

A theme guide for preschool | **Unit 6**

To Market, To Market



Curiosity Corner
2nd Edition

***Curiosity Corner 2nd Edition Theme Guide:
Unit 6***

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Standard Graphics Key

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

Why *To Market, To Market*?

Although most children have visited the grocery store many times and may even know someone who works there, their experiences within the classroom will expand their knowledge about this familiar topic. The activities in this unit focus on expanding students' vocabularies, give them opportunities to role-play, help them become aware of the print environment within a market, and increase their understanding of how foods get on the shelves and in the refrigerators at the grocery store.

Throughout the week, children will focus on people who work in the market, different grocery store departments, counting, advertising, and money as a form of exchange. Children will enhance their oral-language skills as they work together to build a market; role-play the customer, cashier, truck driver, and stock people; and discuss their experiences in the classroom.

If at all possible, you should schedule a field trip to a market or grocery store to meet some of the people who work there and to look at various types of food and the departments in which they are found. The children may see, touch, and smell produce items that they have not come across before. They may have the opportunity to see how the store operates by having a behind-the-scenes tour through some departments. Such a trip will provide children with firsthand experience of the thematic concepts presented in this unit.

Children will use the topic of markets and food to explore measuring length with nonstandard units and to develop a beginning understanding of pictographs.

To Market, To Market

thematic concepts

- A market, or grocery store, is a place where we buy food.
- There are different kinds of jobs in a market.
- The grocery store sells different kinds of foods.
- The grocery store sells items that are not food that people use in their homes.
- People use ingredients they buy at the grocery store to follow recipes.
- We can follow a recipe to make butter.
- Advertisements tell about products and their prices.
- Food travels from farms to markets. Some foods are processed at factories before they get to the market.
- Markets are different all over the world.

Creative Domain

Children will:

- explore a variety of media.
- pretend and explore roles in dramatic play.

Cognitive Domain

Children will:

- participate in brain games that help to develop their ability to remember.
- classify objects by physical characteristics.
- observe and make discoveries.
- use objects, actions, and words as symbols.
- engage in pretend play using real and imaginary props.

Personal/Emotional Domain

Children will:

- participate in group activities.
- follow classroom rules and routines.

Mathematical Domain

Children will:

- count to 17 and 18 by rote.
- use nonstandard units of measure to measure familiar items.
- begin to use pictographs.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- explain that the title tells the name of a story.
- begin to recognize the sounds and shapes of “b” and “i.”
- observe that the first letter of a sentence is uppercase.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that there are spaces between words.
- count the number of words in a sentence.
- observe that a question mark indicates that the sentence asks something.
- observe that an exclamation point means we should read with excitement.
- recite nursery rhymes.
- recognize and produce rhyming words.
- manipulate parts of a word.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- sequence story events.
- explore with writing materials.
- experiment with writing to communicate meaning.

Social Studies Domain

Children will:

- learn about the roles people play in society.
- develop an awareness of the local community and neighborhood.
- develop an awareness of the economic process.

Physical Domain

Children will:

- manipulate balls and a beanbag to develop small-muscle control.
- move their bodies in response to music and while reciting rhymes.

Science Domain

Children will:

- match smells.
- observe changes in rice when it is soaked in water.
- draw conclusions based on survey data.

Interpersonal/Social Domain

Children will:

- participate in activities to learn how to manage emotions in a positive way.
- learn to identify the strength of emotions.
- recognize and acknowledge the positive behaviors of others.
- learn ways to join in play with others.
- explore the idea of cooperation.

Vocabulary

Theme-Related Words	
aisle	department
bagger	produce
baker	sale
cereal	sell
coupon	special
cream	stock person
customer	truck driver
dairy	vendor
deal	

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

Wonderful Words	
Day 1	store
Day 2	cashier
Day 3	manager
Day 4	groceries
Day 5	department
Day 6	ingredients
Day 7	recipe
Day 8	advertisement
Day 9	factory
Day 10	market

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

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

Math Words
count
graph
least
measure
most
order

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

Getting Along Together Words
cooperation
joining in
kindly
working together

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>Don't Forget the Bacon!</i> forget
<i>Stone Soup</i> crowd village
<i>Bread and Butter for You and Me</i> sore
<i>At the Supermarket</i> cart

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

Basic Words			
apples	count	mall	price
banana	cubes	many	save
basket	farm	money	shake
breakfast	frozen	most	shop
butter	fruit	orange	shortest
buy	how	paper plates	tall
cart	list	plants	tallest

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

Peek at the Week 1

Lesson Component		Day 1	Day 2
Learning Focus for the Day		A market, or grocery store, is a place where we buy food.	There are different kinds of jobs in a market.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Making Words	Beginning Sounds Match
	Math Lab	Measure Me	Measure Me
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Shopping Lists	Shopping Lists
	Art Lab	Personalized Shopping Bag	Personalized Shopping Bag
	Science Lab	Which Food?	Which Food?
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Jumping Bean	Sammy	
 Clues & Questions	Explore foods: Name items Curiosity bought at the grocery store. Introduce the letter "b."	Jobs in the grocery store Review the letter "b."	
 Rhyme Time	"To Market, to Market;" Word Manipulation: Nonsense Game		
 Getting Along Together		Join in play.	
 Plan & Play	Scenario Options: Grocery Store Restaurant Food-Packaging Plant Build a Store	Scenario Options: Same as day 1 Small-Group Instruction: What's the Word?	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Don't Forget the Bacon!</i> by Pat Hutchins	<i>Don't Forget the Bacon!</i> Story Retell: Jump right in with repetitive text.	
 Math Moments	Count to 17 by rote. Measure with nonstandard units: large plates.	Count to 17 by rote. Measure with nonstandard units: small and large plates.	
 Question/Reflection	Brain Games: Hot Potato Memory and Copy Me	Brain Game: Copy Me Letter "b" room search	

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

Day 3	Day 4	Day 5
There are different kinds of jobs in a market.	The grocery store sells different kinds of foods such as bread, milk, meat, fruits, and vegetables.	The grocery store sells items that are not food that people use in their homes.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Beginning Sounds Match	Beginning Sounds Match	Beginning Sounds Match
Measure Me	Measure Me	Measure Me
Exploring with Technology	Exploring with Technology	Exploring with Technology
Shopping Lists	Shopping Lists	Shopping Lists
Personalized Shopping Bag	Personalized Shopping Bag	Personalized Shopping Bag
Which Food?	Which Food?	Which Food?
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Balloon Ball	Boogie Shoes	Freeze Dance
Jobs in the grocery store Review the letter "b."	Concepts-of-print book: <i>Favorite Foods</i> Review the letter "b."	Other nonfood items found in grocery stores Review the letter "b."
	"To Market, to Market;" Word Manipulation: Nonsense game	"To Market, to Market;" Rhyming Words: Curiosity's story
Join in play.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>Stone Soup</i> retold by Heather Forest	<i>Stone Soup</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>The Very Hungry Caterpillar</i> by Eric Carle
Count to 17 by rote. Measure with nonstandard units: bananas.	Count to 17 by rote. Measure foods using nonstandard units: linking cubes.	Count to 17 by rote. What will fit on the shelf?
Brain Game: Copy Me Whose Job?: Review jobs in a market.	Brain Game: Copy Me Sort food items by department.	Brain Game: Copy Me Play I'm Going to the Grocery Store

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		People use ingredients they buy at the grocery store to follow recipes.	We can follow a recipe to make butter.
 <p>Greetings, Readings, & Writings</p> <p>Children's Choices</p>	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Making Words	Roll Out the Letter "i"
	Math Lab	Measure Me	Graphing Bears
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Recipes	Recipes
	Art Lab	Let's Go Shopping	Let's Go Shopping
	Science Lab	Rice in Water	Rice in Water
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	"Shake Something"	Ball Roll: Food items	
 Clues & Questions	Use a recipe. Introduce the letter "i."	Make butter. Review the letter "i."	
 Rhyme Time	"Little Miss Muffet;" Rhyme Recognition: Jump right in with rhyming words.		
 Getting Along Together		Cooperation	
 Plan & Play	Scenario Options: Same as day 1	Scenario Options: Same as day 1 Small-Group Instruction: Checkout Chatter	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Bread and Butter for You and Me</i> by Michèle C. Melville	<i>Bread and Butter for You and Me</i> Story Retell: Sequence	
 Math Moments	Count to 18 by rote. Pictographs: Dinner options	Count to 18 by rote. Pictographs: Favorite fruit	
 Question/Reflection	Brain Game: What Is Missing? Play Which Wonderful Word?	Brain Game: What Is Missing? Cooperating at home	

Day 8	Day 9	Day 10
Advertisements tell us about products and their prices.	Foods travel from farms to markets. Some foods are processed at factories before they get to the market.	Markets are different all over the world.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Roll Out the Letter "i"	Roll Out the Letter "i"	Roll Out the Letter "i"
Graphing Bears	Graphing Bears	Graphing Bears
Exploring with Technology	Exploring with Technology	Exploring with Technology
Recipes	Advertisements	Advertisements
Let's Go Shopping	Let's Go Shopping	Let's Go Shopping
Rice in Water	Rice in Water	Rice in Water
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Kitty Walk	Beanbag Pass: General Merchandise	"Aloha 'Oe"
Learn about advertisements. Review the letter "i."	Learn about food-processing plants. Review the letter "i."	Read the book ¡Vamos! Let's Go to the Market by Raúl the Third. Review the letter "i."
	"Little Miss Muffet;" Listening: Recite successive lines.	"Little Miss Muffet;" Listening: Recite successive lines.
Cooperation		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 7
Interactive Story Reading: <i>At the Supermarket</i> by Ann Rockwell	<i>At the Supermarket</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>Market Day</i> by Pam Russell
Count to 18 by rote. Grocery store jobs survey: Live pictograph	Count to 18 by rote. Pictographs: Grocery store jobs	Count to 18 by rote. Pictographs: Snacks for Curiosity's friends
Brain Game: What Is Missing? Sort foods in advertisements by department.	Brain Game: What Is Missing? Reread concepts-of-print book <i>My Favorite Foods</i> .	Brain Game: What Is Missing? Letter "i" room search

You Will Need

Supplied by SFAF:

Books	STaR	
	<ul style="list-style-type: none"> • <i>Don't Forget the Bacon!</i> by Pat Hutchins • <i>Stone Soup</i> retold by Heather Forest • <i>Bread and Butter for You and Me</i> by Michele C. Melville • <i>At the Supermarket</i> by Anne Rockwell • <i>Market Day</i> by Pam Russell • <i>The Very Hungry Caterpillar</i> by Eric Carle 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>My Favorite Foods</i> by Sally Francis Anderson (class set) 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>¡Vamos! Let's Go to the Market</i> by Raúl the Third 	
	Media	
	<ul style="list-style-type: none"> • <i>Getting to Know Myself</i> by Hap Palmer • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 6 	
	Cards/Card Sets	
	Curiosity Corner Activity Cards for Unit 6	
	Letter Cards	<ul style="list-style-type: none"> • “Aa,” “Ll,” “Bb,” “Ii,” “Ss,” and “Hh”
	Numeral Cards	<ul style="list-style-type: none"> • 1–10
	Thematic Content	<ul style="list-style-type: none"> • Days 1–10: Grocery Store Products picture card set • Days 4 and 5: Grocery Store Departments picture card set • Wonderful Word picture cards: “store,” “cashier,” “manager,” “groceries,” “department,” “ingredients,” “recipe,” “advertisement,” “factory,” “market”
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Grocery Store, Restaurant, Food-Packaging Factory, Build a Store
	Rhyme Cards	
	<ul style="list-style-type: none"> • “To Market, to Market” and “Little Miss Muffet” 	
	STaR Story Retell Cards	
	<ul style="list-style-type: none"> • <i>Don't Forget the Bacon!</i> 	
	Other Card Sets	
<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1 		

General — Used in Every Unit	
	<ul style="list-style-type: none"> • Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
Other SFAF Items	
	<ul style="list-style-type: none"> • Linking cubes • Plastic food (from unit 1) • Curiosity Corner Unit Record Form for unit 6 (generate with data-tools system)

Teacher Acquired:

General	
	<ul style="list-style-type: none"> • Opaque grocery bag (Clues & Questions, days 1 and 2) • Variety of foods or packages from different food categories, enough for one item per partnership. Examples include: butter tub, milk carton, bananas, cereal box, egg carton (washed), and can of soup. Include foods representative of the cultural groups in your class. (Pictures from the CC Activity Cards Grocery Store Products set may be used instead, but real objects are less abstract.) (Clues & Questions, day 1) • Large (dinner size) paper plates, six per child (Math Moments, days 1 and 2) • Toy cash register (or picture of a real one), empty cereal box, piece of fruit (or plastic fruit), toy truck (Clues & Questions, day 2) • Small (dessert size) paper plates, six per child (Math Moments, day 2) • Balloon (Move It!, day 3) • Loaf of bread (real or plastic), empty milk container, empty frozen-food package (Clues & Questions, day 3) • Blocks or other toys, two or three per partnership (Getting Along Together, day 3) • Piece of fruit (real or plastic) (Clues & Questions, day 4) • Food items or food containers belonging in the following grocery store departments/sections: dairy, deli, meat, frozen foods, bakery, produce, cereal aisle, enough for one item per partnership (Pictures from the CC Activity Cards Grocery Store Products set may be used instead, but real objects are less abstract.) (Question/Reflection, day 4) • Large cooking pot (real or made of paper) (STaR, day 4)

- Box of tissues, bar of soap, and a pet item, such as a leash or cat toy, for Curiosity's box (Clues & Questions, day 5)
- Nonfood items sold in grocery stores, enough for one per partnership (Clues & Questions, day 5)
- Index cards and tape, or sticky notes, to make name cards for each child and teacher (Math Moments, days 6, 7, and 9)
- Variety of fruits appropriate for making fruit salad, a knife and cutting board for the teacher, large bowl, small bowls and plastic forks, one per child (Clues & Questions, day 6)
- Ball (Move It!, day 7)
- Cookbook, butter recipe (appendix), whipping cream* (one cup per group of four), clear plastic jars with tight-fitting lids (one per group of four), plastic spoons (one per child) (Clues & Questions, day 7)
- Carpet squares, hula hoops, or other items that children can pretend are lily pads (Getting Along Together, day 7)
- Grocery store circulars (weekly advertisements): one for Curiosity's bag and one per partnership (The circulars can be all the same or from different weeks and different stores.) (Clues & Questions, day 8)
- Masking or painter's tape (Math Moments, day 8)
- Green beans: one can, several fresh, and one box or bag from a frozen package (Clues & Questions, day 9)
- 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.)

