  - Page 21: **Jamie’s pumpkin is huge. T-P-S: How do you think he got it in his wagon?**

## After Reading

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

**T-P-S: If you had a pumpkin like Jamie’s, how many seeds would you save to plant in the spring? Why would you save that many?**

**In the beginning of the story, the seed that Jamie plants grows a sprout. What do you think the word “sprout” means?**

**A sprout is the bud, or beginning, of a plant. T-P-S: Have you ever seen the sprout on a plant that is just starting to grow?**

**After Jamie picks his pumpkin, he scoops out the pulp to make a pumpkin face. T-P-S: What do you think the word “scoop” means? When Jamie scoops out the pumpkin, he takes out the seeds and pulp that is inside the pumpkin.**

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



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



## Math Moments

Math word(s):

fourth

fifth



### Count with Curiosity

- Play the “Count with Curiosity: 1–16” video. Invite children to count to 16 with Curiosity.

### Active Instruction

- Review the ordinal numbers first, second, and third. Place Curiosity, Squeaky, and Chilly in the same order as yesterday. Invite children to name the position of each of the puppets in line, beginning with Curiosity.

**Yesterday we learned the names of the places in line for Curiosity and her friends. Let’s say them together.**

- Bring two more puppets or dolls to put in line behind Chilly. Introduce the ordinal number words “fourth” and “fifth.”

**We know that Curiosity, Squeaky, and Chilly are first, second, and third in this line. What about (name of puppet or doll)? T-P-S: What is his (or her) place? The number word for this place is “fourth.”**

**Next, we have (name of puppet or doll). I wonder what his (or her) place is called? T-P-S: What is this place? The name for this place is fifth.**

- Invite children to name the positions of each of the puppets (or dolls) with you, beginning with Curiosity. Touch each puppet on the head as you say the corresponding ordinal number.

**Let's say the names of all these friends' places in line. We'll start with Curiosity. First, second, third, fourth, fifth.**

### Partner Practice

- Distribute the bags of objects to partnerships. Have partners take turns putting the objects in a row and counting the objects using the corresponding ordinal numbers.

**You and your partner will put the items from your bag in a line. Then you will take turns naming the object's place in line like we did with Curiosity and her friends. As you touch each item, you will say its place in line.**

- Circulate among the partnerships, and offer help as needed.
- Reinforce the concept of ordinal numbers by showing the "Presidents" video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day's learning focus.

**Let's think about what we've learned today. Today we learned that apples grow on trees.**

**T-P-S: Where could you go to pick apples?**



### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is "tree." Remember that a tree is tall. A tree has branches and leaves. T-P-S: When did we hear the word "tree" today?**

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



### Theme Learning Extension

- Lead a game of Which Wonderful Word? Bring out Curiosity, and explain that she is thinking about one of the Wonderful Words from the week.
- Display the Wonderful Word picture cards for "vine," "seed," and "tree." Explain and model how to ask a question about the pictures to find out which word Curiosity is thinking of.

**We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is it the word that means something we plant? No.**



- Use Think-Pair-Share to invite children to think of a question they could ask about the words to guess which one Curiosity is thinking of.

**T-P-S: Can you think of a question that you could ask Curiosity about the pictures? Talk to your partner about a question that you can ask.**



- Use the sharing sticks to select a child to question Curiosity.
- If children are able to eliminate any pictures once questions are asked and answered, turn those pictures over to isolate the remaining cards. Award paw points once children figure out the correct word.

### Cool Kid Recognition

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

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

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

### Paw Points



- Remind children about why they have earned paw points.

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

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



### Home Link/Departure

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



# Day 9 | Ready, Set

## Learning Focus

Apples have flesh and seeds inside.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Writing Lab: Apple Shape sheet (appendix)</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Apples, several</li> <li>• Small paring knife</li> <li>• CC Activity Card: Wonderful Word picture card for "fruit"</li> <li>• CC Activity Card: Letter card for "Vv"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>• No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Pumpkin Pumpkin</i> by Jeanne Titherington</li> <li>• Seed-to-pumpkin picture cards (appendix)</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>• CC Activity Cards: Curiosity's Daily Routine picture card set</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>• Bag with apple puzzle pieces (appendix)</li> <li>• Cool Kid certificate and marker</li> <li>• Home Link animal stamp: cow</li> </ul>



## Day 9

Greetings, Readings,  
& Writings

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

**Available Activities**

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Enjoy a Story

- Same as day 1

Math Lab: Pumpkin Number Match

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Apples Are...

- Invite children to draw and write their ideas about apples on the apple-shaped paper.

Art Lab: Apple Prints

- Same as day 8

Science Lab: Harvest Up Close

- Same as day 8

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

Welcome



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

### Attendance

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

### Partners

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

Home Link Debrief

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



**The story you watched last night is called *The Little Lady Bug*. T-P-S: What new friend did the little girl find after her lady bug flew away? *The little girl's new friend is a 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.

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!**

- Teach children how to play Head, Shoulders, Knees, and Toes.

**When we play Head, Shoulders, Knees, and Toes, we will sing the song and touch each part of our bodies as we sing about it. 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 as they learn the song.



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

 **Clues & Questions**

Theme-related word(s):

fruit\*

Basic word(s):

slice

half

**Curiosity’s Clues**

- Bring Curiosity to the group with her bag containing several apples.

Teacher: **Curiosity, what do you have in your bag for us today?**

Curiosity: **I’ll give you some clues, and you can guess what I have.**

- **There is more than one of them.**
- **Some are red, some are green, and some are yellow.**
- **They are a fruit you can eat.**
- **You can use them to make a pie.**



**T-P-S: What do you think Curiosity has in her bag? Curiosity has apples. Today we’re going to learn more about apples.**

## Learning with Curiosity

**Today we will cut open the apples and see what is inside. T-P-S: What do you think we will find when we cut the apples in half? Well, let's find out!**

- Cut an apple from top to bottom through the core. Show children the interior white portion of the apple. Explain that this is called the flesh. Point out the seeds.

**When I cut the apple from the top to the bottom, you can see the inside. The inside of the apple is called the flesh. T-P-S: What color is the apple on the inside?**

**The part of the apple from the top to the bottom where the seeds are is called the core.**

- Cut another apple through the middle horizontally. Show how the middle of the inside of an apple looks like a star shape. If you have an apple print from the Art Lab, you may want to show it so the star shape will be more obvious.

**When I cut the apple across the middle, you can see the seeds in the center. T-P-S: What shape do you see where the seeds are? When the apple is cut this way, the center looks like a star.**

- Cut the apples into bite-sized pieces, and offer each child a piece. Invite children to tell their partners how the apple tastes.
- Write the title “All About Apples” on the top of the chart paper. Invite children to talk with their partners about what they know about apples.
- Use the sharing sticks to select children to state something they know about apples. Write their responses on the chart paper. Tell children that as they find out more information about apples, you will add it to the chart paper.



**I will write what you tell me about apples on this paper that says “All About Apples.” As we find out more about apples today, we can write more on this paper.**



- Remind children that trees that lose their leaves in the fall are called deciduous trees. Play the “Celebrity Vocabulary: Deciduous” video.

## Wonderful Word



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

**Our Wonderful Word today is “fruit.” Fruit is the part of a plant that we eat. Fruit often grows on trees or bushes.**



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

**If you cut an apple in half, you can see the seeds.**

- Point out that the first letter of a sentence is always uppercase.

### Letter Links

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

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

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



- To reinforce the sound and shape of the letter “v,” play the “Find the Hidden V” video.



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

## Rhyme Time

### Say the Rhyme



- Have children recite “Peter, Peter, Pumpkin Eater” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonemic Awareness—Alliteration

- Review the New Sound game in which you substitute a new sound (phoneme) for one that is repeated in the rhyme.
- Invite children to recite “Peter, Peter, Pumpkin Eater” with you.

**The other day we said this rhyme in a silly way. We changed the beginning sound in the words that start the same. Let’s see if we can say the rhyme today using other sounds at the beginning of the words that start the same.**

- Recite the rhyme, emphasizing the /p/ at the beginning of the words “Peter,” “pumpkin,” and “put.”

**The words “Peter,” “pumpkin,” and “put” all begin with /p/. We’re going to say the rhyme again, and this time we will say /b/ for the /p/ in these words and others that start with /p/.**

- Recite the rhyme with the substitution with the children.

**Beter, Beter, bumpkin eater,** (Pronounce “beter” to rhyme with “Peter.”)  
**Had a wife and couldn’t keep her;**  
**He but her in a bumpkin shell** (Pronounce “but” to rhyme with “put.”)  
**And there he kept her very well.**

- Play the game a few more times, substituting other initial sounds for the alliterative words in the rhyme. You may want to use the following suggestions: /k/, /l/, /t/, /n/.
- If children successfully substitute phonemes in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the rhyme with their substitutions to a partner.



- Award paw points if children were able to successfully substitute phonemes.

## 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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

## Small-Group Instruction

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



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

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



STaR word(s):

sprout

scoop

### Pumpkin Pumpkin

*Author and illustrator: Jeanne Titherington*

## Review

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

**We read this story yesterday. The name of this story is easy to remember because it is the same word written two times. Let's read the title together.** Point to the word “pumpkin” each time it appears in the title as children read it. **Jeanne Titherington wrote the words and drew the pictures. She is the author and the illustrator.**



- Review the vocabulary that was introduced yesterday.

**When Jamie plants the pumpkin seed, it grows a sprout. T-P-S: What does the pumpkin sprout look like?**

**Jamie scooped out the insides of the pumpkin to make a face on it.**

**T-P-S: Have you ever seen a pumpkin with the insides scooped out? What did it look like?**

## Story Retell

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

**Yesterday when I read this story to you, we saw how a pumpkin grows from a tiny seed. Today you and your partner will have cards that show how a pumpkin grows. When I read the story, you will put the cards in order to help tell the story.**

- Distribute a set of seed-to-pumpkin picture cards to each partnership. Explain that you will work together to put the cards in the correct order.

**Place your cards picture side up where you and your partner can both see them.**

- Review the name of the plant part in each picture.

**We will all work together to show what happens in this story.**

Read page 5.

**Find the picture that shows the pumpkin seed.** Model placing the card with the seed on the left side of the board.

Read page 7.

**Now find the picture that shows the pumpkin sprout. Place the sprout card next to the seed card.** Model placing the sprout card to the right of the seed card.

Read page 9.

**WGR: Which card do you need next? Place the plant card next to the sprout card.** Model placing the plant card to the right of the sprout card.

Continue in this fashion as you read the story, pausing for children to place their cards in sequential order.