* The children will be shaking jars of cream to make butter. This process only works with whipping cream that is not ultra-pasteurized. If you use ultra-pasteurized whipping cream, it will thicken to the consistency of whipped butter. The butter will not separate from the milk, and you will not hear the thumping of real butter.

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"> • Cookbooks and books about food, markets, or nutrition
Soup's On!	<ul style="list-style-type: none"> • <i>Stone Soup</i> retold by Heather Forest, cooking pot (real or made with paper), stone soup ingredients (appendix)
Letter Lab	
Letter Match	<ul style="list-style-type: none"> • Letter-blending cards and at least one other type of letter set (magnetic, foam, or plastic)
Beginning Sound Match	<ul style="list-style-type: none"> • Letter-blending cards for "Bb," "Cc," and "Ff" and a variety of items or pictures of items that begin with /b/, /c/, and /f/ (examples: ball, baby, bag, cup, cap, flower, fig, flag)
Making Words	<ul style="list-style-type: none"> • Letters from letter-blending deck, magnetic, foam, or plastic; two or three concepts-of-print books (any title) or books with large print
Roll Out the Letter "I"	<ul style="list-style-type: none"> • Playdough, letter-blending card for "Ii," Letter "Ii" Activity Patterns sheet (appendix)
Math Lab	
Measure Me	<ul style="list-style-type: none"> • Linking cubes or other small blocks to use as a unit of measure, items to measure, paper and writing implements to record measurements
Graphing Bears	<ul style="list-style-type: none"> • Graphing mats (appendix); bear counters, several of each color
Computer/Media Lab	
Exploring with Technology	<ul style="list-style-type: none"> • Computers, tablets, listening media, software
Writing Lab	
Shopping Lists	<ul style="list-style-type: none"> • Paper, crayons, pencils, and/or markers
Recipes	<ul style="list-style-type: none"> • Recipes, cookbooks
Art Lab	
Personalized Shopping Bag	<ul style="list-style-type: none"> • Brown paper grocery bags, tempera paints and brushes and/or markers
Let's Go Shopping	<ul style="list-style-type: none"> • Shopping Cart sheet (appendix), grocery store circulars/weekly advertisements, glue, scissors

	Science Lab		
	Which Food?		<ul style="list-style-type: none"> Smell jars (small jars with a small sample of each of the following foods inside: onion, cookie, cinnamon, lemon, pickle, garlic, peppermints, and coffee), smell jar graphics (appendix)
	Rice in Water		<ul style="list-style-type: none"> ¼ cup rice; container that holds one or more cups; water, one measuring cup
	Puzzles & Games Lab		
	Free Exploration		<ul style="list-style-type: none"> Classroom puzzles and games
Plan & Play			
	Scenario	Suggested Classroom Space	Ideas for Props
	Grocery Store	Any area	<ul style="list-style-type: none"> Food boxes (wrap with clear packing tape to make them last), toy food, paper or cloth grocery bags, toy cash register
	Restaurant	Housekeeping area	<ul style="list-style-type: none"> Table and chairs, paper for making pretend menus or real menus from local restaurants, toy food and dishes
	Food-Packaging Factory	Art Lab	<ul style="list-style-type: none"> Empty food boxes or cans covered with plain paper, crayons, markers
	Build a Store	Blocks area	<ul style="list-style-type: none"> Blocks, small toy cars for the parking lot, toy people figures, paper for making signs

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

To Be Prepared:

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

Day 1	
GR&W	<ul style="list-style-type: none"> Science Lab: Prepare the smell jars (from unit 2) with the following foods/scents: onion, cookie, cinnamon, lemon, pickle, garlic, peppermints, and coffee. Duplicate and cut apart the smell jar graphics (appendix). Duplicate the theme introduction letter. Duplicate and prepare the Learning Labs Facilitation Guide.
C&Q	<ul style="list-style-type: none"> Place the food items (or picture cards) into a grocery bag, and put the bag in or near Curiosity's house.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Don't Forget the Bacon!</i> Page 2 begins, "Six farm eggs..."
Day 2	
C&Q	<ul style="list-style-type: none"> Place the toy cash register, cereal box, fruit, and toy truck in a bag or inside Curiosity's house.
Day 3	
GR&W	<ul style="list-style-type: none"> Math Lab: Add linking cubes and items for children to measure to the lab.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Stone Soup</i>. Page 2 begins "There once was a comfortable little village..."
MM	<ul style="list-style-type: none"> Use the banana pattern (appendix) to make 14 paper bananas.
Day 4	
STaR	<ul style="list-style-type: none"> Create a large cooking pot from craft or bulletin board paper. Duplicate the Stone Soup Ingredients sheet (appendix); make enough copies for each child to have one ingredient.
MM	<ul style="list-style-type: none"> Place one plastic food item and several linking cubes (enough to measure the length of the food item) in a resealable baggie, one baggie per partnership.
Day 5	
RT	<ul style="list-style-type: none"> Make a copy of Curiosity's story (appendix).
MM	<ul style="list-style-type: none"> Duplicate the Cereal Boxes sheet (appendix), one per partnership. Place twelve linking cubes in a baggie, one baggie per partnership.

Day 6							
C&Q	<ul style="list-style-type: none"> Bring in a variety of fruit for a fruit salad. Create a recipe on chart paper for fruit salad using the fruits you have brought. 						
MM	<ul style="list-style-type: none"> Create a chart with three columns. Label the columns (at the bottom) “fish,” “chicken,” and “pizza.” Draw a simple picture next to each word. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 33px; height: 60px;"></td> <td style="width: 33px; height: 60px;"></td> <td style="width: 33px; height: 60px;"></td> </tr> <tr> <td style="text-align: center;">fish</td> <td style="text-align: center;">chicken</td> <td style="text-align: center;">pizza</td> </tr> </table> <ul style="list-style-type: none"> Make a name card for each child and one for yourself and any teaching assistants. Children will attach their name cards to the chart above their favorite dinner option, so the columns should be large enough to accommodate most of your children’s cards in case they all choose the same thing. Note: You will need a second set of name cards for a similar activity for day 7. To avoid dealing with tape, write the children’s names on sticky notes instead. 				fish	chicken	pizza
fish	chicken	pizza					
Day 7							
GR&W	<ul style="list-style-type: none"> Letter Lab: Duplicate the Letter “I” Activity Patterns sheet (appendix), several Math Lab: Place several counting bears graphing mats (appendix) in the lab. At the base row of each mat, color the squares: one red, one yellow, one blue, and one green. 						
C&Q	<ul style="list-style-type: none"> Make a copy of the Butter Recipe poster (appendix) unless you have an interactive whiteboard. 						
STaR	<ul style="list-style-type: none"> Duplicate and cut out the <i>Bread and Butter for You and Me</i> retell cards, one set per partnership (appendix). 						
MM	<ul style="list-style-type: none"> Make another graph chart (similar to that on day 6), but label the columns “banana,” “apple,” and “orange” (or other fruits that your children enjoy). 						
Day 8							
GR&W	<ul style="list-style-type: none"> Duplicate the Grocery Store Jobs Survey sheet (appendix). Attach it to a clipboard, and place it in an easily accessible location. 						
STaR	<ul style="list-style-type: none"> Number the pages of <i>At the Supermarket</i>. Page 1 begins “Time to go shopping.” 						
MM	<ul style="list-style-type: none"> Create a chart for graphing the grocery store survey results (similar to the charts for days 6 and 7). Use the grocery store jobs pictures (appendix) to label each column. 						
Q/R	<ul style="list-style-type: none"> Cut pictures of a variety of food products from grocery store circulars, one per partnership. 						
Day 9							
	<ul style="list-style-type: none"> Prepare your materials, and review your lesson plans. 						
Day 10							
MM	<ul style="list-style-type: none"> Duplicate the Snack Graph sheet (appendix), one per partnership. 						

Day 1 | Ready, Set

Learning Focus

A market, or grocery store, is a place where we buy food.

Materials	
<p>General</p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> • Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stamp • Paw print chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 6
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Lab Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • CC Activity Cards: Numeral cards 1–10
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Opaque grocery bag • Variety of foods or packages from different food categories, one per partnership (or CC Activity Cards, Grocery Store Departments set) • CC Activity Card: Wonderful Word picture card for “store” • Daily Message board or IWB access • CC Activity Cards: Letter cards for “Aa,” “Ll,” and “Bb”
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • “To Market, to Market” rhyme card (optional)
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Grocery Store, Restaurant, Food-Packaging Factory, and Build a Store • Colored clothespins • Paper and crayons or pencils for writing play plans • Wonder Box for prop creation
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>Don't Forget the Bacon!</i> by Pat Hutchins • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • Dinner-size paper plates (approx. 9"), six per partnership

Materials	
Question/Reflection	<ul style="list-style-type: none">• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 6• Theme introduction letter for unit 6 (appendix)• Home Link animal stamp: chick• Read & Respond bookmarks

Day 1


**Greetings, Readings,
& Writings**

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

Available Activities

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

Classroom Library Lab: Enjoy a Story

- Include new books related to markets and nutrition.

Letter Lab: Making Words

- Invite children to find words in the concepts-of-print books and form them with plastic letters or letters from the letter-blending cards.

Math Lab: Measure Me

- Invite children to use linking cubes to measure items in the lab. Model how to measure the items in the lab with the unit of measure provided and to record the measurements. Reinforce that children need to line up the linking cubes with no gaps or overlaps.

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: Shopping Lists

- Invite children to use the paper and writing instruments in the lab to write a list of things they will buy at the grocery store.

Art Lab: Personalized Shopping Bag

- Encourage children to use the brown paper bags, paint and brushes, and/or markers to design personalized shopping bags. Talk with children about how they will use their shopping bags.

Science Lab: Which Food?

- Place the smell jars that you've prepared in the lab along with the graphics for matching each smell with its source.

Puzzles & Games Lab: Free Exploration

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



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

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

(Repeat if children need more time.)

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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE:

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

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

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

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce the game, Jumping Bean. Explain how to play the game.

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



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):

aisle
cereal
department
store*

Basic word(s):

breakfast
buy
fruit
list

Curiosity's Clues

- Have Curiosity bring a paper grocery bag containing different items (or pictures of items) found in a grocery store when she joins the group.

Curiosity: **Hello, boys and girls. I went shopping this morning and brought some things that I bought at the store to show you.**

Teacher: **What store did you go to, Curiosity? Will you give us some clues?**

Curiosity: **Sure!**

At this store, there is a department where you can buy fruit.

At this store, you can buy milk and bread.

At this store, you can find your favorite breakfast food in the cereal aisle.

T-P-S: **What kind of store is it?** *Grocery store.*

Curiosity: **All the things I bought came from the grocery store.**



If it applies to your community, you may need to acknowledge that many super stores, discount stores, and warehouse stores contain grocery store sections within them.

Learning with Curiosity

- Distribute one item from Curiosity’s shopping bag to each partnership. Ask partners to name their item. If they don’t know the name of the item, simply tell them what it is called. Have partners complete the sentence, “Curiosity bought _____ at the grocery store.”

(Name of children in partnership), **you have something from Curiosity’s grocery bag. What did Curiosity buy at the grocery store?**

- After all partners name their items from Curiosity’s bag, ask them about other names they know for a grocery store.

This week we will learn about the grocery store. A grocery store is a place where we can buy many different kinds of food. T-P-S: What is another name for a grocery store?

- Collect the food items from partnerships. Use Whole-Group Response to have children name the grocery items as you place them back in Curiosity’s bag.
- Play the “Grocery Stores” background video.



Wonderful Word

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

Our Wonderful Word today is “store.” A store is a place in a neighborhood where you go to buy things. There are many different kinds of stores. Curiosity bought food from a grocery store.

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



Daily Message

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

We can buy food at a grocery store.

Letter Links

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

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

- **My uppercase letter shape looks different from my lowercase letter shape.**
- **My uppercase and lowercase shapes are both tall.**
- **Both of my shapes have curves on them.**



WGR: What letter am I? “B” “B” is the letter of the week!

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

We’re going to use our letter goggles to see if we can find the letter “b” 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 “b.” 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 “b” by showing the “B Stores on the Street” video.



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

It’s Time for a Rhyme

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

 **Rhyme Time**

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about going to the market. It’s called “To Market, to Market.” When we say this rhyme, listen carefully for words that rhyme, or end with the same sound.



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

To Market, to Market

**To market, to market, to buy a fat pig,
Home again, home again, jiggety jig;
To market, to market, to buy a fat hog,
Home again, home again, jiggety-jog.**

Develop Phonological Awareness—Word Manipulation

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

Today we are going to play the Nonsense game with Curiosity. Curiosity will say a line from our rhyme, 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 "To Market, to Market." Have Curiosity repeat the rhyme as if she is reciting it correctly, switching the initial sounds of "buy" and "fat" so the line reads, "To market, to market, to fuy a bat pig."

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

**To market, to market, to fuy a bat pig,
Home again, home again, jiggety jig;
To market, to market, to fuy a bat hog,
Home again, home again, jiggety-jog.**

That's nonsense!

- If children don't recognize the nonsense words, repeat the rhyme slowly so they can hear the mistakes. Emphasize the line in which the switched word parts occur, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, switching word parts that do not make sense into each line. You may want to use the following suggestions.
 - Jome again, jome again, higgety hig. (Pronounce "jome" so it rhymes with "home.")
 - To barket, to barket, to muy a fat pig. (Pronounce "muy" so it rhymes with "buy.")
 - To parket, to parket, to buy a fat mig.
- If children successfully identify the nonsense words, recite the rhyme again, making additional switches. If children are able, invite them to think of word parts in the rhyme to switch.
- Award paw points if children were able to successfully identify the switched word parts.



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

Plan & Play

Scenario Introduction

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

Grocery Store: Curiosity showed us some of the things that people can buy in the grocery store. Imagine that it is your job to go to the grocery store to buy food to eat. What will you buy? Whom is the food for? How will you pay for the food?

Restaurant: Restaurants are places where people use the foods they get from markets in recipes they cook for their customers. You can pretend to cook and serve food at a restaurant.

Food-Packaging Factory: Pretend that you work at a factory where food packages are made. You can draw and color the pictures and words that go on the front of boxes and cans. Make sure to use wonderful colors so people will want to buy your food!

Build a Store: You may use the blocks today to build a grocery store. Don't forget to make a parking lot for all the shoppers!

Scenario Selection

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

Plan

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

Play

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

Coaching

- 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:

Grocery Store: **You're the manager, right? Where can I find the oatmeal?**

Restaurant: **Hello, waitress. Can you please bring us some ketchup for our french fries?**



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):

forget

Don't Forget the Bacon!

Author and illustrator: Pat Hutchins

To remember to get all the items his mother wants, the boy repeats them over and over as he walks to the store. Unfortunately, there are things that distract him along the way. He finally remembers all the things his mother wants...except the bacon.

Interactive Story Reading

Before Reading

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

The title of our story today is *Don't Forget the Bacon!* That's the name of the story. Pat Hutchins is the author and illustrator of this story. She wrote the words and drew the pictures.

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

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

We see a boy walking his dog and carrying an empty basket. He has a small coin purse in his hand. T-P-S: Where do you think the boy is going? Let's see if the title gives a clue. The title is *Don't Forget the Bacon!* T-P-S: What ideas does the title give you?

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

During Reading



- As you read the story, point out the illustrations that cause the boy to change what he repeats to himself as he walks to the store.
- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.

Page 2: The boy's mother sends him to the store to buy some things that she needs. She says, "Don't forget the bacon." T-P-S: What do you think the word "forget" means? The mother wants her son to remember to get the bacon.

The boy wants to remember all the things his mother tells him to get at the store. T-P-S: What do you think he can do to remember everything?

He will say the things she tells him over and over so he will remember them. Let's see what happens on the way to the store.

- After reading several pages, pause for children to jump right in with the repetitive phrase "Don't forget the bacon."

After Reading

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

At first, the boy gets the wrong things for his mother. T-P-S: How does he remember what he is supposed to buy?

T-P-S: The boy forgets the bacon. What do you think his mother will do now? Why?

The boy keeps saying to himself, "Don't forget the bacon." T-P-S: Tell your partner what "forget" means.

Did you ever forget something that you wanted to remember? What did you forget?

- 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):

count
measure

Basic word(s):

paper plates
tall



Count with Curiosity

- Introduce the number that children will count to this week.

Last week we counted to 16. This week we will add one more number.
WGR: **What comes after 16? 17.**

- Play the “Count with Curiosity: 1–17” video. Invite children to count to 17 with Curiosity.

Active Instruction

- Bring Curiosity to the group with six large paper plates to use for measuring.

Curiosity wants to play a measuring game with us. She wants to know how many paper plates tall you are.

- Invite a child to lie on the floor where everyone can see, and model lining up plates to measure the child. Have children count the number of plates. Model telling how tall the child is using the paper plate as a unit of measure, e.g., “Jerome is three paper plates tall.” If children’s heights do not align exactly with the plates, use language such as, “Jerome is three paper plates and part of another plate tall.”

Partner Practice

- Give each partnership six large paper plates for measuring each other. Circulate as children measure their partners, and help children align the plates to measure accurately as needed.
- Have children come back together to share how many paper plates tall they are. Prompt them to use the sentence “(Child’s name) is ___ paper plates tall.”
- To reinforce the concept of measuring height, play the “Katy’s Growing” video.





Have children play last 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. We can buy food to eat at the grocery store.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “store.” Remember that a store is a place where you shop for things you need. T-P-S: When did we hear the word “store” today?



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

Theme Learning Extension

- Teach the new brain game, Copy Me. Explain that Copy Me is also a game that will help them remember things well.

Brain Game: Copy Me

Tell children to watch carefully so they will remember what to do. Demonstrate two (or more) actions such as clapping twice and then putting your hands over your head. Stand still, and invite children to perform the actions that you demonstrated.

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

There are different kinds of jobs in a market.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Letter Lab: Letter-blending cards for “b,” “c,” and “f,” items that begin with /b/, /c/, and /f/
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> CD: <i>Getting to Know Myself</i> by Hap Palmer
Clues & Questions	<ul style="list-style-type: none"> Toy cash register (or picture of one) Grocery bag Empty cereal box Piece of fruit (or plastic fruit) Toy truck (or picture of a delivery truck) CC Activity Card: Wonderful Word picture card for “cashier” CC Activity Card: Letter card for “Bb”
Getting Along Together	<ul style="list-style-type: none"> Chilly puppet
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Don’t Forget the Bacon!</i> by Pat Hutchins STaR story retell cards for <i>Don’t Forget the Bacon!</i>
Math Moments	<ul style="list-style-type: none"> Large paper plates (9”), six per partnership Small paper plates (6”), nine per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: dog

Day 2


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Beginning Sound Match

- Place the items that begin with /b/, /c/, and /f/ and the letter-blending cards for these letters in the lab. Have children sort the items/pictures, placing each with the letter card with which the item's name begins. Encourage children to say the item name and the letter sound as they place each card in the appropriate group.

Math Lab: Measure Me

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Shopping Lists

- Same as day 1

Art Lab: Personalized Shopping Bag

- Same as day 1

Science Lab: Which Food?

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

In last night's show, you saw the many things that you can buy at a grocery store. T-P-S: Can you tell me one of the things that you remember seeing at the grocery store in the show? *I saw fruit, vegetables, milk, fish, chicken, cheese, bread.*



- 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 move like Sammy in the song of the same name.

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



- Encourage children to move like the animals as they listen to the song from the CD.



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

Clues & Questions

Theme-related word(s):

bagger
cashier*
customer
produce
stock person
truck driver

Basic word(s):

basket
cart
shop

Curiosity's Clues

- Have Curiosity join the group with a toy cash register, a grocery bag, an empty cereal box, a piece of fruit, and a toy truck in her bag.

Teacher: **Good morning, Curiosity. Yesterday you had a bag of groceries with you, and we learned about the things we can buy at the grocery store. Do you have something in your bag to share with us today?**

Curiosity: **Yes, I do. The things I brought are clues to what we will learn about today.** Remove the items from the bag.

Teacher: **I wonder why you brought these things today. Can you give us some clues?**

Curiosity: **These are things that people who go to the store each day use, but not to shop. They do things there, and they get paid for them.**



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

Teacher: We will talk about people who work at the grocery store. There are many different kinds of jobs for people in a grocery store.

Learning with Curiosity

- Hold up each item that Curiosity brought. Talk about what each item is and how it relates to jobs at the market. You may need to alter the following suggestions based on the items that you have placed in Curiosity’s bag.



- Show the cash register.

WGR: Do you know what this is? *Cash register.* **T-P-S: Where do you see a cash register at the grocery store?** *At the checkout counter.* **Who uses the cash register?** *A cashier (or checker).*

The cashier uses a cash register to find out how much a customer has to pay for the things that he or she buys. The cashier takes money or credit cards to pay for the food.

- Show the grocery bag.

I had one of these the other day when I brought food with me.

T-P-S: What is it? *Grocery bag.* **Who puts the things we buy at the store into grocery bags?** *Bagger.*

The bagger puts customers’ groceries in bags for them to take home.

- Show the cereal box.

This is Curiosity’s favorite kind of cereal. **T-P-S: How do you think the cereal gets on the shelf in the store?** *Stocker or stock person.*

The stock person puts boxes and cans of food and other nonfood items on the shelves.

- Show the piece of fruit.

This is something else Curiosity bought at the store. There is a whole part of the store where people can buy fruits and vegetables. **T-P-S: What happens after we buy our fruit? How will we get more fruit if other people go to the store and buy it all up?** *The produce worker puts out more fruit.*

The produce worker sorts fruits and vegetables and keeps them fresh for customers to buy.

- Show the truck.

I’m confused. **T-P-S: Why do you think Curiosity has a truck as a clue about the grocery store?**

A truck driver delivers food and other goods from the farm or factory to the store.

- Point out that children can pretend to do these jobs (and others) in the grocery store during Plan & Play.



- Play the “Big Bird Video Postcard: Farmer’s Market” video.

Wonderful Word



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

Our Wonderful Word today is “cashier.” The cashier tells you how much the things you buy cost and takes your money when you pay.



- Play the digital dictionary video for “cashier.”
- Remind children that they can earn paw points when they use or hear the word “cashier” 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 different jobs in a grocery store.

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

This is the letter “s.” It makes the /s/ sound. Many times, when I see an “s” at the end of a word, I know that the word is talking about one than one thing. The word says “jobs.” There are many kinds of jobs at the grocery store, not just one.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “b” by playing the “Telly, Oscar, and the Letter B” video.



Have children stand and recite “To Market, to Market” as a transition to Getting Along Together.



Getting Along Together

GAT word(s):
joining in
working together

Active Instruction

- Discuss examples of working together.

To have a successful and happy classroom, we need to work together. What do you think “working together” means? “Working together” means doing something with another person—trying to help each other complete a task.

At home, you might work together with your mom or dad to do the laundry or clean the dishes. Or maybe you work with your brother or sister to set the dinner table, finish a puzzle, or build a fort. When you play soccer with a friend, you work together to kick the ball and score a goal. Playing, helping, and sharing are all ways that we work together.



T-P-S: Can you think of something you do at home—with a parent, grandparent, or brother/sister—that is working together? *Clean, play a game, build something, etc.*

T-P-S: Can you think of something you do in our classroom that is working together? *Activities in Learning Labs, earning paw points, singing a song, etc.*

We will keep practicing working together in our classroom to make it a safe and happy place to be.

- Talk about ways to join in and ask others to play.

Sometimes to work together, you need to ask someone if you can help or play. And sometimes you need to invite someone to play with you. Take out the Chilly puppet to help you show how to ask to play. **Chilly is going to tell us what he does when he wants to join in and play.**

Chilly: The first thing I do when I want to join in and play is say, “Hello!” The next thing I do is watch my friends and ask a question. For example, I might say, “What are you doing?” The last thing I do is ask to play, “Can I play with you?”

If you do these three things, it will give you the chance to work together. Invite children to repeat the three steps:

1. Say hello.
2. Ask a question.
3. Ask “Can I play with you?”

Partner Practice

- Ask for two or three volunteers to come up and demonstrate the steps to ask to play with you and Chilly. Play blocks or put together a puzzle with Chilly. Have each volunteer demonstrate the three steps to ask to play with you and Chilly. The volunteer should:
 1. Say hello.
 2. Ask a question. (“What are you playing?”)
 3. Ask “Can I play with you?”
- Explain when and why the steps can be used.

You can use these steps any time in the classroom, at home, or on the playground when you want to ask to play with someone. Also, remember that you can invite one another to play. If you see a friend playing alone or a classmate who looks interested in what you’re doing, invite your friend to play. We will practice asking and inviting others to play all week. We will be working together!



- Award paw points to children who ask to join in activities or to those who invite others to play during the day. Continue to encourage children to work together.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

- 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 the Word?

- Invite children to play the game What's the Word? to reinforce unit vocabulary. This game is not meant to be played in a competitive manner. You may want to use Whole-Group Response or address children one at a time to play this game. Use the method with which you feel children in the group will be most comfortable.