- Conclude this activity by asking children to tell about a plant they would like to grow from a seed.

Have partnerships sit facing you so they have the correct orientation for copying the sequence of the seed-to-pumpkin cards as you model it.



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



## Math Moments

### Count with Curiosity



- Play the “Count with Curiosity: 1–16” video. Invite children to count to 16 with Curiosity.

### Active Instruction

- Bring Curiosity to the group with Curiosity’s Daily Routine picture cards.

**Curiosity has some picture cards. Let’s see what’s on them.**

- Hold up the picture cards one at a time, and invite children to describe them.
- The pictures include:
  - Curiosity eating breakfast,
  - Curiosity brushing her teeth,
  - Curiosity going to school,
  - Curiosity eating dinner, and
  - Curiosity going to bed at night.

**These pictures show what Curiosity does each day.**

Teacher: **What do you want us to do with them, Curiosity?**

Curiosity: **I want you to help me put them in order. I want to remember what I do first, second, third, fourth, and fifth each day.**

- As children name the pictures in sequential order, place them on a ledge or shelf where everyone can see them in order, from left to right.

### Partner Practice

- Invite children to act out Curiosity’s day as they repeat after you:
  - *First, Curiosity eats breakfast.*
  - *Second, she brushes her teeth.*
  - *Third, she goes to school.*
  - *Fourth, Curiosity eats dinner.*
  - *Fifth, she goes to bed.*



- Reinforce the concept of ordinal numbers by showing the “Ordinal Animals” video.

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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that apples have flesh and seeds inside them.**



**T-P-S: What is your favorite way to eat apples?**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “fruit.” Remember that fruit is the part of a plant that we eat. Fruit grows on trees or bushes. T-P-S: When did we hear the word “fruit” today?**



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

### Theme Learning Extension

- Provide each partnership with an apple puzzle. Invite children to assemble their puzzles. Encourage them to tell their partners something about apples while they work.

**You and your partner have a puzzle to put together. What do you think the puzzle will be when you put all the pieces together? Let’s see what it will be.**

**While you work on your puzzle, tell your partner something you know about apples.**



- Use the sharing sticks to select children to tell about apples.

### Cool Kid Recognition

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

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

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

### Paw Points



- Remind children about why they have earned paw points.

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

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



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

### Home Link/Departure

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



# Day 10 | Ready, Set

## Learning Focus

People do fun things outside in the fall.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Add the STaR story <i>Pumpkin Pumpkin</i> by Jeanne Titherington</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Calendar cutout for today's date</li> </ul>
<b>Move It!</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Clues &amp; Questions</b>	<ul style="list-style-type: none"> <li>Football, soccer ball, and a small rake (or pictures of these items from the CC Activity Cards: Fall Season set)</li> <li>CC Activity Card: Wonderful Word picture card for "football"</li> <li>CC Activity Card: Letter card for "Vv"</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>Plan &amp; Play</b>	<ul style="list-style-type: none"> <li>No additional materials needed</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li><i>Mouse's First Fall</i> by Lauren Thompson or other storybook for free choice</li> <li>Leaf for the story tree</li> </ul>
<b>Math Moments</b>	<ul style="list-style-type: none"> <li>Five different classroom objects</li> </ul>
<b>Question/Reflection</b>	<ul style="list-style-type: none"> <li>Cool Kid certificate and marker</li> </ul>



# Day 10 Greetings, Readings, & Writings

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

## Available Activities

### Classroom Library Lab: Enjoy a Story

- Invite children to use the retell picture cards from day 9 to retell the STaR story, *Pumpkin Pumpkin*.

### Letter Lab: Playdough Letter "V"

- Same as day 7

### Math Lab: Enjoy a Story

- Same as day 9

### Computer/Media Lab: Exploring with Technology

- Same as day 1

### Writing Lab: Apples Are...

- Same as day 9

### Art Lab: Apple Prints

- Same as day 8

### Science Lab: Harvest Up Close

- Same as day 8

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

## Gathering Circle

### Welcome Activities

#### Welcome



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

#### Attendance

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

#### Partners

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

#### Home Link Debrief

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



**The story in last night's show is called *The Night Hike*. T-P-S: What very special thing did the children see in the clearing in the woods during their hike? *The children saw a red fox in his natural home.***



- 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!

If you have room, you may want to divide children into two or three groups so they all have a turn to be the leader.

- Introduce today’s Move It! activity, Follow the Leader.
  - Today we will play Follow the Leader. I will be the leader first, and then some of you will get a chance to be the leader. Everyone has to follow the leader and do exactly what the leader does. Now follow me!**
- Begin the activity as the leader, and have children follow you in a line. Randomly choose children to take turns being the leader of the game.



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

 Clues & Questions

**Curiosity’s Clues**

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

football\*  
rake  
soccer ball

**Basic word(s):**

field  
grass  
jumping  
piles  
yard



- Bring Curiosity to the group with a football, a soccer ball, a small rake, and pictures of people engaged in fun outdoor fall activities.

Curiosity (in an excited voice): **I have some really fun things for us today! I will give you some clues to help you figure out what I have in my bag.**

- **The first thing is a ball that you can play with.**
- **It is brown and pointed at both ends.**
- **When people play with this ball, they throw it and run with it.**
- **Many people like to watch this game in the fall.**

T-P-S: **What do I have?** Take the football out of Curiosity’s bag. **That’s right! It’s a football.**

Teacher: **Do you have something else, Curiosity?**

Curiosity: **Yes, here are some clues. See if you can guess what else I have.**

- **This ball is round.**
- **You play with this ball on the ground.**
- **Children of all ages like to play the game with this ball.**
- **People like to play this game in the fall.**

T-P-S: **What do I have?** Take the soccer ball out of Curiosity’s bag. **I have a soccer ball.**

Curiosity: **I have one more thing that will give you a clue about what we will learn today. Here are some clues.**

- **People use this in the fall.**
- **You can use this to put leaves in a pile.**

T-P-S: **What do I have?** Take the rake out of Curiosity’s bag.

Teacher: **Curiosity has a football, a soccer ball, and a rake with her today. I wonder what she wants us to learn about today.** T-P-S: **Why do you think Curiosity brought a football, a soccer ball, and a rake?**

**These are all things that people use to have fun outside in the fall.**

## Learning with Curiosity

- Invite children to imitate fall activities. Start with raking leaves and gently jumping into the piles. Ask children to describe the experience. If children in your class haven’t had the experience of a season in which leaves fall from the trees, you may need to ask some guiding questions about what this activity might be like.

**Let’s have some fun doing things that people do in the fall. We can pretend that we are raking leaves.** Pause while children act out raking leaves. **Now we will pretend to jump into the leaves!**

T-P-S: **How does it feel when you jump into the pile of leaves? What sounds do the leaves make?**

**Let’s pretend that we’re outside playing football. Line up and pretend to run to catch the ball when I throw it to you.**

- Now let’s pretend to play soccer. Remember, you can only use your feet to kick the ball to one another.
- Invite children to share other fall activities with which they are familiar.  
T-P-S: **What are some other things that people do for fun in the fall?** Help children remember activities that you discussed earlier in the unit, such as picking pumpkins and apples.
- Use the sharing sticks to invite children to share their responses.
- Play the “Autumn to Winter” video.



## Wonderful Word



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

**Our Wonderful Word today is “football.” Football is a game that people play in the fall.**



- Play the digital dictionary video for “football.”
- Remind children that they can earn paw points when they use or hear the word “football” 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 do fun things outside in the fall!**

- Explain to children that the symbol at the end of the Daily Message is called an exclamation point. Tell children that an exclamation point means to read the message with an excited voice.
- Reread the message with an excited voice.

**Did you hear how my voice became a little louder and more excited? That is what an exclamation point tells us to do.**

## Letter Links

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

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

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



- Reinforce the sound and shape of the letter “v” by showing the “Pass Along the Letter V” video.



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

## Rhyme Time

### Say the Rhyme



- Have children recite “Peter, Peter, Pumpkin Eater” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

### Develop Phonemic Awareness—Alliteration

- Review the New Sound game that you played on days 6 and 9.
- Invite children to recite “Peter, Peter, Pumpkin Eater” with you.

**We played a game this week with this rhyme by making a new sound at the beginning of the words that start the same.**

- Recite the rhyme, emphasizing the /p/ at the beginning of the words “Peter,” “pumpkin,” and “put.”



**T-P-S: Which words in this rhyme begin with the /p/ sound?**

**We’re going to say the rhyme again today, and this time you will choose a new sound to put at the beginning of the words “Peter,” “pumpkin,” and “put.”**

**T-P-S: Talk to your partner about a sound we can put at the beginning of the words that start with /p/. Allow time for children to talk with their partners about a new sound to substitute for the /p/ sound in this rhyme.**

- Recite the rhyme with children using a substitute sound that they chose.
- Play the game a few more times, substituting other initial sounds suggested by children. Say the rhyme as long as children express interest, using sounds that they suggest. It doesn’t matter if you repeat sounds that you’ve previously used. What’s important is that children are able to identify and substitute a new sound for the target initial phoneme in the rhyme.



- Award paw points if children were able to successfully substitute phonemes.



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

- Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

### Small-Group Instruction

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



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

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



### Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Mouse’s First Fall* by Lauren Thompson.
- 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: 1–16” video. Invite children to count to 16 with Curiosity.

### Problem Solving

- Introduce today’s problem.

**Today we will help Curiosity solve a problem. Curiosity has some things she needs to put in order.**

- Randomly place the things from Curiosity’s bag where everyone can see.

**Let’s help Curiosity put these things in order. She knows what is supposed to be first, second, third, fourth, and fifth, but she needs some help figuring out where each place is.**



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

**T-P-S: What should we do first to help Curiosity solve her problem?**



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- State the order of the items, and have children show where each item belongs. For example, if you have a crayon, say, “Curiosity knows that the crayon comes first. Where will she put the crayon?” Continue in this manner until you have all five items lined up.



- Invite children to state the position of each item. Encourage them to say sentences such as, “The crayon is the first thing in line.”
- Reinforce the concept of ordinal numbers by showing the “Bert and Ernie Other Shoe” video.



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

## Question/Reflection

### Learning-Focus Review

- Review the day’s learning focus.

**Let’s think about what we’ve learned today. Today we learned that people do fun things outside in the fall.**



**T-P-S: What do you like to do outside in the fall?**

### Wonderful Word

- Review the Wonderful Word.

**Our Wonderful Word today is “football.” Remember that football is a game that people play outside in the fall. T-P-S: When did we hear the word “football” today?**



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

### Theme Learning Extension

- Explain the Apple or Pumpkin? game to the children.