We're going to play a game in which I tell you about a worker in a grocery store, or something about a grocery store, and you tell me the word you use for the person, job, or thing in the store.

- Use the following suggestions or others that are more appropriate to your community store.
 - This is the word for a place you go to buy food and other things you need. What's the word? *Store*.
 - This is a word for a person who tells you how much things cost and takes your money. What's the word? *Cashier*.
 - This is a word for the note you write so you will remember what to buy at the store. What is the word? *List*.
 - This is the word for the person who buys things at a store. What is the word? *Customer*.
 - This is the word for the person who puts the cereal, canned foods, and other things on the shelves in the store for customers to buy. What is the word? *Stock person*.
 - This is the word for the basket with wheels that you put the groceries in while you shop. What is the word? *Cart*.



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):
forget

Don't Forget the Bacon!

Author and illustrator: Pat Hutchins

Review

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

We read this story yesterday. Let's see if we can remember the title. Use Jump Right In to have children provide the title of the story. The title of our story is *Don't Forget the Bacon!* That's the name of the story. Pat Hutchins 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 “forget” many times in the story yesterday. “Forget” means the opposite of “remember.” The boy's mother tells him not to forget things because she wants him to remember them. WGR: What does the mother want the boy to remember?

Story Retell

- Hold up the story *Don't Forget the Bacon!*, and tell children that they will help you retell the story today.

Today I want you to help me read the story *Don't Forget the Bacon!* On each page, we will look at the pictures in the book to help us say what the boy says while he's walking to the store.

Use the following suggestions for the retell.

- Page 2: Read to remind children what the boy will try to remember.
- Pages 4–9: Point to the illustration to remind children of the new phrase for each part of the story. Invite children to repeat with you the list that includes the new phrase.
- Pages 10–22: Read without the children.
- Page 25: Invite children to recite the list with you.
- Page 26: Invite children to read the sentence “I forgot the bacon!” with enthusiasm.

- Distribute the picture cards, one card per partnership. If necessary, combine partnerships to create a total of ten groups. Tell children that you will read the story again. This time they will stand up with their picture when you read the part of the story shown on their card.

You and your partner have a picture of something the boy says in the story. Look at the picture on your card. When I read about the part that is on your picture, your group will stand up with your card so everyone can see it.

- Have children practice what they will do when you read the story. For example, if you say, “Six farm eggs,” the children with a picture of six eggs should stand up. Practice with each of the ten phrases represented on the cards.

I will read the story again, and this time your group will stand up when I read the words the boy says that match the picture on your card. Then you will say the words the boy says to tell about the picture on your card.

If your children are able, read the story again, making the pauses shorter so they have to react more quickly when they hear the items on their cards.

- As you read each page, pause after reading the phrase for each item to allow time for children with the corresponding card to stand up. As needed, help them repeat the phrase that goes with their picture in the same order as the story.
- Conclude this activity by having children tell which item on the boy’s list they would like and why.



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

Math Moments

Math word(s):

count
measure

Basic word(s):

tall

Count with Curiosity

- Play the “Count with Curiosity: 1–17” video. Invite children to count to 17 with Curiosity.

Active Instruction

- Bring Curiosity to the group with six large square plates and nine small paper plates for measuring.

Curiosity wants to do some more measuring with us. She brought more paper plates for us to use to measure ourselves. I wonder if the number of plates we use to measure ourselves will be different from yesterday.

- Invite a child to come up, and model laying down the large paper plates in a line with each one touching the plate(s) next to it. Have children count the number of large paper plates that you placed alongside the child. Model the sentence “(Name of child) is (number of plates) tall.” Have children repeat the sentence with you.
- Show the smaller paper plates.



T-P-S: **What do you think will happen if we measure our friend with these smaller plates? Will we use the same number of plates, more plates, or fewer plates to see how tall he (or she) is?**

- Measure the same child with the smaller plates.

We got different numbers for how tall (name of child) **is each time we measured him (or her).** T-P-S: **Why are the numbers different?** *The smaller plates are shorter, so you need more of them.*

Partner Practice

- Distribute six large and nine small paper plates to each partnership. Have partners practice measuring each other with the large and small plates.
- Use the sharing sticks to select a few partnerships to share their findings. Award paw points if children have been successful in measuring one another.
- Reinforce the concept of measuring height by playing the “Measure, Yeah, Measure Song” video.



Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that there are many different jobs in a grocery store.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “cashier.” A cashier is the person who tells us how much the things we buy cost and takes our money when we pay for them. T-P-S: **When did we hear the word “cashier” today?**



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

Theme Learning Extension



- Remind children that the letter of the week is “b.” Show the “B Stores on the Street” video to review the letter “b.”

“B” is our letter of the week. We’ve been talking about things we can buy at the grocery store. When we listen to the word “buy,” we hear the sound /b/ at the beginning.

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

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

There are different kinds of jobs in a market.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>Don't Forget the Bacon!</i> by Pat Hutchins
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Inflated balloon
Clues & Questions	<ul style="list-style-type: none"> Bread (real or plastic) Empty milk container Empty frozen-food package CC Activity Card: Wonderful Word picture card for "manager" CC Activity Card: Letter card for "Bb"
Getting Along Together	<ul style="list-style-type: none"> Blocks or other toys (two or three per partnership)
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Stone Soup</i> retold by Heather Forest Leaf for story tree
Math Moments	<ul style="list-style-type: none"> 14 paper banana cutouts (appendix)
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the STaR story *Don't Forget the Bacon!* and the STaR story retell cards. Encourage children to describe the pictures on the cards and to use the cards to retell the story.

Letter Lab: Beginning Sound Match

- Same as day 2

Math Lab: Measure Me

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Shopping Lists

- Same as day 1

Art Lab: Personalized Shopping Bag

- Same as day 1

Science Lab: Which Food?

- 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.

There were lots of words that start with the letter “b” in the letter section of last night’s show. T-P-S: Can you remember one of the words that begin with the letter “b?” *The words “beat” “bye,” “blah,” “bother,” “books,” “bakery” “basket,” and “bank” begin with “b.”*



- 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 spread out in the classroom. Provide an inflated balloon for children to use for the activity.

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

- Encourage children to use different parts of their bodies to keep the balloon in the air.



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

Clues & Questions

Theme-Related word(s):

baker
dairy
manager*

Basic word(s):

frozen

Curiosity's Clues

- Have Curiosity join the group with a loaf of bread, a milk carton, and a frozen-food package.

Curiosity: Hi, boys and girls. Yesterday I brought some things to help you learn about some of the jobs at a grocery store. Well, I went back to the store last night, and I found out that there are even more jobs at the store than those we learned about yesterday. I brought some more things to give you clues about those jobs.

Teacher: That's great, Curiosity! Let's explore the items you brought and learn about the new jobs together.

Learning with Curiosity

- As Curiosity shares each item from her bag, talk with children about the job in the market associated with the item. You may want to substitute items and jobs that better reflect the stores in your community if necessary.
- Have Curiosity bring out the loaf of bread.



I found a new department in the grocery store. People get bread and other things that are baked in an oven in this part of the store. T-P-S: Do you know what this part of the store is called? *Bakery*. Who works in the bakery? *A baker*.

A baker is a person who makes bread, cookies, rolls, and other baked goods.

- Have Curiosity bring out the empty milk carton.

I am a cat, so the part of the store where you can buy milk is my favorite department. This part of the store is called the dairy section. T-P-S: What else do you think you can buy in the dairy section? *Butter, cream, yogurt, etc*. How do the items get into the dairy section of the store? *A dairy worker puts them there*.

Dairy workers stock the milk cases and make sure that the milk products we buy are fresh.

- Have Curiosity bring out the frozen-food package.

In the part of the store where I found this, everything is inside cases with glass windows. It's a good thing my paws have fur on them because when I opened the door to get this, it was soooo cold. T-P-S: What is this department in the store called? *Frozen-food section*. How does the food get into the cases? *Frozen-food workers put it there*.

Frozen-food workers stock the freezers with the frozen foods that we eat. These workers often wear heavy coats and gloves when they do their jobs.

- Talk with children about how they think all these people work together to keep all the departments stocked.

Teacher: It sure takes a lot of people doing different jobs in a grocery store for us to buy all the foods we need for our families. T-P-S: How do you think everyone does his or her job without getting things mixed up?

Curiosity: There's one job we didn't talk about. That job is the manager. The manager is the person who makes sure that all the other workers in the store get their work done.



- Play the "I Can Remember" video. Then ask children if they can name the aisles that the girl needed to visit to find the items. *For the bread, the girl went to the bakery or grocery aisle; for the milk and butter, she went to the dairy aisle.*

Wonderful Word



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

Our Wonderful Word today is “manager.” A manager is a person who is in charge of something. The manager of a grocery store is the person in charge of making sure that everyone in the store does his or her job.



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

What would you buy in a grocery store?

- Point out that today’s message asks a question. Use Think-Pair-Share to have children answer the question.

T-P-S: This mark at the end of the Daily Message lets us know that it asks a question. Tell your partner your answer to the question, “What would you buy at the grocery store?”

Letter Links

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

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

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



- To reinforce the sound and shape of the letter “b,” play the “B Brunch with Little Bs” video.



Have children stand and recite “To Market, to Market” as a transition to Getting Along Together.



Getting Along Together

GAT word(s):
kindly

Active Instruction

- Review the steps for asking to play with a friend.

Last time we talked about working together and asking if you can join in to play. When you want to join in and play with someone, what can you do?

- *Say hello.*
- *Ask a question.*
- *Ask, “Can I play with you?”*

- Have children repeat the steps with you.

Partner Practice

- Explain that children will sing a song to practice asking others to play. Put children in two circles: half the children in an inside circle and half in an outside circle. Place the blocks (or another material or activity) on the floor near the outer circle.

The inside circle is going to march one way (point in one direction), **and the outside circle will march the other way** (point in the other direction). **As you march, everyone will sing the song:**

(Sung to the tune of “Here We Go Round the Mulberry Bush”)

This is the way we ask to play, ask to play, ask to play.

This is the way we ask to play, all day long.

- Have children practice the song while marching in their circles.

Great! When the song ends, stop marching, and turn toward the children in the other circle. Whoever is across from you will be your partner. The two circles should be facing each other so each child is looking at a partner in the opposite circle. **Now the children in the outside circle will play with blocks, and those in the inside circle will ask to play.**

Step 1: Say hello. Children in the inside circle say, “Hello,” to your partner. Pause while children say hello.

Step 2: Ask a question. Children in the inside circle say, “What are you playing?” Pause while children ask a question and the other partner gives an answer.

Step 3: Ask “Can I play with you?” Children in the inside circle say, “Can I play with you?” Pause while children ask to play. Children in the outside circle, you are going to let them join. Say, “Yes, you can play with me.”

- Have children repeat the activity with a new partner. This time have the children in the inside circle play with the blocks, and those in the outside circle will ask to play.

- Practice saying no in a kind way when you don't want to play.

It's fun to play together! But sometimes, you want to be alone.



T-P-S: Can you think of a time when you might want to play by yourself?

You are in the middle of a project and want to finish it by yourself; you are at the Thinking Spot trying to calm down; you are trying something new and want to do it on your own.

It's OK to want to be alone sometimes. It's OK to want to do something by yourself sometimes. But it's important to say no in a kind way so you don't hurt the other person's feelings. You can say, "Not now, I want to be alone." Or you can say, "Maybe later. I want to do it by myself right now."

T-P-S: What can you do if someone says no when you ask to play? *You can find something else to do, or you can ask him or her to play again later.*



- Award paw points throughout the day when you see children asking to play or saying no in a kind way.



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):

crowd

village

Stone Soup

Retold by: Heather Forest

Illustrator: Susan Gaber

This clever European folktale about a wonderful feast is told in many countries with many different details. This particular version starts with an author’s note about the variations in the tale and ends with a great recipe. The moral is that we all benefit when we care and share.

Interactive Story Reading

Before Reading

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

Remind children of previously read folktales such as *The Little Red Hen*.

The title of our story today is *Stone Soup*. That’s the name of the story. This is a special kind of story called a folktale. A folktale is a story that has been told to children for many, many years, and each time it is told, it changes a bit. Sometimes different people write about a folktale in their own way. The person who wrote *Stone Soup* used her own way of telling it, so we say it is retold by Heather Forest. The illustrator is Susan Gaber. She drew the pictures.

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

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

It looks like the man dropped a stone into a big container of water. I wonder why he’s doing this. The title of the story is *Stone Soup*. T-P-S: What ideas does the title give you about the story? Would you want to eat soup with stones in it? Why (or why not)?

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

During Reading

- Due to the length of this book, read it through, stopping only occasionally to help children stay focused on the story. Adapt different voices for the various characters, and portray words such as “wearily” and “gigantic” with your tone of voice.
- If you see a child’s attention wandering, ask him or her to point out specific details in the illustrations, e.g., “Can you find the gigantic pot?” “What do you think ‘gigantic’ means?” “Where are the billows of steam?”
- Before reading the text on pages 23 and 24, invite children to identify the vegetables they recognize in the illustration.
- After reading page 29, use My Turn, Your Turn to recite the rhyme with the children.



After Reading

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

WGR: Was the soup really made just from stones? No. Turn back to pages 24 and 25 to help children remember the items in the soup. **T-P-S: What else was in the soup?**

In the beginning of the story, the travelers walk through the village and knock on the doors of many homes. T-P-S: What do you think the word “village” means?

A village is a small town. In small towns or villages, people know almost everyone who lives there. Maybe that’s why the people in the village didn’t want to help the strangers. They didn’t know them.

People from the village came out of their houses to see what the strangers were doing. Everyone in the crowd wanted to see them make soup from a stone. T-P-S: What do you think the word “crowd” means?

A crowd is a large group of people. T-P-S: Have you ever seen a crowd of people? Where were they?

- 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):
measure

Basic word(s):
banana
tall

Count with Curiosity

- Play the “Count with Curiosity: 1–17” video. Invite children to count to 17 with Curiosity.

Active Instruction

- Have Curiosity bring fifteen paper banana cutouts with her to the group.

Curiosity has brought bananas with her. She wants us to use the bananas to measure ourselves. I wonder how many bananas tall we will be.

- Invite a child to lie on the floor in front of the group. Line up the bananas next to the child to measure how many bananas tall he or she is.
- Repeat the activity with another student.
- Be sure to remind students that the bananas should touch one another, but not overlap.



Partner Practice

- Invite partners to guess how many bananas long (tall) they would each measure.
- Use the sharing sticks to select three or four children to come up to the front of the class. Have each child share the number his or her partnership guessed. Then measure each child to find out how close the estimate was to the actual length.
- To reinforce the concept of measuring, play the “Mummy Movers Measuring” video.



Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned more about the people who work in grocery stores.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “manager.” Remember that the manager is in charge of a store. T-P-S: When did we hear the word “manager” today?

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

Theme Learning Extension

- Play the game Whose Job? with children to reinforce the new vocabulary about the jobs in a market.

Today we’re going to play a game called Whose Job? I will tell you about a job at the grocery store, and you will tell me the name of the person who does that job.

- Provide clues like the following for children to discuss with their partners to determine the worker whose job is described.

I use a cash register to add up how much the food you buy costs. You give me the money to pay for your food. T-P-S: Whose job is this? *Cashier.*

I bake the bread, rolls, and cakes you buy in the bakery department of the store. T-P-S: Whose job is this? *Baker.*

I put the fruit and vegetables out for customers to buy. I sort different fruits and vegetables to make it easy for people to find what they want. I make sure the produce stays fresh. T-P-S: Whose job is this? *Produce worker.*

I put the milk, yogurt, butter, and cheese in the refrigerators in the store. T-P-S: Whose job is this? *Dairy worker.*

I bring the food from the farms and factories to the grocery store. T-P-S: Whose job is this? *Truck driver.*

After the cashier tells you how much the things you are buying cost, I put the food in bags for you to carry home. T-P-S: Whose job is this? *Bagger.*

I put frozen foods in a freezer to keep them cold. I wear gloves and a jacket when I do my job because the freezers are so cold. T-P-S: Whose job is this? *Frozen-food stocker.*

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 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

The grocery store sells different kinds of foods such as bread, milk, meat, fruits, and vegetables.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Music that children enjoy dancing to
Clues & Questions	<ul style="list-style-type: none"> Piece of fruit (real or plastic) CC Activity Cards: Grocery Store Departments set Concepts-of-print book: <i>My Favorite Foods</i> by Sally Francis Anderson (class set) CC Activity Card: Wonderful Word picture card for "groceries" CC Activity Card: Letter card for "Bb"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Stone Soup</i> retold by Heather Forest Large real or paper pot Stone Soup Ingredients sheet (appendix)
Math Moments	<ul style="list-style-type: none"> A real or plastic food item and enough linking cubes to measure the item's length inside Curiosity's bag Baggies of several linking cubes and a real or toy food item, one per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Grocery Store Departments set (from Clues & Questions) Food items or food containers that belong in the following grocery store departments/sections: dairy, deli, meat, frozen foods, bakery, produce, and cereal aisle or the CC Activity Cards: Grocery Store Products set Cool Kid certificate and marker Home Link animal stamp: lamb

Day 4


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Beginning Sound Match

- Same as day 2

Math Lab: Measure Me

- Same as day 3

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Shopping Lists

- Same as day 1

Art Lab: Personalized Shopping Bag

- Same as day 1

Science Lab: Which Food?

- 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.

Last night's story, *The Best in All of Mexico*, told how Pepe and Pepa used the corn from their farm to make corn flour. T-P-S: What did Pepe and Pepa make out of the corn flour as they went from town to town? *The made tortillas and/or tacos.*



- 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.

- Explain how to play the Boogie Shoes game.

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

- Facilitate the game by singing the song and starting and stopping the accompanying music.



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

Theme-related word(s):

groceries*

Curiosity's Clues

- Have Curiosity come out with her piece of fruit.

Teacher: **Curiosity, did you bring a snack today?**

Curiosity: **It is a piece of fruit that could be a snack, but I brought it as a clue about something we will learn today. It's something that I learned last night because of this piece of fruit!**

Teacher: **What happened, Curiosity?**

Curiosity: **Well, I wanted to eat a juicy, delicious piece of fruit, so I went to the grocery store. But I couldn't find the fruit! I looked through the milk case, next to the butter and the eggs, but it wasn't there. So then I went to the cereal aisle, because I like to eat fruit on top of my cereal, but it wasn't there either. I checked the meat counter, but it wasn't there. Then I saw a butcher, a man cutting up meat, and I asked him if he knew where I could find the fruit. He told me something very important.**

All the foods at the grocery store are put together in groups called departments. The vegetables and fruit are in a place called the produce department. I went to the produce department, and I finally found my piece of fruit!

Teacher: **So we're going to learn about the departments in the grocery store today. That's great! When you know about the departments, it can help you find what you want to buy.**

Learning with Curiosity

- Use the grocery store department picture cards to introduce the different departments. Make a statement about each department, and then display the card.

- Show the dairy department card.

In the dairy department, we can buy milk and products made with milk such as yogurt and cheese. We can also buy eggs in the dairy department even though eggs are not made of milk.

- Show the deli card.

In the deli, we can buy something that has already been prepared for us to eat, such as a sandwich.

- Show the card for the meat department.

In the meat department, we can buy fresh meats. Many stores have a butcher who will cut the meats to just the size you want.

- Show the cereal aisle card.

Usually in the middle of the store, we can find aisles of foods that come in boxes or cans. Aisles are like rows where you can walk between shelves of food. In this picture, we can see the cereal aisle.

- Show the frozen-foods department card.

In the frozen-foods department, there are big freezers full of frozen vegetables, premade dinners, and even ice cream.

- Show the produce card.

And Curiosity knows all about this department. It's the produce department. In the produce department, we can buy fresh fruits and vegetables.



- Introduce the concepts-of-print book *My Favorite Foods*. Point out that the author is the person who writes the words in a story.

We have a new book to read today. This book has lots of food pictures inside. As we read the book, we will talk about which department the foods come from at the grocery store.

When someone writes a story, he or she gives the story a name. The name of a story is called the title. Our story today is called *My Favorite Foods*. The author of this story, Sally Francis Anderson, thought *My Favorite Foods* would be a good name, or title, for this story. Let's read the story and see why she chose this title.

- Distribute the books, and model holding the book in the correct orientation.
- Read *My Favorite Foods* with children. As you read each page, make a connection between the food pictured on the page and the grocery store department in which it would be found.
- After reading the story, revisit the purpose of the title.

T-P-S: Now that we've read the story, we can think a little more about the title. Why do you think the author decided *My Favorite Foods* would be a good title for this book?

- Play the “The Food Song” video.



Wonderful Word

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

Our Wonderful Word today is “groceries.” Groceries are the foods we buy at the market. Instead of saying, “I went to the store and bought bread, milk, noodles, spinach, and celery,” I can say, “I went to the store and bought groceries.”



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

Daily Message

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

We can buy all of our groceries at one store.

- Point out that the first word in the message begins with an uppercase letter.

The first word in our Daily Message starts with a letter that is taller than the others.

Letter Links

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

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



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

- To reinforce the sound and shape of the letter “b,” play the “Planting Letter Bs” 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 “To Market, to Market” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

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

Today we will play the Nonsense game again. Curiosity will say a line from our rhyme, 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 “To Market, to Market.” Have Curiosity repeat the rhyme as if she is reciting it correctly, switching the onset in the word “market” for the onset in the word “fat” so the line reads, “To farket, to farket, to buy a mat pig.”

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

**To farket, to farket, to buy a mat pig,
Home again, home again, jiggety jig;
To farket, to farket, to buy a mat hog,
Home again, home again, jiggety-jog.**

That’s nonsense!

- If children don’t recognize the nonsense words, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switched word parts occur, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, switching word parts that do not make sense into each line.
- If children are able, invite them to think of word parts in the rhyme to switch.
- Award paw points if children successfully identified the switched word parts.



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



Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

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):

crowd

village

Stone Soup

Retold by: Heather Forest

Illustrator: Susan Gaber

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 *Stone Soup*. That's the name of the story. Heather Forest retold this folktale in her own way, and Susan Gaber illustrated this story.

- Review the story vocabulary that was introduced yesterday.

Two strangers came to the mountain village looking for food. T-P-S: What is a village?

When the people in the village came out to see what the strangers were doing, they made quite a crowd. T-P-S: Have you ever been part of a crowd? Where were you?

Story Retell

- Hold up the story *Stone Soup*, and tell children that they will act out the story. Place the large cooking pot in a place where all children can get to it as you read.

Today you will be the people who live in the village in this story, and you will act out what they do as I read.

- Distribute a food card to each child. Invite children to look at their cards and name the foods pictured.

Look at the cards that you and your partner have. Tell your partner which food that goes in the soup is on your card. Review the card that each child has to make sure that he or she has correctly identified the pictured food item.

When I read the part of the story about the food on your card, you will go over to the cooking pot and put the food in.

- Read the story, allowing time for children to recognize when their food items need to be added and to put them into the cooking pot.



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



Math Moments

Math word(s):

measure

Basic word(s):

cubes

tall

Count with Curiosity

- Play the “Count with Curiosity: 1–17” video. Invite children to count to 17 with Curiosity.

Active Instruction

- Bring Curiosity to the group with real or plastic food items and enough linking cubes to measure the items’ lengths.

Curiosity wants to measure some food items. Let’s see what she has for us to measure.

- Take the items out of Curiosity’s bag. Model using the linking cubes to measure each food item.

Partner Practice

- Distribute a baggie of several linking cubes and a food item to each partnership. Have partners use the cubes to measure the length of their food item. Circulate among children, and offer assistance as needed.
- Use the sharing sticks to have children share their measurements. Encourage them to speak in complete sentences such as “Our (food item) is (number) cubes long.”
- Award paw points for children who successfully measured their items.
- Reinforce the concept of measuring by showing the “Math Measuring Stick” video.



TRANSITION

Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. People can buy all different kinds of food at a grocery store.

Wonderful Word

- Review the Wonderful Word.



Our Wonderful Word today is “groceries.” Remember that groceries are the foods we buy at the store. T-P-S: When did we hear the word “groceries” today?



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

Theme Learning Extension

- Display the grocery store department picture cards where all can see them. Leave enough space between the pictures for children to sort food items by department. Quickly review the name of each department as you point to the picture that represents it. If you are using an interactive whiteboard, the card images will appear on the screen.
- Distribute one food item or package (or grocery store products picture card) to each partnership. Have partners decide in which department their food item belongs.

Tell your partner where your food belongs in the grocery store.

- Invite children to place their food item with the picture that shows the department in which it belongs.

When you and your partner decide where your food belongs, you may put it by the picture that shows where you will find it in a grocery store.



- Use the sharing sticks to select a few children to state in which department their food item belongs. Model using complete sentences such as, “I have a banana. It belongs with the fruit and vegetables,” or “I have a banana. It belongs in the produce department.”

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

The grocery store sells items that are not food that people use in their homes.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>Stone Soup</i> retold by Heather Forest, retell items from day 4 Puzzles & Games Lab: CC Activity Cards: Grocery Store Departments set and food items/packages (from Clues & Questions, day 4)
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Music that children enjoy dancing to
Clues & Questions	<ul style="list-style-type: none"> Box of tissues Bar of soap Pet item (leash, ball, dish, etc.) Nonfood items sold in grocery stores, enough for one item per partnership CC Activity Card: Wonderful Word picture card for "department" CC Activity Card: Letter card for "Bb"
Rhyme Time	<ul style="list-style-type: none"> Curiosity's story (appendix)
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> <i>The Very Hungry Caterpillar</i> by Eric Carle or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Cereal Boxes sheet (appendix) Baggies of twelve linking cubes, one per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Grocery Store Departments set (optional) Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Stone Soup* and the retell materials from day 4 in the lab. Invite children to pretend to be the people in the story as they add ingredients to a pot of stone soup.

Letter Lab: Beginning Sound Match

- Same as day 2

Math Lab: Measure Me

- Same as day 3

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Shopping Lists

- Same as day 1

Art Lab: Personalized Shopping Bag

- Same as day 1

Science Lab: Which Food?

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Point out that you have added the grocery store department picture cards and food items/packages (from Clues & Questions, day 4) to the lab. Encourage children to sort the food items and packages by department.



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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



Home Link Debrief

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

**Last night's movement song was "Head, Shoulders, Knees, and Toes."
As I sing the song, show me the movements.**



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity, Freeze.