**Today we will play a game called Apple or Pumpkin? Curiosity will read some clues. For each clue, you have to decide whether it is about an apple or a pumpkin. If the clue is about an apple, stand up on your tippy toes, and reach up high, like you are picking apples off a tree. If the clue is about a pumpkin, lie very still on the floor, just like a pumpkin on a vine in the pumpkin patch.**

**Curiosity: Let’s try the first one together. Here is the clue: this is red.**

**Teacher: Hmm...which is red, an apple or a pumpkin? An apple is red, so let’s reach up tall on our tippy toes as if we are picking apples off an apple tree.**

- Continue playing the Apple or Pumpkin? game, using the following clues:
  - **The flesh inside this is white.** *Apple.*

- **The pulp inside this is orange.** *Pumpkin.*
- **The seeds inside these are white.** *Pumpkin.*
- **The seeds inside these are black.** *Apple.*
- **This grows on a vine.** *Pumpkin.*
- **This grows on a tree.** *Apple.*
- **You can carve a face on this.** *Pumpkin.*
- **You can pick this in a field. Sometimes the field is called a patch.** *Pumpkin.*

### Cool Kid Recognition

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

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

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

### Paw Points



- Remind children about why they have earned paw points.

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

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



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

### Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Give a copy of the concepts-of-print book *In the Fall* 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 .....	137
Learning Labs Facilitation Guide .....	138
Snack Time! .....	141
Outside/Gross-Motor Play .....	142
Blackline Masters	
Large Leaf Shapes .....	143
Small Leaf Shapes .....	146
Numbered Apples .....	149
Pumpkin Cutouts .....	150
Pumpkin Shape .....	151
Apple Shape .....	152
Apple Puzzle .....	153
Seed-to-Pumpkin Picture Cards .....	154
Theme Introduction Letter (English version) .....	158
Theme Introduction Letter (Spanish version) .....	159







# Learning Labs Facilitation Guide

## Week 1


 <b>Classroom Library Lab</b>	<b>Enjoy a Story</b> Children explore books related to fall and other books in the classroom library.
Engage all children:	<b>What do you like best about this story (the pictures, the characters, what happens in the story)?</b>
Offer support:	<b>What do you see in these books that tell you that they are about fall (fall-colored leaves, warmer clothing)?</b>
Challenge:	<b>Could this story happen in real life, or is it just pretend? How do you know?</b>
 <b>Letter Lab</b>	<b>Letter Match</b> Children match letters from the letter-blending cards to the same plastic or magnetic letters.
Engage all children:	<b>Do you know the names of any of these letters? Tell me the letter names that you know.</b>
Offer support:	Limit the number of different letters that children have to match, for example, create a group of letters that contains pairs of only three or four letters.
Challenge:	<b>How does the plastic/magnetic foam letter look the same as the letter on the letter card? How does it look different?</b>
 <b>Letter Lab</b>	<b>Letter "Y" Rubbing</b> Children place letter "y" shapes under plain paper and then rub crayons on the paper to form an image of the letter.
Engage all children:	<b>What is the name of the letter? How could you describe the shape of the letter? Does it have straight lines or curved lines?</b>
Offer support:	<b>This is the letter "y." Can you find another letter "y" in our classroom?</b>
Challenge:	<b>Can you think of some words that begin with the /y/ sound?</b>
<b>Tip:</b> The crayon rubbings will work best if children use crayons with the wrappers removed, held sideways against the paper.	
 <b>Math Lab</b>	<b>Sorting Station</b> Children sort a variety of items, including fall leaves, according to their attributes
Engage all children:	<b>Tell me about the groups that you made. How are the (name of object) the same in each group?</b>
Offer support:	<b>Can you sort these (name of object) by color? Let's name the colors and put the objects into groups.</b>
Challenge:	Ask the child to tell you which group has the most and which has the least number of items.
 <b>Writing Lab</b>	<b>Fall is...</b> Children draw pictures or write about fall on large leaf-shaped paper.
Talk with children about what they will write about fall. <b>Is there a favorite food that you like to eat in the fall?</b> <b>Do you go to pick apples or pumpkins?</b> <b>What do you like to do outside with their friends when the weather is cool and crisp?</b> Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	


## Week 1, cont.

 <b>Art Lab</b>	<b>Making Scarecrows</b> Children work together to make scarecrows with the crumpled newspaper and old clothing.
Engage all children:	<b>Which piece of clothing will require the most stuffing?</b>
Offer support:	<b>Can you name the pieces of clothing that you have here?</b>
Challenge:	<b>Do you know why farmers make scarecrows?</b> Listen to responses. If children do not know, explain that farmers place scarecrows in their gardens so birds called crows will think there is a person in the garden, and they will not eat the crops.


 <b>Science Lab</b>	<b>Fall Up Close</b> Children explore fall-related items, such as colorful leaves, acorns, and pine cones, with magnifiers.
Engage all children:	<b>Why do these things make us think of fall?</b>
Offer support:	<b>Can you name the items that we have here?</b>
Challenge:	<b>What do you think might happen to this item in winter?</b> <i>Leaves and pine cones will rot and make new dirt, and acorns will be used by squirrels and other animals as food or get buried and grow into new trees in the spring.</i>


## Week 2


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


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


**Week 2, cont.**

 <p><b>Math Lab</b></p>	<p><b>Pumpkin Number Match</b> Children count out small pumpkin pictures to match a number card.</p>
<p><b>Engage all children:</b></p>	<p>Encourage two children to play a game. Have each one draw a card make a group of the correct number of pumpkins. Then have the two children line their pumpkins up side by side to find out who has more.</p>
<p><b>Offer support:</b></p>	<p>Encourage each child to touch and move each pumpkin picture as it is named to reinforce counting with one-to-one correspondence.</p>
<p><b>Challenge:</b></p>	<p>Invite children to play a game as described above. Ask, <b>How many more pumpkins does (name) have than (name)?</b></p>

 <p><b>Writing Lab</b></p>	<p><b>Pumpkins are...</b> Children write their ideas about pumpkins on a pumpkin shape.</p>
<p>Help children get started asking questions about their experiences with pumpkins. Have they ever picked a pumpkin from a pumpkin patch or gone to the garden store to buy one? <b>Was the pumpkin large or small? Was it heavy? What did you do with the pumpkin?</b> Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.</p>	

 <p><b>Art Lab</b></p>	<p><b>Pumpkins on a Vine</b> Children create a pumpkin patch by making orange tissue paper balls connected by green yarn.</p>
<p><b>Engage all children:</b></p>	<p>You will probably need to assist with cutting the yarn and attaching it to the pumpkins. Children can also add leaves to the vines with green paper and tape.</p>
<p><b>Offer support:</b></p>	<p>Invite the child to describe the pumpkins. Encourage him or her to use words like "orange," "green," "round," and "vine."</p>
<p><b>Challenge:</b></p>	<p>Encourage children to think of creative ways to create the pumpkins</p>

 <p><b>Art Lab</b></p>	<p><b>Apple Prints</b> Children create pictures by brushing paint onto cut apples into paint and pressing them to paper.</p>
<p><b>Engage all children:</b></p>	<p>Demonstrate brushing paint on an apple half and pressing it on paper to make an apple print.</p>
<p><b>Offer support:</b></p>	<p>Encourage the child to use color and shape words to describe his or her picture.</p>
<p><b>Challenge:</b></p>	<p>As children make prints, encourage them to describe the shapes that they see in the prints. Have them compare the prints made with horizontal and vertical cuts.</p>
<p><b>Tip:</b> Cut some apples in half through the stem from top to bottom, and cut some through the fullest part. When you cut the apple through the fullest part, children will be able to see a star shape created by the core and seeds.</p>	

 <p><b>Science Lab</b></p>	<p><b>Harvest Up Close</b> Children explore fall-related various types of seeds, cut fruit and vegetables with magnifiers.</p>
<p><b>Engage all children:</b></p>	<p><b>How does the inside of this (fruit or vegetable) look different from the outside?</b></p>
<p><b>Offer support:</b></p>	<p>Encourage the child to describe the items. Introduce a new vocabulary word that they do not know such as "smooth," "wet," or "slimey."</p>
<p><b>Challenge:</b></p>	<p><b>Can you find the seeds inside this piece of fruit?</b></p>
<p><b>Tip:</b> If an adult is available, wait to cut one of the pieces of fruit or vegetables in half until children have had the opportunity to guess what it will be like inside.</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

- Applesauce
- Pumpkin muffins
- Crackers with apple butter
- Squirrel feed (Mix cereal rings, shelled peanuts\*, and shelled sunflower seeds.)

**\*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.

## **Bear, Bear, Squirrel (a variation of Duck, Duck, Goose)**

Have children sit in a circle. Start the game by walking around the circle saying “bear,” as you tap each child on the head or shoulder. After tapping several children, tap a child, and say, “squirrel.” That child will then get up and chase you around the circle until you find the vacated spot and sit there. The game continues as the child now standing taps others, saying “bear,” “bear,” “squirrel.”

## **A Fall Walk**

If your play area has trees or a wooded area nearby, take children on a fall walk to look for evidence that the seasons are changing. In some parts of the country, these changes may be very subtle. You may need to point out changes that are particular to your environment.

## **Raking Leaves**

If you have deciduous trees in the area that have lost their leaves, provide rakes for children to rake the leaves into piles and jump in them. Make sure there are no objects in the space in which children will pile the leaves to avoid injuries.

If you don't have leaves to rake, invite children to pretend that there are lots of leaves covering the play area, and have them rake the leaves up to uncover the play yard. They can pretend to jump in piles of imaginary leaves; just make sure you select a space where they won't bump into any equipment.

# Large Leaf Shapes

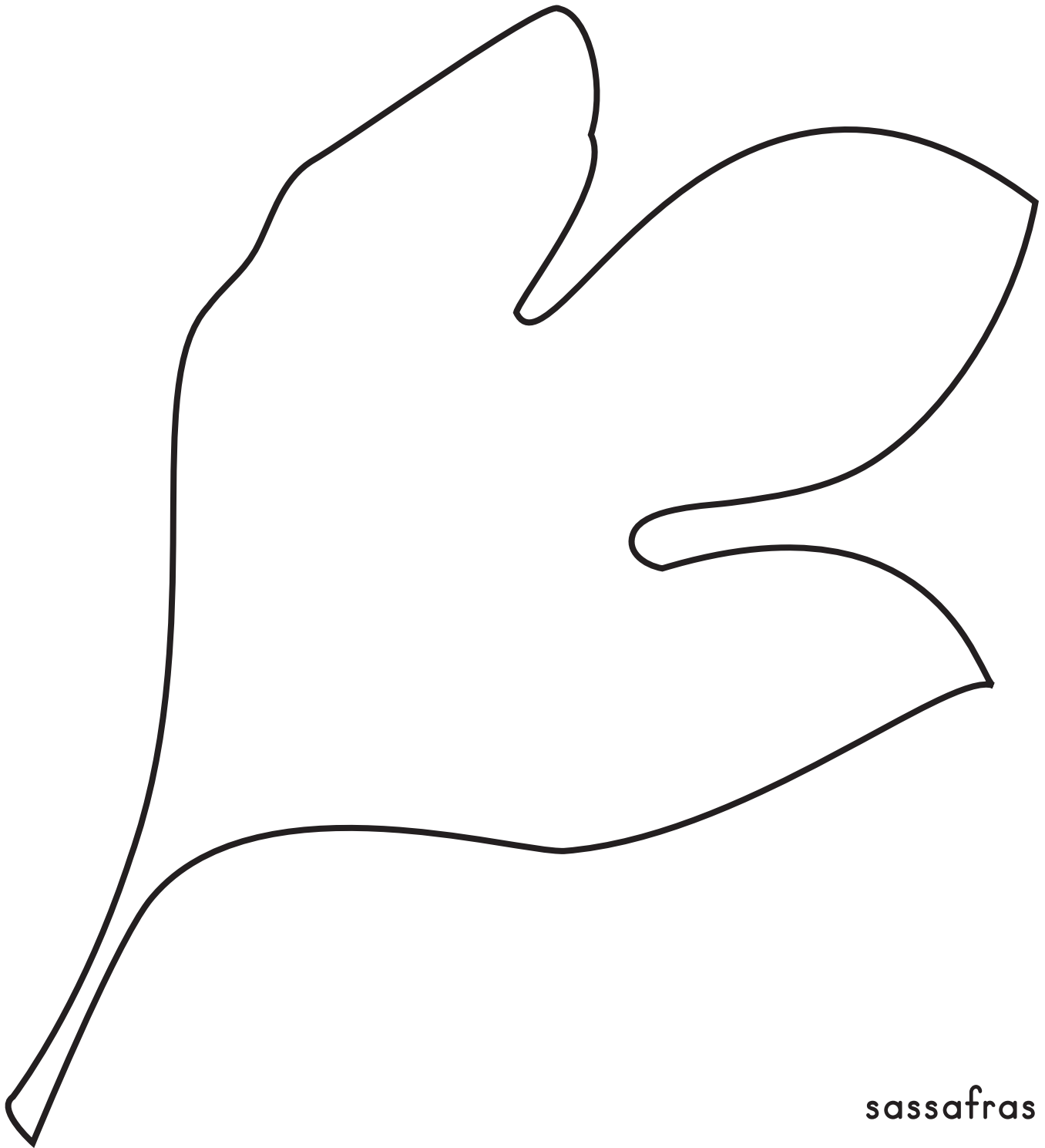
Make several copies and cut them out.



maple

# Large Leaf Shapes

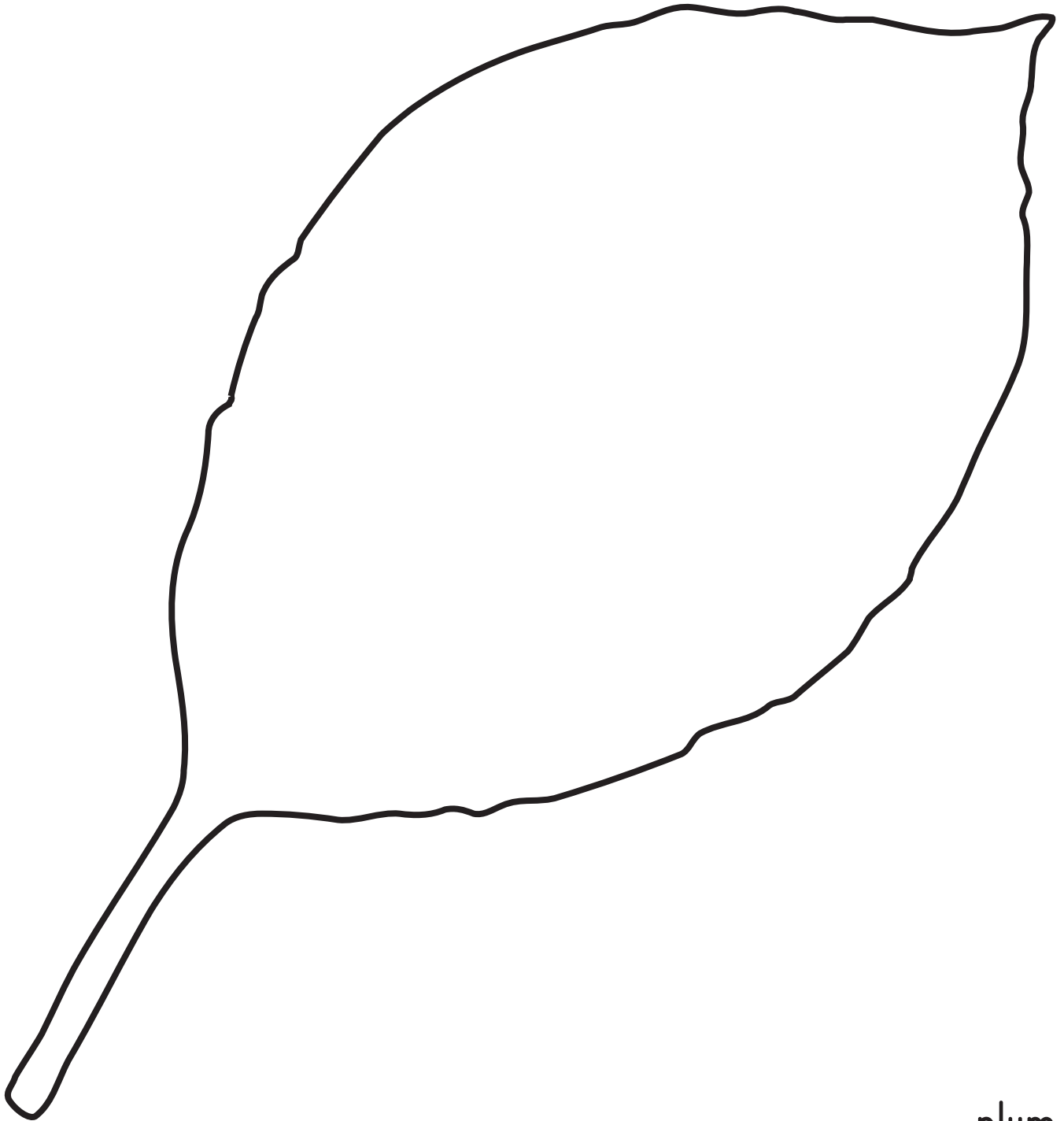
Make several copies and cut them out.



sassafras

# Large Leaf Shapes

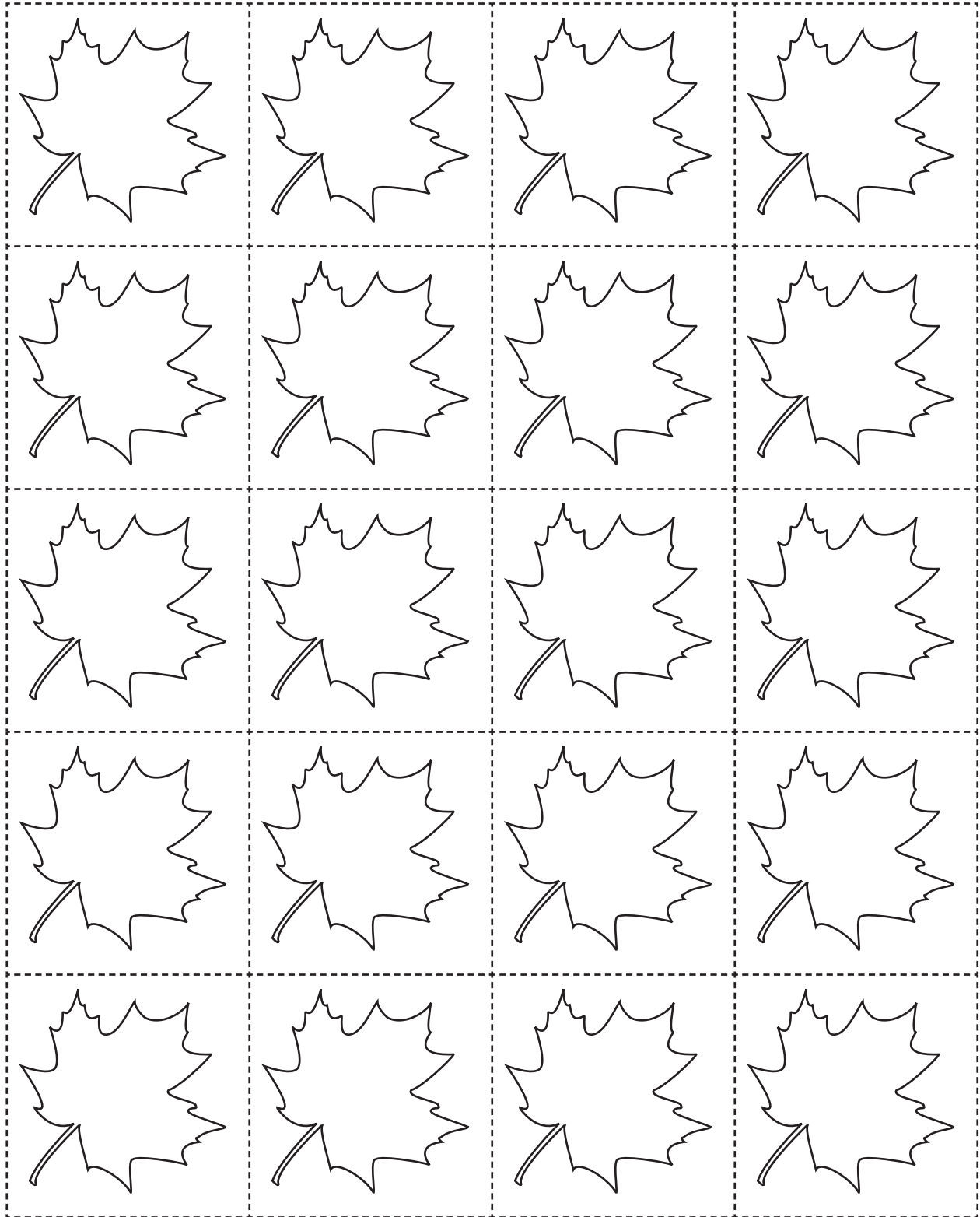
Make several copies and cut them out.