We're going to play Freeze today. I will play some music that is fun to dance to. Occasionally, I will pause the music. When the music stops, you must freeze in place until the music starts again.

- Play a song that children enjoy from a CD or digital music player.



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

Clues & Questions

Theme-related
word(s):
department*

Curiosity's Clues

- Have Curiosity join the group with a box of tissues, a bar of soap, a pet-food container, and/or other nonfood items that can be bought in a typical grocery store.

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

Curiosity: **Let me show you what I have and see if you can guess what we'll learn about today.**

- Present and name each item that Curiosity has in her bag one at a time.



T-P-S: Where do you think Curiosity bought these things?

Curiosity: I bought these things at the grocery store. We know we can buy many different kinds of food at the grocery store. Today we will learn about things that are not food that we can buy in a grocery store.

Learning with Curiosity

- Distribute nonfood items or packaging, one per partnership. Invite children to group themselves by the type of item they have.

You and your partner have something that people buy for their families. Talk with your partner about where you think you can buy these things.



- Use the sharing sticks to select a few children to share their ideas about why these items are available in grocery stores. Guide them to the realization that these items are not food or food related, but they are things that people use in their homes. Grocery stores sell these items for the convenience of shoppers.

“General merchandise” is the term that stores use to describe the things they sell that are not food. We are going to watch a funny video about Ernie and some of his puppet friends who are pretending to live long ago. While you watch the video, look for examples of general merchandise.



- Show the video, “Cavemen Invention: Toothbrush.” Then have children name the items that they saw. *We saw a broom, hairbrush, paintbrush, and toothbrush.*

Wonderful Word



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

Our Wonderful Word today is “department.” In grocery stores, things that are alike are kept together in the same part of the store. Each part of the store is called a department.



- Play the digital dictionary video for “department.”
- Remind children that they can earn paw points when they use or hear the word “department” 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 departments in the grocery store where we can buy food and other things that we need for our families.

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

The Daily Message is very long. Let’s count how many words there are in today’s message.

Letter Links

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

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

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



- To reinforce the sound and shape of the letter “b,” play the “Love Letter B” 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 “To Market, to Market” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Recognition and Production

- Introduce the activity.

We’ve been talking about rhyming words. We’re going to play our rhyming story game with Ernie and Bert again. Let’s watch the video again so we can remember Ernie’s story.



- Play the “What Rhymes with Bert?” video.
- Bring out Curiosity with her story written on paper.

Teacher: Curiosity is writing a story with rhyming words too. Curiosity, let’s hear what you have so far.

**Curiosity: I eat the cat food in my little dish.
But what I like most is yummy fresh ____.**

That’s all I have so far. I need a word that rhymes with “dish.” Well, “wish” rhymes with “dish.” Could I use “wish?”



Teacher: **Hmmm. “I eat the cat food in my little dish. But what I like most is yummy fresh wish.” I don’t think that makes sense. Let’s see if the boys and girls can help.**

- Use Think-Pair-Share to have children think of words that rhyme with “dish.” Try any suggested words in the story to see if they make sense.
- Award paw points if children are able to produce the word “fish.”

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 *The Very Hungry Caterpillar* by Eric Carle.
- 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 word(s):

order

Basic word(s):

shortest

tallest



Count with Curiosity

- Play the "Count with Curiosity: 1–17" video. Invite children to count to 17 with Curiosity.

Problem Solving

- Introduce today's problem.

Today we will help Curiosity solve a problem. She wants to buy a box of Big Os cereal at the store. There are two different size boxes, and she doesn't know which one to buy. The shelf at her house where she will put the cereal is five cubes high. She wants to choose a box that will fit on the shelf.



- Invite children to discuss with their partners how the problem might be solved.
T-P-S: How can Curiosity figure out which box will fit on her shelf? She can measure both boxes. She measured her shelf with linking cubes.
WGR: What can she use to measure the cereal boxes to find the one that will fit on the shelf, which is five cubes high? *Linking cubes.*
 - Distribute one Cereal Boxes sheet and twelve linking cubes to each partnership. Invite partners to measure the boxes to determine which one will fit on the shelf.
 - Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
 - Reinforce the concept of measuring by showing the “Mummy Tape” video.
- Have children play this week’s brain game, Copy Me. Remind children that Copy Me is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.
Let’s think about what we’ve learned today. We can buy other things in a grocery store besides food.

Wonderful Word



- Review the Wonderful Word.
Our Wonderful Word today is “department.” Remember that a department is a part of a store where things that are alike are kept together. T-P-S: When did we hear the word “department” today?
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Invite children to play the game, I’m Going to the Grocery Store.
We’ve learned a lot about the grocery store this week. We saw some things that Curiosity bought at the grocery store. Let’s play a game called I’m Going to the Grocery Store. We can pretend that we’re going to the grocery store. You will tell your partner something you would buy there.
- Invite the Cool Kid to help you demonstrate how to play. Model making a statement about going to the store and naming something you will buy.

(Name of Cool Kid) **will be my partner. I will tell him (or her) what I will buy at the store. I am going to the grocery store. I will buy milk.**

Now, (name of Cool Kid), it's your turn. What will you buy at the grocery store?



- Invite partners to tell each other what they will buy at the store. Circulate and offer support as needed.
- Use the sharing sticks to select several children to tell what they will buy at the store.
- If time allows, invite children to determine in which department they could find the item that they will buy.

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 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

People use ingredients they buy at the grocery store to follow recipes.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letters from the letter-blending deck, magnetic, foam, or plastic; two or three concepts-of-print books (any title) or books with large print • Writing Lab: Recipes, cookbooks • Art Lab: Shopping Cart sheet (appendix), grocery store circulars, scissors, glue • Science Lab: $\frac{1}{4}$ cup of rice, container that holds one or more cups, water, a measuring cup
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • CD: "Shake Something," <i>Getting to Know Myself</i>
Clues & Questions	<ul style="list-style-type: none"> • A variety of fruit for fruit salad • Recipe on chart paper for fruit salad using the fruits you have brought (See To Be Prepared.) • Optional: Plastic knives; a large bowl; small bowls, one per child; utensils for tasting fruit • CC Activity Card: Wonderful Word picture card for "ingredients" • CC Activity Cards: Letter cards for "Ii," "Ss," and "Hh"
Rhyme Time	<ul style="list-style-type: none"> • Rhyme Card for Little Miss Muffet (optional)
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> • SFAF book: <i>Bread and Butter for You and Me</i> by Michèle C. Melville • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • Name card with tape (or sticky notes) for each child and teacher • Favorite Dinner Option chart (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> • CC Activity Cards: Previously introduced Wonderful Word picture cards that your children need to practice • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Making Words

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

Math Lab: Measure Me

- Same as day 3

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Recipes

- Place simple recipes and cookbooks in the lab. Talk with children about what these are and how they are used. Have them write the ingredients they would use to make a favorite food.

Art Lab: Let's Go Shopping

- Invite children to shop by finding pictures of grocery items that they would like to purchase in the store circulars, cutting them out, and gluing them to their shopping carts. Assist with cutting as needed.

Science Lab: Rice in Water

- Place a quarter cup of rice in a cup of water. Ask children if they have any ideas about what might happen. Suggest that children observe the rice at various times to see what happens. Keep a small amount of dry rice available to compare with the soaked rice. Encourage children to record their observations over the next few days.

Puzzles & Games Lab: Free Exploration

- Same as day 5



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

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

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

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



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

Clues & Questions

Theme-related
word(s):
ingredients*

Curiosity's Clues

- Have Curiosity join the group with the ingredients and a simple recipe for fruit salad in her bag.

Teacher: **Curiosity, what clues do you have for us today?**

Curiosity: **I'll show you, and you can guess what we'll learn about today.**

- Have children name the pieces of fruit as Curiosity presents them one at a time. Present the recipe chart, and ask children what they think it is for.



Curiosity has these different kinds of fruit. She also has this paper that has pictures of fruits being cut up and mixed together. T-P-S: What do you think she will use these to do?

We'll learn about preparing foods that we buy at the store to eat.

Learning with Curiosity

- Post the recipe chart where everyone can see. Engage children in conversation about using foods from the store to prepare something to eat.



WGR: **Where do you think Curiosity got the fruit that she brought with her today?** *The grocery store.*

Yes, Curiosity bought the fruit at the grocery store. You can eat fruit by itself, but sometimes people like to cut up pieces of different fruits and mix them up together to eat as fruit salad.

- Point to the recipe chart, and explain that this helps Curiosity know how to make fruit salad.

These are directions that someone can use to make fruit salad.

T-P-S: **How does this help us know how to make a salad? The pictures (and words) show us what to do if we have fruit and want to make a fruit salad.**

T-P-S: **What does this chart show us to do?**

T-P-S: **What can we do after we follow the directions and put all the ingredients together in the bowl?**

- If you are able to prepare fruit salad from this recipe, serve a small portion to each child to sample. As children eat the salad, encourage them to talk about the taste, colors, and textures of the various fruits.
- Play the “Where Does Food Come From?” background video.

As an alternative to a tasting during Clues & Questions, you may want to serve fruit salad during snack or lunch, whichever works best in your situation.



Wonderful Word



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

Our Wonderful Word today is “ingredients.” Ingredients are what you mix together to make something to eat. The ingredients for fruit salad are apples, bananas, and berries (or other fruits that you have in the recipe chart). You mix them together and eat them.



- Play the digital dictionary video for “ingredients.”

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

Daily Message

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

We can use the ingredients we buy at the store to make meals.

Letter Links

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

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 letter shape looks different from my lowercase letter shape.**
- **Both of my letter shapes include a straight line that goes up and down.**
- **My lowercase letter shape has a dot on top.**

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

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

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

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



- Reinforce the sound and shape of the letter “i” by showing the “TJ Imagining ‘I’ Words” video.



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

Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about a little girl who is frightened by a spider. It's called "Little Miss Muffet." When we say this rhyme, listen for words that rhyme.

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



Little Miss Muffet

Little Miss Muffet
 Sat on a tuffet,
 Eating her curds and whey.
 Down came a spider,
 Who sat down beside her,
 And frightened Miss Muffet away.

Develop Phonological Awareness—Rhyme Recognition

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

Which word rhymes with "Muffet"? "Tuffet." Muffet, tuffet. They both have /uffet/ at the end. Which words rhyme with "spider"? "Beside her." Spider, beside her. They both end with /ider/.

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

- Recite the rhyme, pausing for children to jump right in with the rhyming words "tuffet," "spider," and "beside her."



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



Plan & Play

Scenario Review

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

Restaurant: Add the recipe chart and other recipes to the restaurant scenario to add a new dimension to children's learning and dramatization about restaurants.

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. 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.



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):

sore

Bread and Butter for You and Me

Author: Michèle C. Melville

Illustrator: Scott Mattern

Ben and Kenya go through the process of making butter from cream to go with their freshly baked bread. Yum!

Interactive Story Reading

Before Reading

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

The title of our story today is *Bread and Butter for You and Me*. That's the name of the story. The author is Michèle C. Melville. She wrote the words for the story. The illustrator is Scott Mattern. He 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.
- Take a Picture Walk through the book to help children think about the story.

T-P-S: What do you see on the front cover of this book? The cat is looking at the bread. The title of the story is *Bread and Butter for You and Me*. Do you think the bread is for the cat? Why (or why not)? The title and picture don't give many clues about the story. Let's look at the pictures to see if we can get some more ideas about the story.

During Reading

- Read the story all the way through for children to hear the rhyme and rhythm of the text, stopping only to ask the following predictive question.

Page 3: T-P-S: **What do you think Ben and Kenya will do next?**

- Then reread the story, and use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.

Page 3: T-P-S: **Why do Ben and Kenya work as a team to make the butter?**

Page 4: T-P-S: **Why do Ben's and Kenya's arms get sore when they make butter?**

After Reading

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

T-P-S: Do you think Ben and Kenya like the butter they made for their bread? Why (or why not)?

It was hard work for the children to make the butter. We know because the story says they took turns when their arms got sore. T-P-S: What do you think the word “sore” means?

The children’s arms hurt from shaking the jar for so long. T-P-S: Did you ever do something that made you hurt or feel sore? What happened?

- 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):
graph

Count with Curiosity

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



We’ve been counting to 17. WGR: What number comes after 17? 18. That’s right! The number 18 comes after 17. This week we will count to 18.

Active Instruction

- Bring Curiosity, and post the Favorite Dinner Option chart where all children can see it.

Today we will pretend that Curiosity is going to the grocery store to buy food to cook us dinner! She only wants to cook one dish, so we have to vote for the food that we want her to buy.

- Explain the food options and the way children can indicate their votes.

Curiosity wants to make fish, chicken, or pizza. To vote for the one that you want her to make, we will use this chart to make something called a graph. I will give each of you a card with your name on it. You will attach your name to the chart in the column that matches the food that you want to vote for.

- Model by marking your own vote. Tape your own name card at the bottom of one of the columns.

Partner Practice

- Have partners tell each other which dinner they will vote for. Then have them secretly guess which dinner will get the most votes.
- Quickly have children come up to the chart, and help them attach their name cards to a column. Make sure that the name cards in each column start at the very bottom and that they are evenly spaced.