plum

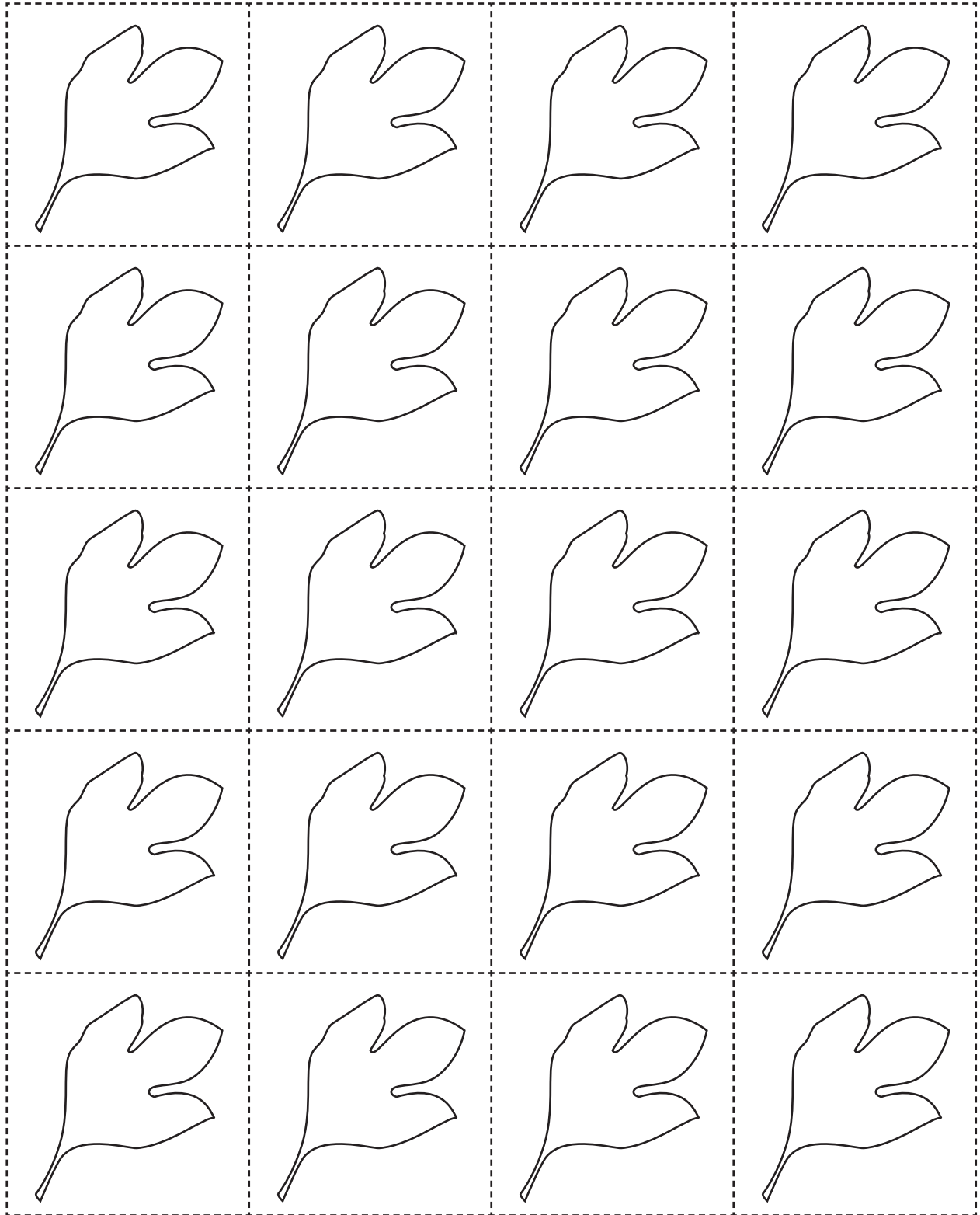
# Small Leaf Shapes

Make several copies and cut the leaves apart.



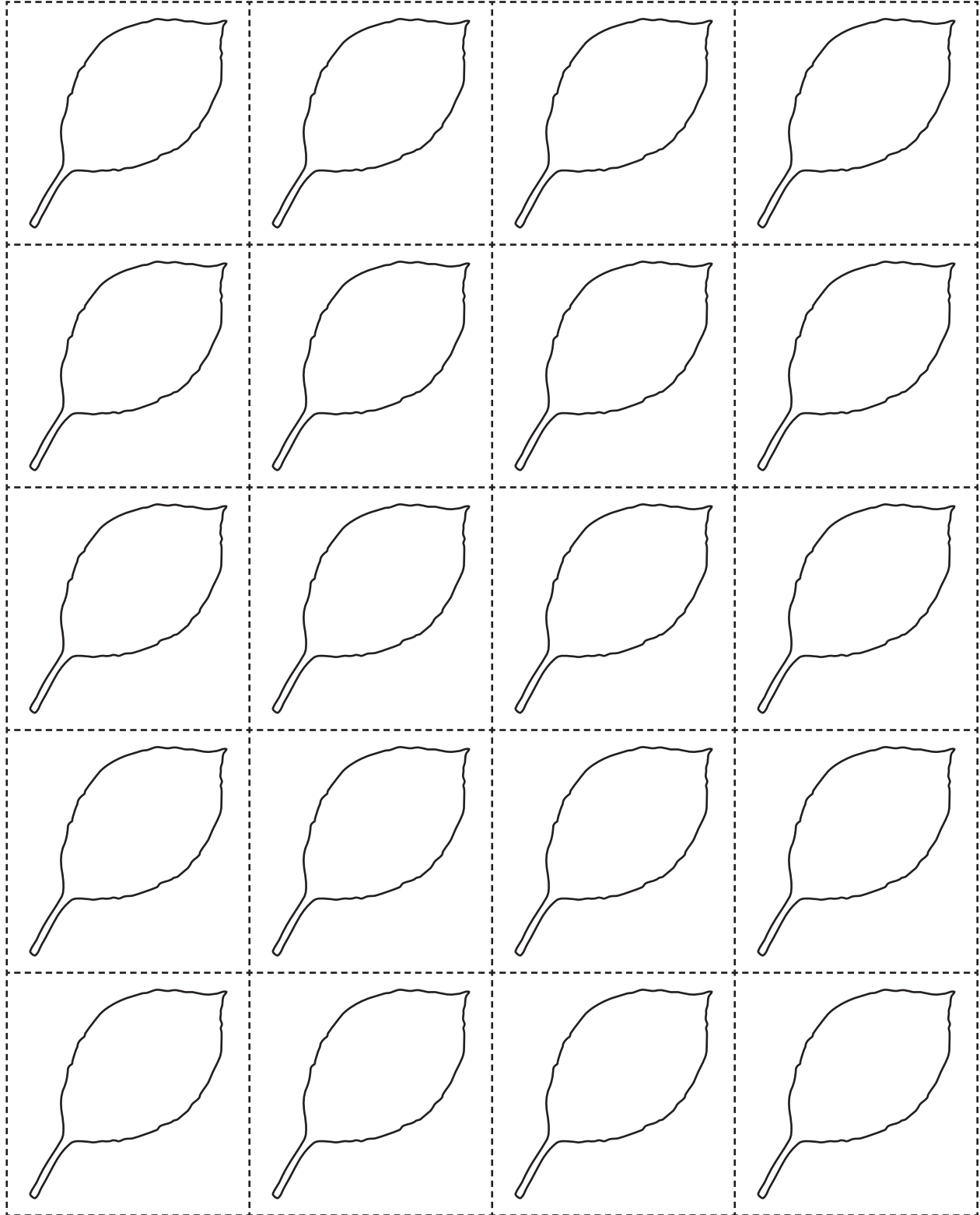
# Small Leaf Shapes

Make several copies and cut the leaves apart.



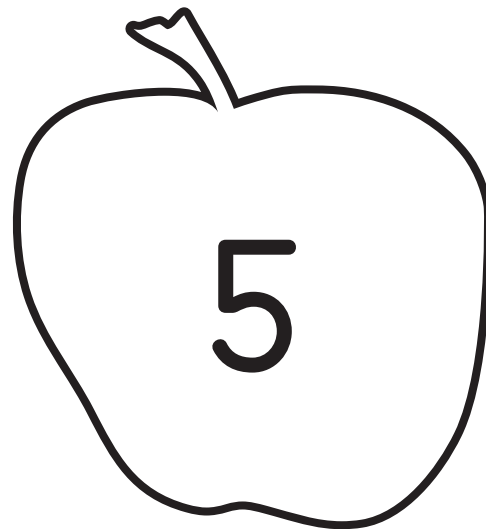
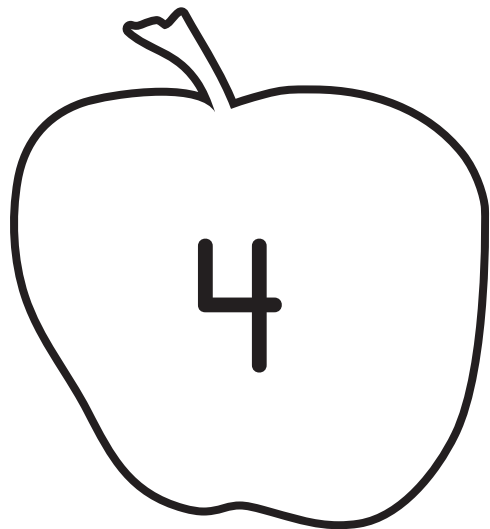
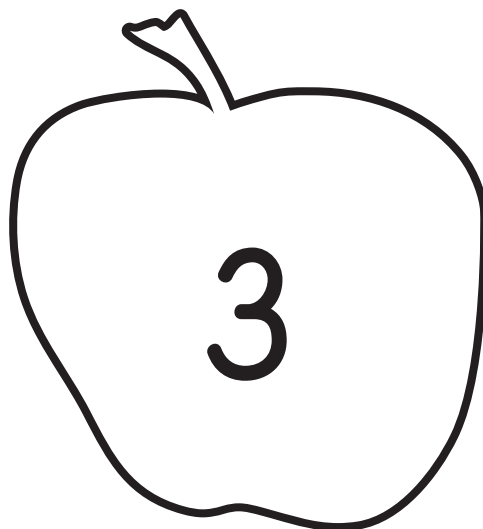
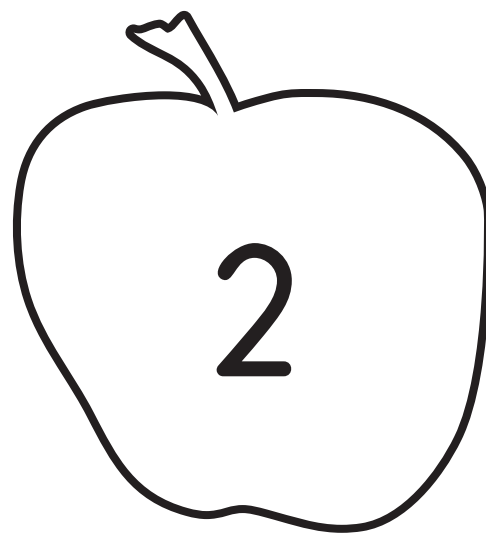
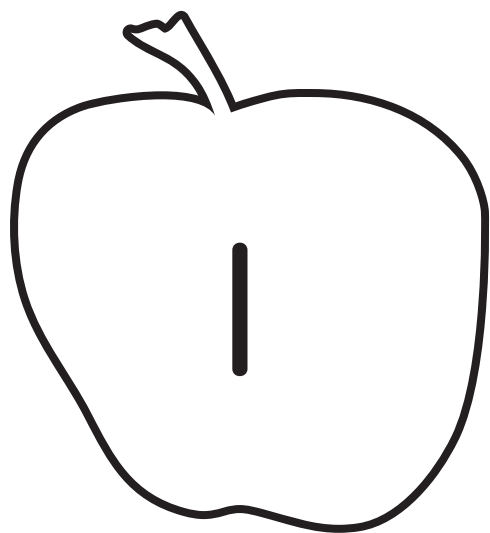
# Small Leaf Shapes

Make several copies and cut the leaves apart.



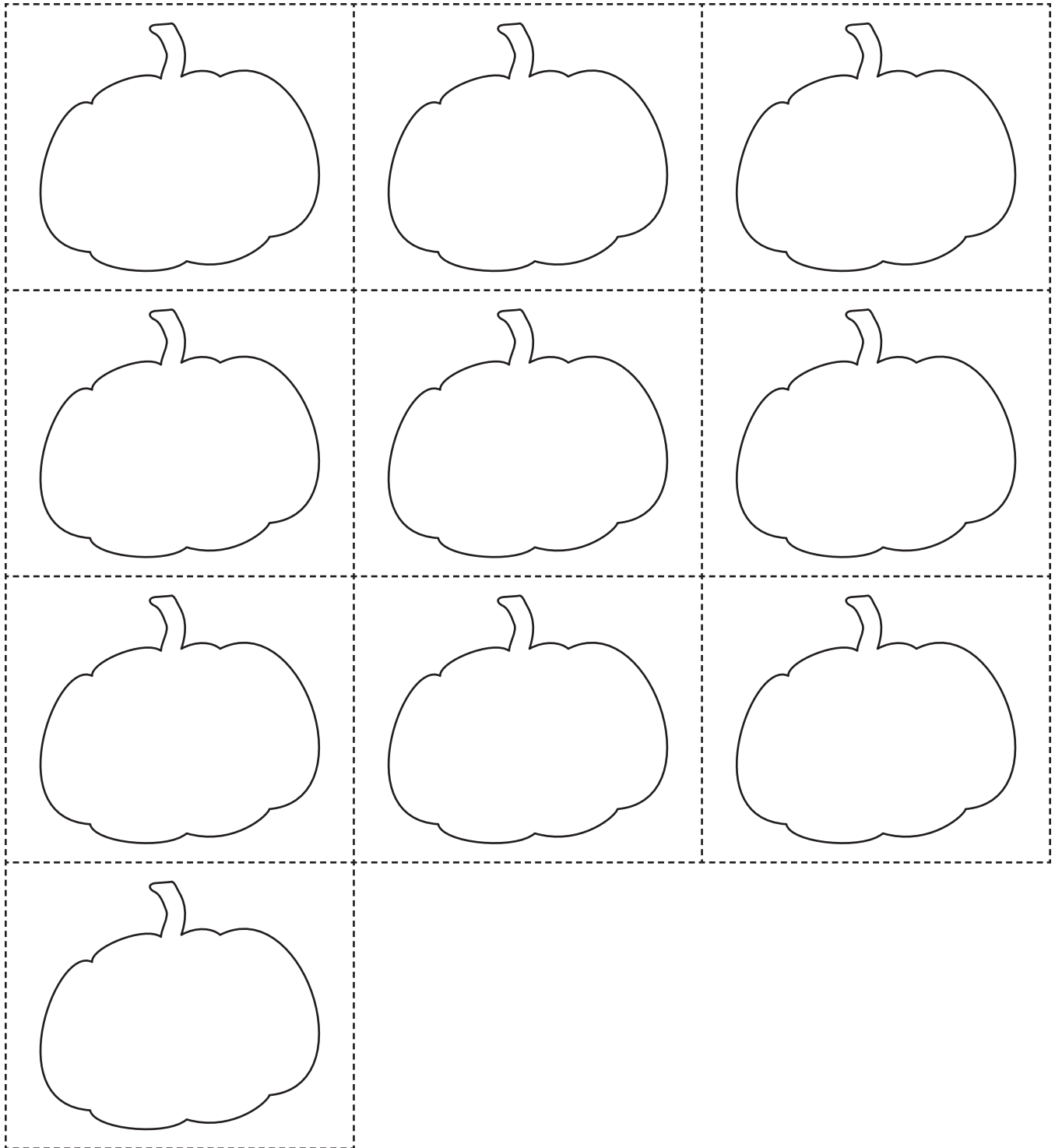
# Numbered Apples

Make six copies.



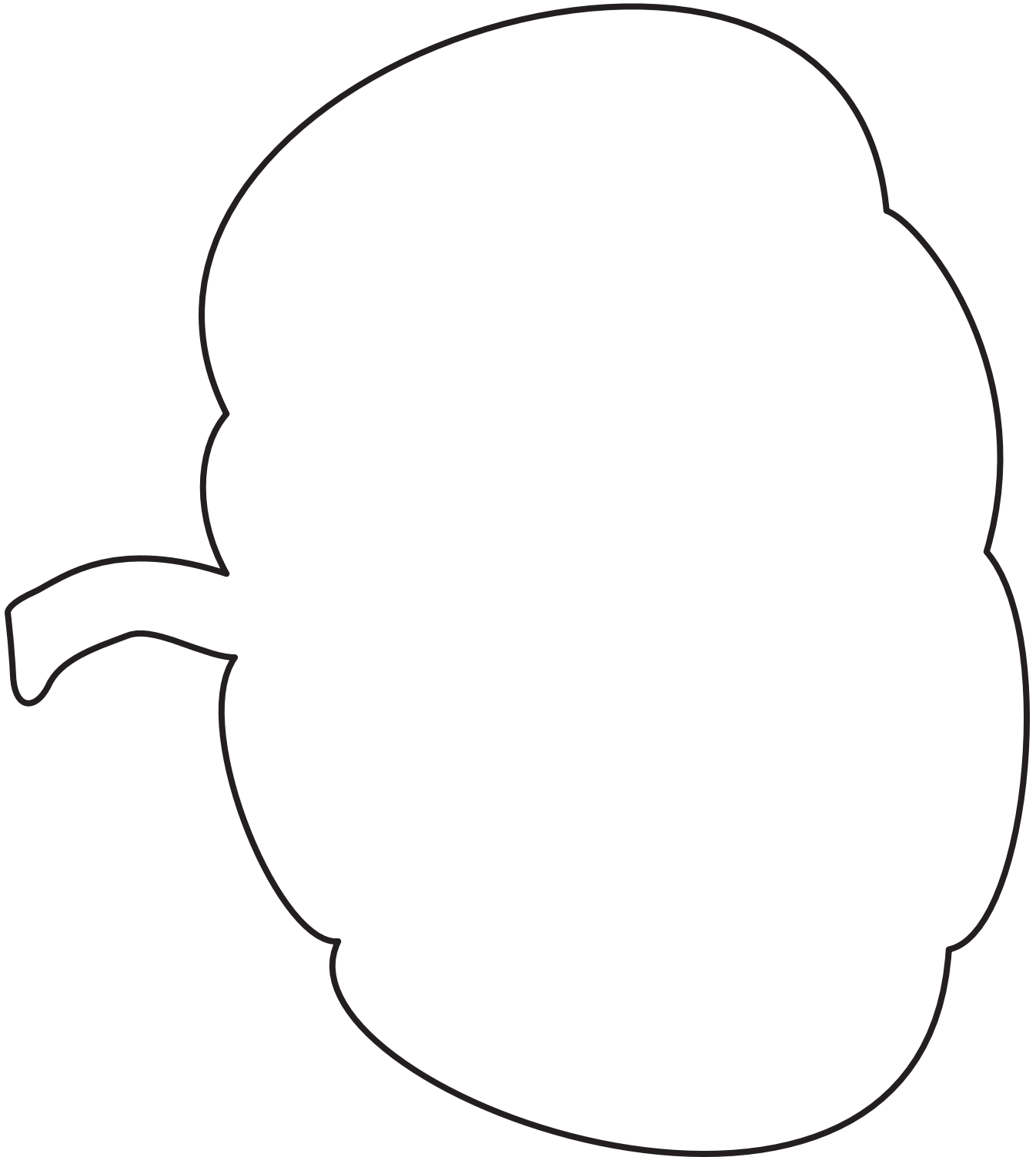
# Pumpkin Cutouts

Make four copies (optional: on orange paper), and cut the pumpkins apart.