T-P-S: **By looking at the chart, how can we tell which dinner got the most votes?** *We can look at which stack of names is the tallest.*

- Emphasize that the tallest stack of name cards has the most votes.

Let’s count the number of names in each column to see if we are right. Count the cards. (Highest number of cards) **is the biggest number. It looks like Curiosity will be cooking us some** (winning choice) **for dinner!**



- Reinforce the concept of graphing by showing the “Pictograph: Strawberries or Blueberries?” video.



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

Brain Game: What Is Missing?

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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. People buy the ingredients they need to prepare meals for their families at the grocery store.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “ingredients.” Remember that ingredients are the foods people put together to make something to eat. Some meals need lots of ingredients, and some don’t need many at all. Ben and Kenya only needed one ingredient to make butter. T-P-S: When did we hear the word “ingredients” 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 unit.
- Display the Wonderful Word picture cards that you have introduced so far. 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 the person we give money to at the store when we buy our groceries? No.



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

T-P-S: Can you think of a question that you could ask Curiosity about the pictures? Talk to the person next to you and 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 when 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 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

We can follow a recipe to make butter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Playdough, letter-blending card for “Ii,” Letter “Ii” Activity Patterns sheet (appendix) • Math Lab: Counting Bears Graphing Mat (appendix); bear counters, several of each color
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • Ball
Clues & Questions	<ul style="list-style-type: none"> • Cookbook • Butter recipe (appendix) or IWB access • Cream, one cup per group of four • Clear plastic jars with tight-fitting lids, one per group of four • Plastic spoons, one per child • CC Activity Card: Wonderful Word picture card for “recipe” • CC Activity Card: Letter card for “Ii”
Getting Along Together	<ul style="list-style-type: none"> • Trade book: <i>The Little Red Hen</i> • Carpet squares, hula hoops, or other items to serve as lily pads for Frogs on the Lily Pad activity • Music to play during lily pad activity (any genre)
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable) • Small-group instruction: Curiosity and Squeaky puppets
STaR	<ul style="list-style-type: none"> • SFAF book: <i>Bread and Butter for You and Me</i> by Michèle C. Melville • <i>Bread and Butter for You and Me</i> retell cards (appendix), one set per partnership
Math Moments	<ul style="list-style-type: none"> • Favorite Fruit graph (See To Be Prepared.) • Name cards or sticky notes for each child and teacher
Question/Reflection	<ul style="list-style-type: none"> • Cool Kid certificate and marker • Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 5

Letter Lab: Roll Out the Letter "I"

- Point out the dough and letter cards in the Letter Lab for children to make uppercase and lowercase versions of the letter "i." Demonstrate how to roll the dough into various lengths and balls to form letter parts.

Math Lab: Graphing Bears

- Invite children to use graphing mats to graph the bear counters by color. Demonstrate how to place one bear in each square of the mat according to the color at the bottom of the column. Have children compare the heights of the columns to make comparisons among the groups of bears.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Recipes

- Same as day 6

Art Lab: Let's Go Shopping

- Same as day 6

Science Lab: Rice in Water

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 5



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 letter section of last night's show, there were lots of words that start with the letter "i." T-P-S: **Can you remember one of the words that begin with the letter "i" from last night's show?** *The words "imagine," "ice," "ice cream," "ivy," "instruments," "igloo," "iceberg," "ice skates begin with "i."*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



- Invite children to come up and sit in a circle with you. Explain the activity, Ball Roll with foods.

The person with the ball will roll it to a friend in the circle. The person with the ball will say the name of a food. Try to think of a food that no one has said yet!

Next, the person with the ball will roll it to someone who has not had a turn yet.

- Allow children to play until all children in the circle have had a chance to name a food.



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

Theme-related word(s):

cream
recipe*

Basic word(s):

butter
shake



Curiosity's Clues

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

Teacher: **Curiosity, do you have something special in your bag today?**

Curiosity: **Yes, I do.** Pull the recipe book out of her bag. **I have a special book with me today.**

Teacher: **What kind of book is it?**

Curiosity: **Let’s see if you can guess what kind of book this is. I’ll give you some clues.**

You usually see this kind of book in a kitchen.

It has lots of pictures of food.

It tells the ingredients you need to make different meals.

It gives directions for using the ingredients.

T-P-S: **What kind of book is it?** *Cookbook.*

Curiosity: **I brought a cookbook with me today. It is filled with recipes for making good food. What ideas does a cookbook give you about what we will learn today?**

Learning with Curiosity

- Display the Butter Recipe poster. Tell children they will make butter today using the same recipe that Ben and Kenya used in the story *Bread and Butter for You and Me*. Quickly combine partnerships to make groups of four children.

I have the same recipe that Ben and Kenya used to make butter in the story we read yesterday. Let’s look at the recipe to find out how we make butter.

- Point to each of the steps on the recipe poster as you discuss the directions.

WGR: **What is the first thing we need to make butter?** *Cream.* Distribute a container of cream to each group.

T-P-S: **What do we have to do next?** *Pour the cream into a jar.* Distribute a jar to each group, and have one member of the group pour the cream into the jar.

T-P-S: **What comes next?** *Put the lid on the jar.* Make sure the lids are on tightly before children begin shaking them.

WGR: **Now what do we do to turn the cream into butter?** *Shake the jar.*

- Have children take turns shaking the cream. Sing a short song, or recite a rhyme, to indicate how long each child’s turn will be. For example, you may use the tune from “Row, Row, Row Your Boat” to sing “Shake, shake, shake the cream, take turns with one another. If you shake it long enough, the cream will turn to butter.”
- When the cream turns to butter, invite children to open their jars to examine it.

T-P-S: **What happened to the cream?**

When you shook the cream in the jar, it turned into butter.

- Place a small amount of butter on a spoon for each child to taste. Invite them to describe the taste.
- If this is acceptable in your program, tell children that they will use the butter they made at snack or lunch time.





- Introduce the video.

The butter we buy in grocery stores was not shaken in little jars by people, but by big machines in factories. Let's watch this video about a chocolate factory in South America.

- Play the “Chocolate Factory in Argentina” video.



Wonderful Word

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

Our Wonderful Word today is “recipe.” A recipe tells us what ingredients to use and how to use them to make something to eat. Yesterday Curiosity brought a recipe for making fruit salad.



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

Daily Message

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

We can use a recipe to make something good to eat.

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

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

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “i” by showing the “Cookie Monster: Letter of the Day: I” video.



Have children stand and recite “Little Miss Muffet” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
cooperation

Active Instruction

- Introduce the skill of cooperation.

We have been talking about working together. Sometimes when you work together, you can solve problems that you can’t solve by yourself. Working together also helps to get something done faster than doing it all by yourself.



- Hold up a copy of *The Little Red Hen* (from unit 1).

Do you remember the story of the Little Red Hen and how her friends would not help her gather the things she needed to make bread?

T-P-S: How would the story have been different if all the friends worked together to make the bread? *They would have been able to make it faster, the Little Red Hen wouldn’t have gotten so tired, and they all would have been able to enjoy the bread together.*

- Point out that the Little Red Hen probably followed a recipe to make the bread!

When you work together to solve a problem, it is called cooperation. Cooperation is really important in school because it helps you learn together and get along with classmates.

Partner Practice

- Play a game to practice cooperation. Use carpet tiles or hula hoops as pretend lily pads. Have two children stand on each lily pad to start the game.

We are going to play a game to practice cooperating. We will pretend to be frogs on lily pads. As I play music, you will hop around. When the music stops, you need to hop onto a lily pad. As the game goes on, there will be fewer lily pads, and you will need to cooperate to keep all your classmates safe on them.

- Start the music, and ask children to hop around.
- As children hop, remove a lily pad.
- Stop the music, and ask children to leap to a lily pad.
- Remove one lily pad, and start the music again. Continue removing one lily pad before you restart the music each time.
- Remind children that each time the music stops, they need to cooperate and make room for one another on the remaining lily pads.
- See how few lily pads the class can fit onto by cooperating.

- Talk about the skills that children used to cooperate during the lily pad activity.

When you played the game, you used many different skills to cooperate. Think about how you were able to fit on the lily pad. Think about how you used your ears, eyes, mouth, and body to cooperate with the other children.

T-P-S: How did you cooperate and fit more children on the lily pad? *We listened to one another, watched others to see what they were doing, moved around one another, shared ideas for ways to move and fit, and moved carefully so we wouldn't bump into other people.*

Remember our focus and stop and think brain skills. Give the Focus Signal and the Stop and Think Signal. **When you cooperate, you use your focus and stop and think skills. You focus by paying attention to others around you and by listening to one another. You stop and think by slowing down and waiting your turn. We will continue to work on cooperation this week to make our classroom a fun, safe place to learn.**



- Award paw points when children use cooperation skills 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.

Checkout Chatter

- Explain that today we will pretend that Squeaky and Curiosity are at the checkout counter at the grocery store. One puppet will be the cashier, and the other will be the customer. We will take turns practicing what they say as the customer buys groceries.
- Give two children each a puppet, and let them help you decide who will be the customer and who will be the cashier. Guide the children to pretend that the puppets are completing a transaction. Have the children use their imaginations and pantomime emptying the items from the cart, etc. Help them say sentences such as:
 - Hello, how are you today?
 - I'm fine, thank you.
 - Did you find everything you need?
 - Yes, thank you.
 - No. Where is the bread?
 - The bread is in aisle 8.
 - Is this on sale?
 - Do you have any coupons?
 - Do you have your bonus card?
 - That will be twenty dollars and eighteen cents.
 - Here is your change.
 - Thank you for shopping with us.
- Repeat the activity with another pair of children. You may change the conversation each time. Keep it simple and consistent if the children in your group are in the early stages of developing their language skills.



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):

sore

Bread and Butter for You and Me

Author: Michèle C. Melville

Illustrator: Scott Mattern

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 *Bread and Butter for You and Me*. That’s the name of the story. Michèle C. Melville is the author, and Scott Mattern illustrated this story.

- Review the story vocabulary that was introduced yesterday.

Ben and Kenya have sore arms from shaking the jar of cream. They have to take turns shaking the cream when their arms hurt.

Story Retell

- Hold up the story *Bread and Butter for You and Me*, and tell children that they will use pictures from the story to help you retell it.

Yesterday we read what happened when Ben and Kenya made butter from cream. Today we’ll put some pictures from the story in order to tell it again.

- Have children sit with their partners. Combine partnerships to create groups of four. Distribute a set of *Bread and Butter for You and Me* retell cards to each group. Explain to children that they will put the pictures in sequential order to retell the story.

You and your group have pictures that show what happens in the story *Bread and Butter for You and Me*. You will think about the story and put the cards in the correct order. I’ll help you get started.

Look at your pictures. T-P-S: Which picture shows what happens first in the story?

- Show the groups how to place the card they chose on the far left in front of them. Ask additional questions, such as “What happens next?” and “What did they do then?” to guide children through the process of lining up the cards in sequential order. Do not comment on incorrect placement.
- When all groups have their cards in order, tell children that you will read the story again. Invite them to look at their cards and listen carefully to the story to be sure they have their cards in the same order as the story.

When I read the story, listen carefully, and look at your pictures. See if your pictures show what happens in the story while I read it.

- Read the story without showing the illustrations, and have children verify the order of their cards.
- Use a set of picture cards to model placing the cards in sequential order so children can compare their cards with the correct story order.
- Conclude this activity by having children tell something they like to put butter on.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 1–18” video. Invite children to count to 18 with Curiosity.

Active Instruction

- Bring Curiosity, and post the Favorite Fruit graph where all children can see it.

Yesterday we pretended that Curiosity was going to the grocery store to buy food to cook us dinner! Today we will vote for our favorite fruit.

- Explain the food options and the way that children can indicate their votes.

Pretend that you can have one piece of fruit for a snack. You may choose from a banana, an apple, or an orange. We will make a graph to show which fruit is the most popular in our class.

- Model voting for a fruit by taping your own name card at the bottom of one of the columns on the chart.

Partner Practice

- Have partners tell each other which fruit they will vote for. Then have them secretly guess which fruit will get the most votes.
- Quickly have children come up to the chart, and help them attach their name cards to a column. Make sure that the name cards in each column start at the very bottom and that they are evenly spaced.



T-P-S: By looking at the chart, how can we tell which fruit got the most votes? *We can look for the tallest stack of names.*

- Emphasize that the tallest stack of name cards has the most votes.

Let's count the number of names in each column to see if we are right. Count the cards. (Highest number of cards) **is the biggest number. It looks like** (winning fruit) **is a popular snack in our class.**



- Reinforce the concept of graphing by showing the “Pictograph: What’s in the Grocery Bag?” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let's think about what we've learned today. We can follow a recipe to make something to eat.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “recipe.” Remember that a recipe tells what ingredients to use and what to do with them to make something to eat. T-P-S: When did we hear the word “recipe” today?



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

Theme Learning Extension

- Remind children that they played a lily pad game to learn about cooperation. Tell them that they will watch a video about two brothers who have to cooperate to do a chore.
- Play the “Noodles and Ned Make the Bed” video.





- Debrief the video, and relate it to children’s own experiences.

T-P-S: Why did Noodles and Ned have to cooperate? *The bed covers kept shifting the wrong way when one brother tried to make the bed by himself.*

T-P-S: Are there chores in your home that are easier if family members cooperate to do them together?

- Invite volunteers to tell about chores done in their homes that are easier to do with more than one person.