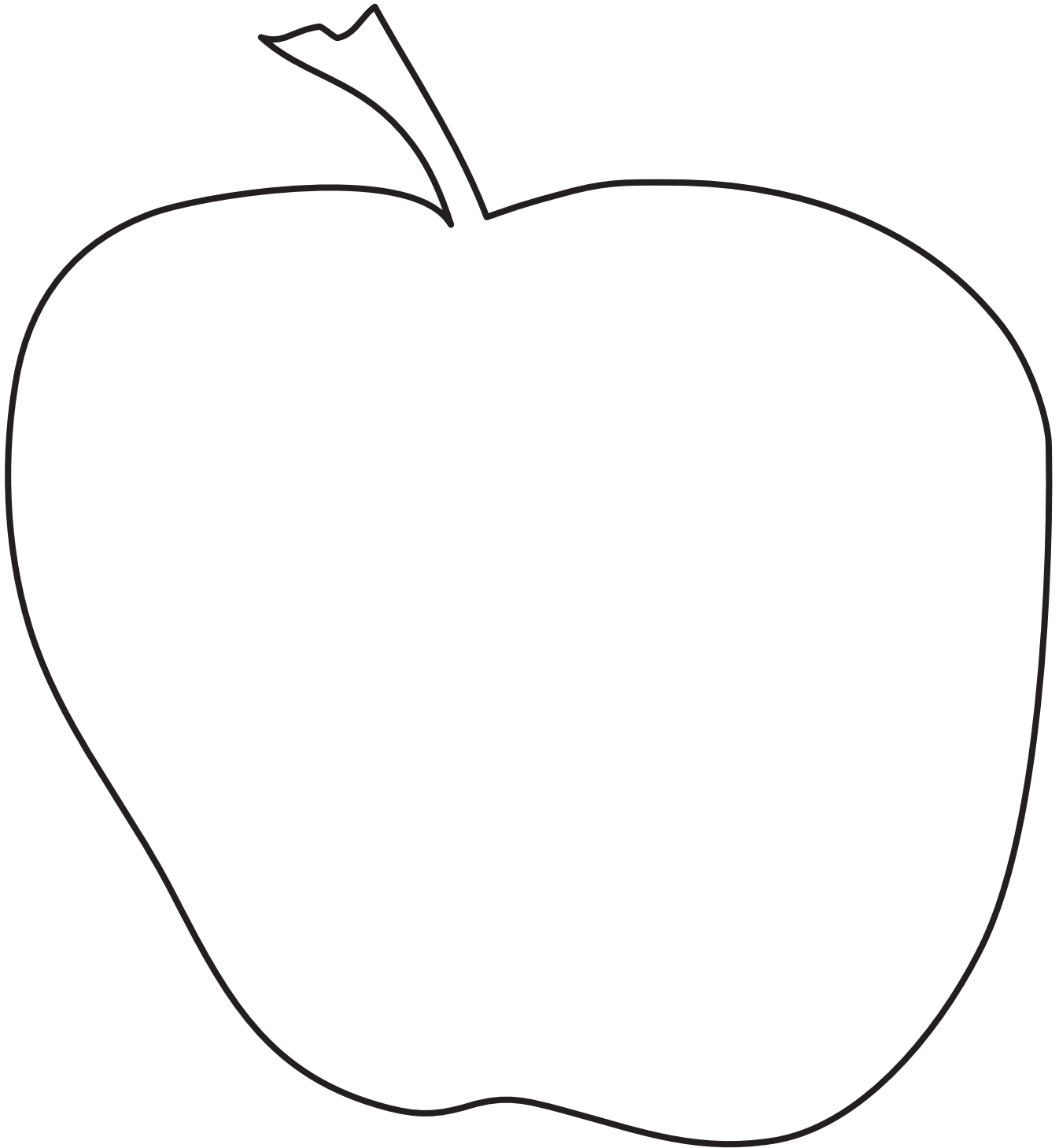
# Pumpkin Shape

Copy one per child.



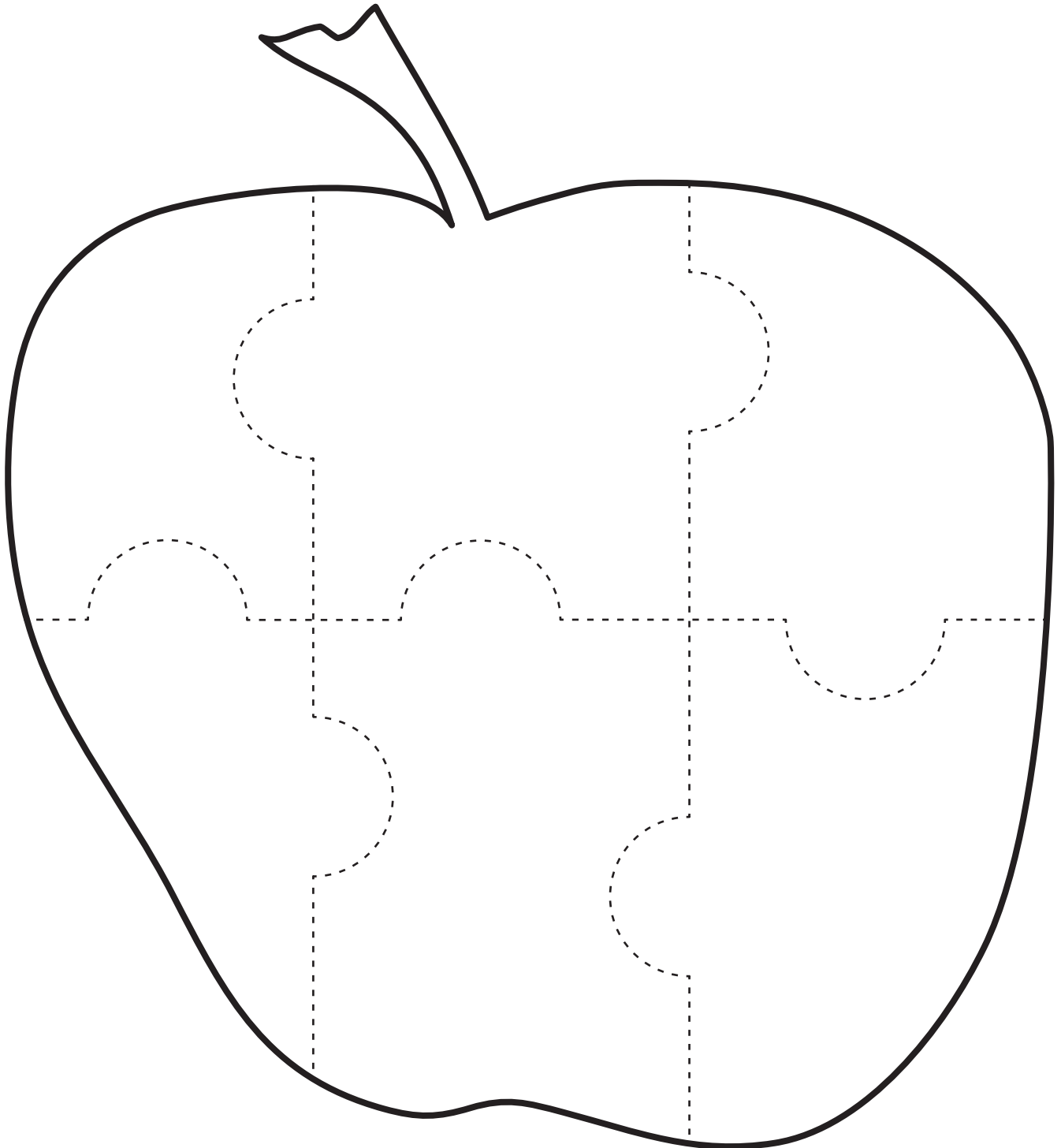
# Apple Shape

Copy one per child.



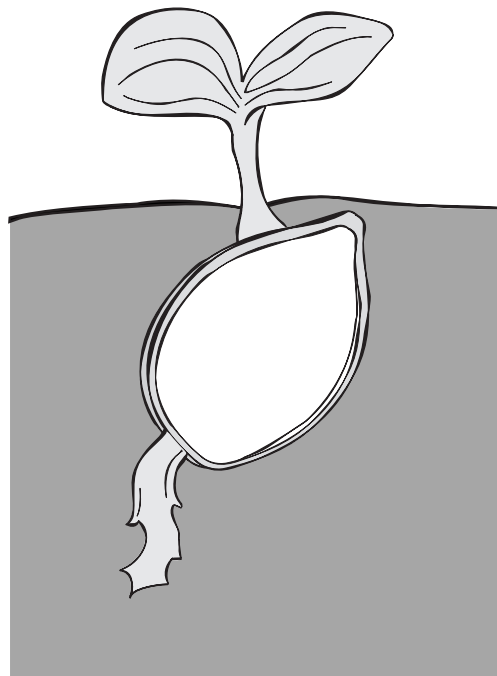
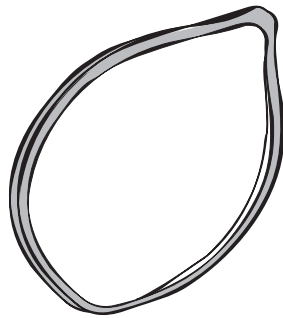
# Apple Puzzle

Copy one per partnership.



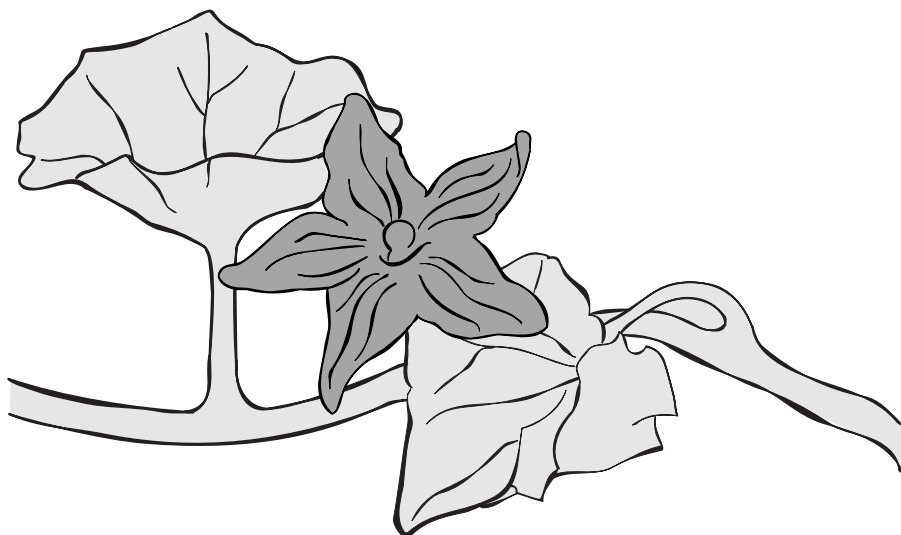
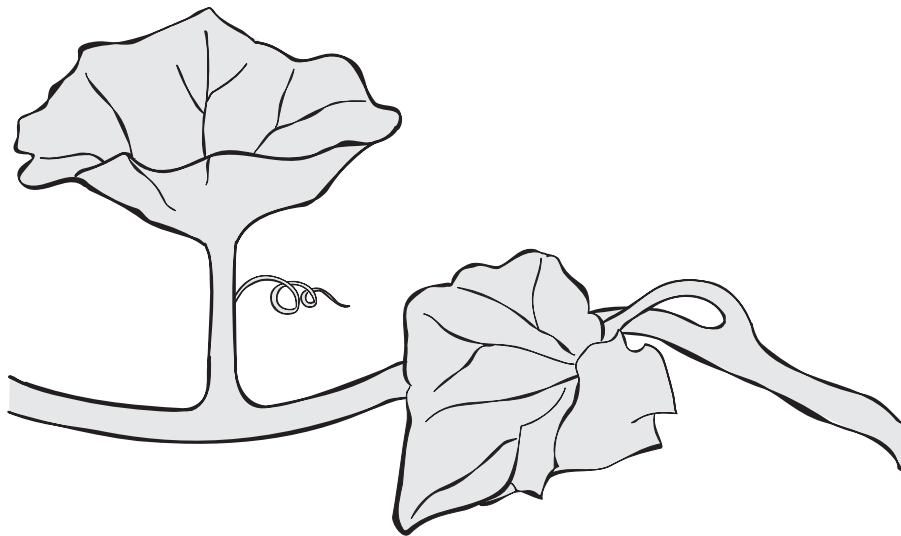
# Seed-to-Pumpkin Picture Cards

Copy one set per partnership. Cut the picture cards apart.



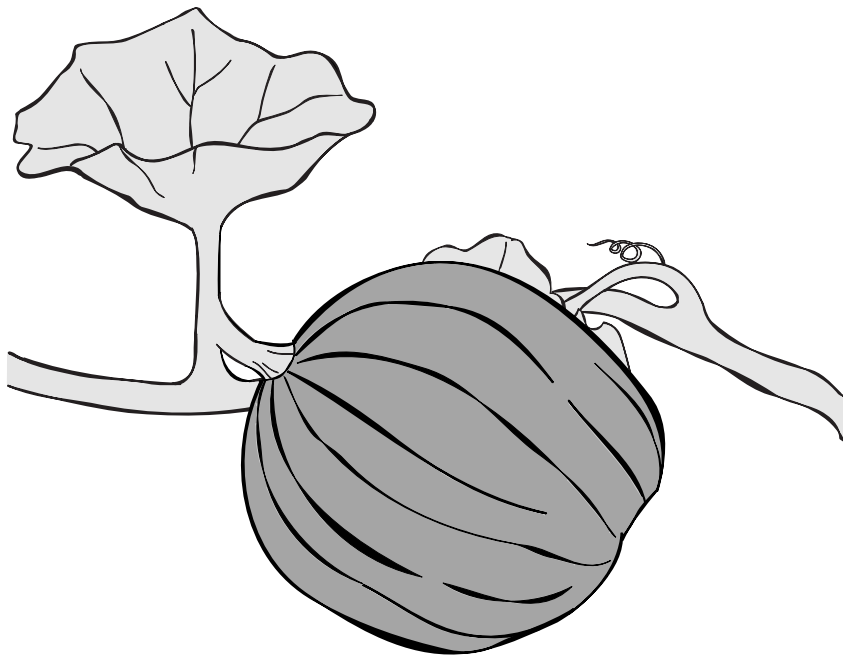
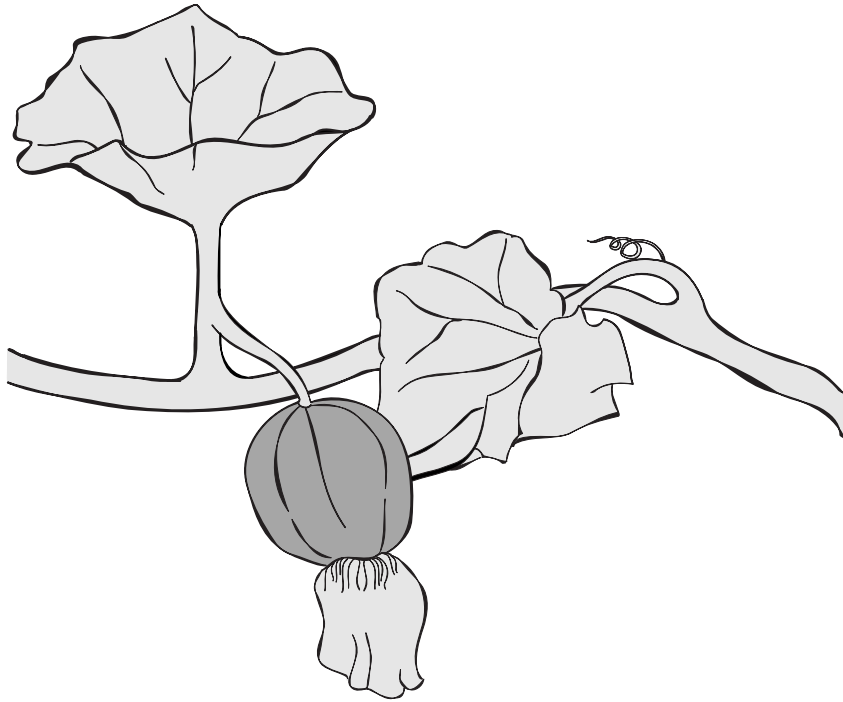
# Seed-to-Pumpkin Picture Cards

Copy one set per partnership. Cut the picture cards apart.



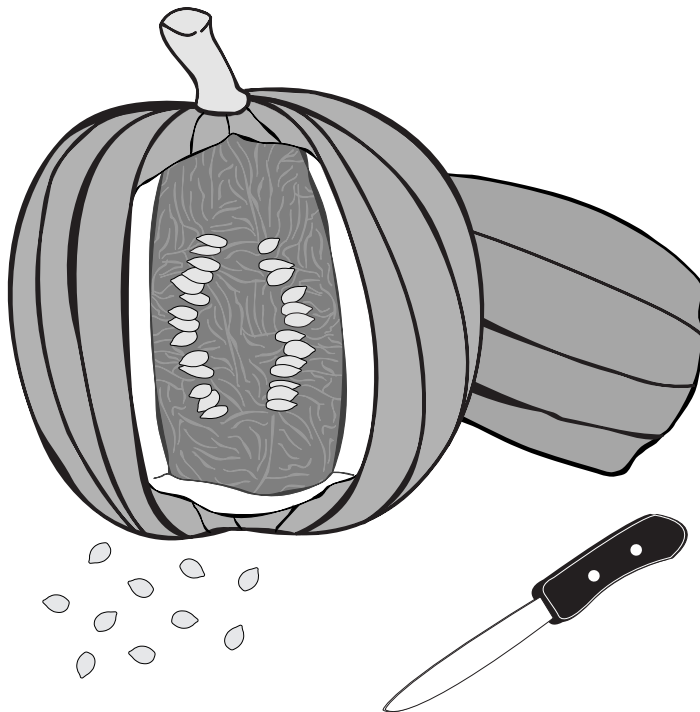
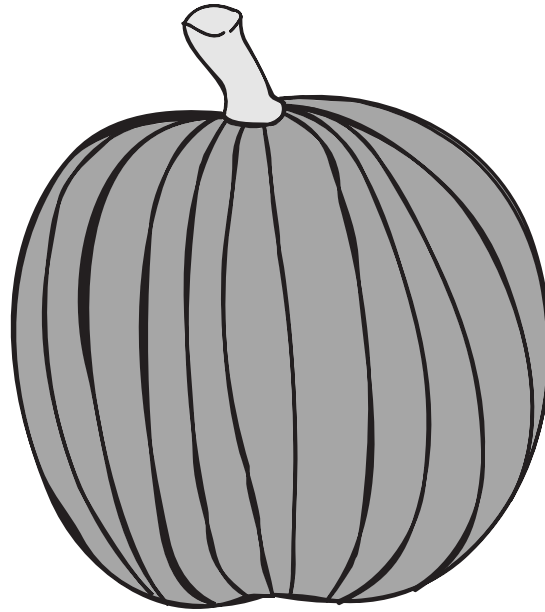
# Seed-to-Pumpkin Picture Cards

Copy one set per partnership. Cut the picture cards apart.



# Seed-to-Pumpkin Picture Cards

Copy one set per partnership. Cut the picture cards apart.



## Dear Family,

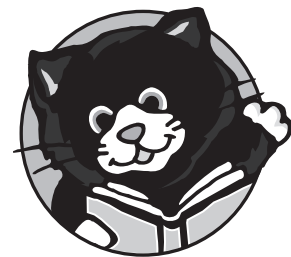
In our next unit *Fall into Fall*, your child will learn about fall, which we will also sometimes call autumn. Children are naturally curious about the world around them. The environment that they live in is a wonderful laboratory in which to learn. And it is all waiting there for them to explore!

We will focus on the changes that occur during autumn, including changes in the weather, in the habits and behaviors of animals, in the trees, and in what people do and the foods we associate with the fall. As you notice these changes, talk about them with your child to reinforce what he or she learns in school.

Your involvement in what your child learns in school is one of the best ways to ensure his or her future success. Ask your child what he or she talked about in school each day to help him or her remember new concepts. Your child will bring home the book *In the Fall* at the end of this unit. Take some time to sit with him or her, and together read this simple book with repetitive text. This activity will help your child gain confidence as he or she begins to see himself or herself as a reader.

We will introduce many books related to fall this week, including *Pumpkin Pumpkin*. These books will be used in the library, in other Learning Labs, and during other classroom activities throughout the week. Perhaps you could take a trip to the library with your child to check out some books related to autumn. This would support the learning that takes place in the classroom. Remember to spend some time reading with your child every day.

As you enjoy fall with your child, you may hear him or her reciting rhymes learned in the classroom. Ask him or her to teach one to you. As always, enjoy this time with your child as he or she makes new and exciting discoveries about the world in which we live.



## Estimada familia,

Nuestro próximo tema es *Fall into Fall*, en lo que su niño aprenderá el otoño. El ambiente en lo que vivimos es un lugar maravilloso para los niños a aprender.

Enfocaremos en los cambios que pasan durante el otoño, incluyendo el cambio en el tiempo, los hábitos y los comportamientos de los animales, en los árboles, que hace la gente, y la comida de la estación. Hable con su niño sobre estos cambios en la casa.

Su participación en el aprendizaje de su niño es muy importante y es la mejor de asegurar el éxito futuro. Hable con su niño cada día de lo que aprendió en clase. Su niño llevará el libro *In the Fall* al fin de este tema. Lea el libro con su niño en casa. Esta actividad su niño se gana la confianza en leer.

Esta semana leeremos muchos libros sobre el otoño, como *Pumpkin Pumpkin*. Los usaremos en la biblioteca, en otros Learning Labs, y en otras actividades en clase. Tal vez usted pueda llevar su niño a la biblioteca y salgan con libros sobre el otoño. Recuerde a leer con su niño cada día.

Es posible que su niño recite ritmas de clase. Pide que su niño le muestre uno. Como siempre, disfrute el tiempo con su niño en los nuevos descubiertos sobre el otoño.