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 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

Advertisements tell us about products and their prices.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Bread and Butter for You and Me</i> by Michèle C. Melville, STaR story retell cards for <i>Bread and Butter for You and Me</i> Grocery Store Jobs Survey sheet (appendix)
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Grocery store circulars, one for Curiosity's bag and one per partnership CC Activity Card: Wonderful Word picture card for "advertisement" CC Activity Card: Letter card for "Ii"
Getting Along Together	<ul style="list-style-type: none"> Music that your children enjoy (any genre)
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>At the Supermarket</i> by Anne Rockwell Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Survey results (from Greetings, Readings, & Writings) Masking or painter's tape Grocery store job pictures (appendix)
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Grocery Store Products set Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the STaR story *Bread and Butter for You and Me* and the retell cards. Invite children to use the cards to retell the story.

Letter Lab: Roll Out the Letter "I"

- Same as day 7

Math Lab: Graphing Bears

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Recipes

- Same as day 6

Art Lab: Let's Go Shopping

- Same as day 6

Science Lab: Rice in Water

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In the story *Shy Shayla*, Shayla is very shy, so she is nervous to talk in front of the class for show and tell. Her teacher and friend tell Shayla that everyone feels shy sometimes. T-P-S: What did Shayla bring in for show and tell? *Shayla brought in her big tomato plant.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

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

Curiosity wants to have some fun with us today. She wants us to do the Kitty Walk with her. To do the Kitty Walk, we have to walk like cats.

- Model walking like a cat. Encourage children to join in when they are comfortable.
- Have children switch to a doggy walk, a bunny hop, etc. during the game.



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

Clues & Questions

Theme-related word(s):

advertisement*
coupon
deal
sale
special



Basic word(s):

price
save

Curiosity's Clues

- Have Curiosity join the group with a grocery store circular in her bag.

Curiosity: **Look what I have in my bag today!** Pull out the grocery store circular, and hold it up for everyone to see.

T-P-S: **What is this?**

Teacher: **Curiosity, we can see this is a paper that shows things we can buy in a grocery store. T-P-S: Why do you think Curiosity brought this? What do you think we will learn about today?**

We will learn how stores tell us about the things they have for us to buy.

Learning with Curiosity

- Introduce grocery store advertisements and sales.

Curiosity: **I brought this paper because it is something very helpful that you can use before you go to the store.**

Teacher: **What is this paper called?**

Curiosity: **It's called an advertisement.**

T-P-S: **How is an advertisement like this helpful before you go to the store?**

Teacher: **Curiosity, what will you do with this advertisement?**

Curiosity: **The store uses this advertisement to show the things they sell. They also show things that are on sale or on special. I will look to see if anything I want to buy is in this advertisement or on sale today. That way, when I go to the store, I'll know just what to buy.**

One day the advertisement said that I could buy six cans of my favorite cat food and get one can free. That was really special!

- Distribute a store circular to each partnership. Invite partners to look through their circular to decide which of the featured items they would buy.
- Use the sharing sticks to select several partnerships to share which items from their circular they would buy and why they chose them.
- Play the video “Where Does Food Come From?”



Wonderful Word

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

Our Wonderful Word today is “advertisement.” An advertisement is something that tells us what is for sale, how much it costs, and where we can buy it. Curiosity brought an advertisement from the grocery store that shows some of the things the store sells.



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

Daily Message

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

We can use an advertisement to help us shop.

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

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

- Hold the Wonderful Word card beneath other words in the message. Compare the length of this word with others in the message.

T-P-S: What do you notice about the word “advertisement” in the Daily Message? This Wonderful Word is much longer than the other words in the message.

Letter Links

- Have Curiosity show the letter card for “i.”
- 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 “i” by showing the “Alphabet Characters Letter I” video.



Have children stand and recite “Little Miss Muffet” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review cooperation skills, and discuss how focus and stop and think skills help children cooperate.

Last time we talked about cooperation. We played the frogs on the lily pad game to practice cooperation.



T-P-S: How did you cooperate to fit more children on a lily pad? We listened to one another, we moved our bodies to make more space, we shared ideas, etc.

You used your focus and stop and think skills to cooperate. Give the Focus Signal.

T-P-S: Who remembers what we do when we focus? Tell your partner how you focus. *To focus, we pay close attention with our eyes and ears.*

Give the Stop and Think Signal. **T-P-S: When is it important to stop and think in the classroom?** *When we are waiting for a turn or when we are feeling upset, we need to stop and think to calm down.*

We use our focus and stop and think skills to help us cooperate in the classroom.

Partner Practice

- Explain to children that they will practice cooperation skills with a partner.

Today we will play another game to practice cooperation. We are going to make tunnels and bridges with our bodies for one another to crawl under and step over. Let's remember to use our focus and stop and think skills as we play the game.

- Assign each child to a partner, and ask each partnership to find their own space in the room. Use a strategy to determine which partner will go first (Peanut Butters and Jellies, numbers, etc.).

First partner, you will start by being the tunnel. Put your hands and feet on the ground, and then push your belly high off the ground (like the downward dog pose in yoga). You are making a tunnel with your body! Now your partner is going to crawl under the tunnel. Pause while children crawl under.

Now lower your belly to the ground so your partner can step over you. You are a bridge! Go ahead partners; step over the bridge. Pause while children step or jump over the human bridges.

Each time you go under the tunnel and over the bridge, it counts as one adventure. When I start the music, you may begin. First, one partner will make the bridge and tunnel while the other partner goes under and over. The next time, you will switch roles, and the other partner will become the bridge and tunnel. When the music stops, I want you to stand up, and we will see how many adventures you went on.

- Play the music for about a minute. As children play, walk around, and give positive feedback when they use specific cooperation skills: listening, talking, waiting, and taking turns. Stop the music, and find out how many adventures children went on.

You did a great job cooperating! Remember to use your cooperation skills 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.

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):

cart

At the Supermarket

Author and Illustrator: Anne Rockwell

A little boy and his mother go to the supermarket to buy dinner ingredients for the next few days and the ingredients to make a birthday cake.

Interactive Story Reading

Before Reading

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

The title of our story today is *At the Supermarket*. That’s the name of the story. The author is Anne Rockwell. She wrote the words for the story. She is also the illustrator for the story. That means she drew the pictures.

- Have children preview the story. Guide them as they make predictions about the story based on the cover illustration and the title.
- Page through the book, stopping for children to look closely at the illustrations.
What do you think might happen in this story?

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.



Page 7: T-P-S: **What do you think the boy might like to make with the peanut butter and bread?**

Page 18: **The boy picks an ice cream flavor that he thinks his friends will like.** T-P-S: **What does this tell you about the boy? What kind of friend is he?**

After Reading

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

T-P-S: **Why do you think the boy and his mother buy food for dinner on Monday, Tuesday, and Wednesday all at once?**

The boy and his mother put their food in a cart. T-P-S: **What do you think a “cart” is?**

This is a small book. Be sure to position it so all children are able to see the illustrations.

A cart is something we use to help us carry a lot of items. Grocery stores often have carts because we might need to carry more food than can fit in a small basket. Or, our items might be too heavy to carry. Carts roll on wheels so we can push them. T-P-S: Where else do you think we can use carts to help us carry things while shopping?

- 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):

least

most



Count with Curiosity

- Play the “Count with Curiosity: 1–18” video. Invite children to count to 18 with Curiosity.

Active Instruction

- Remind children that this morning you asked them which job they would like to have if they worked in a grocery store. Use the data on your survey sheet to place children into four groups according to the jobs they selected.
- Select one child in each group, and have these representatives stand side by side in an open area, spaced about two feet apart. Have all the other children in each group line up behind the person from their group. Make sure the lines of children are evenly spaced. Mark the floor with a piece of masking tape that begins with the first child and ends with the last child in each line.
- Have children sit or stand with their partners where they can see the four tape lines. Place the corresponding job picture next to each line so children will remember which job the line represents.

Partner Practice

- Ask the following questions to help children process the information.



T-P-S: Which job did the most friends want to have? How do you know?
That line is the longest. (Name of job) **is the most popular job in our class.**

T-P-S: Which job did the fewest number of friends want to have? How do you know?
That line is the shortest. (Name of job) **is the least popular job in our class.**



- Reinforce the concept of graphing by playing the “Pictograph: What’s Your Favorite Ice Cream?” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that advertisements can help us when we shop.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “advertisement.” An advertisement tells us about the things a store has for sale. T-P-S: When did we hear the word “advertisement” today?



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

Theme Learning Extension

- Distribute a grocery store products picture to each partnership. Invite partners to tell where they can buy the pictured item. Demonstrate with Curiosity as your partner.

Curiosity has a picture that shows something she can buy at the grocery store. Curiosity, tell us what you have and where you can find it in the store.

Curiosity: I have a picture of green beans. I can buy green beans at the grocery store.

T-P-S: If Curiosity wants to tell us in which department of the grocery store she would get green beans, what can she say? She can say, “I can buy green beans in the produce (frozen foods, canned foods) department of the grocery store.”

You each have a picture of something you can buy at the grocery store. Tell your partner where you can buy the item in your picture.



- Use the sharing sticks to select several partnerships to share their statements. Award paw points to children who use theme-related vocabulary in their responses.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Food travels from farms to markets. Some foods are processed at factories before they get to the market.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Writing Lab: Sample product advertisements from grocery store circulars, magazines, or newspapers
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • Beanbag
Clues & Questions	<ul style="list-style-type: none"> • Fresh green beans, several • Green beans, one can • Green beans, one empty frozen package • CC Activity Card: Wonderful Word picture card for "factory" • CC Activity Card: Letter card for "I"
Rhyme Time	<ul style="list-style-type: none"> • No additional materials needed
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> • Trade book: <i>At the Supermarket</i> by Anne Rockwell
Math Moments	<ul style="list-style-type: none"> • Grocery store jobs survey data (from day 8) • Name card and tape for each child (or sticky notes) • Grocery Store Jobs chart (See To Be Prepared.)
Question/Reflection	<ul style="list-style-type: none"> • Concepts-of-print book: <i>My Favorite Foods</i> (class set) • Home Link animal stamp: cow • Cool Kid certificate and marker

Day 9

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Roll Out the Letter "I"

- Same as day 7

Math Lab: Graphing Bears

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Advertisements

- Invite children to make an advertisement for something they can buy in a store.

Art Lab: Let's Go Shopping

- Same as day 6

Science Lab: Rice in Water

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 5



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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



Home Link Debrief

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

Last night's math video showed pictures of the kind of ice cream that the kids like the best. T-P-S: Which ice cream flavor did the kids in the video like the best? They liked chocolate.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

- Invite children to come up and sit in a circle. Provide a beanbag for children to play Beanbag Pass: General Merchandise. Explain to children how to play the game.

I will start the game of Beanbag Pass by naming something that is NOT food that you can buy in a grocery store and then passing the beanbag to the next person. The next person will name something else you can buy in a grocery store that is not food and then pass the beanbag on to the next child.

- Say, “Paper plates!” and pass the beanbag to the next child. Play until all children have had a turn to pass the beanbag.
- You may choose to play another round, altering the direction of the beanbag.



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



Clues & Questions

Theme-related word(s):

factory*

Basic word(s):

farm

plants

Curiosity's Clues

- Have Curiosity join the group with a few fresh green beans, an empty package of frozen green beans, and a can of green beans in a grocery bag.

Teacher: **Curiosity, have you been to the grocery store again?**

Curiosity: **Yes, I have. I brought some things with me to show you. I went to the store to buy green beans, and I got confused. I know green beans grow on plants at a farm, and I can buy them in the produce department of the store, where all the fresh fruits and vegetables are. But when I walked down the aisles of the store, I saw green beans in cans and frozen in little boxes. I wonder how they got there.**

Teacher: **Curiosity, you've just given a clue about what we will learn today. Let's see if the boys and girls can figure out what it is.**



- Invite children to help Curiosity.

Let's see if we can help Curiosity figure out why there are green beans in cans and frozen in boxes at the grocery store. T-P-S: Why are there green beans that are frozen and some that are in cans at the store?

Learning with Curiosity

- Use children's answers to guide a discussion about the process of foods getting from farms to factories to be processed before they are delivered to the store. You may wish to use some of the following questions:
 - Where do green beans come from?
 - How do green beans and other vegetables get from a farm to a store?
 - Why do people put food in cans?
 - How did the green beans get frozen?



- Play the "Mayonnaise Jar Glass Factory" video. Ask children to pay special attention to how mayonnaise is packaged at a factory before it is sent to the store.



Wonderful Word

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

Our Wonderful Word today is "factory." A factory is a big building where things are made. There are many different kinds of factories that make different things. At some factories, fruits and vegetables are put into cans or frozen and put into boxes.



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

Some of the food we buy goes from a farm to a factory before it gets to the store.

- Count the words in the Daily Message.

Wow! This is a really long sentence. Let's count all the words.

Letter Links

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

raise their hands when your finger is underneath the letter of the week and put their hands down again when it's not. Circle any letters that they found in the message.

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

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



- Reinforce the sound and shape of the letter “i” by playing the “Letter I Sheep” video.



TRANSITION

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 “Little Miss Muffet” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Listening

- Introduce the game in which groups of children recite successive lines in a rhyme.

Today we will play It’s Your Turn. You will work in groups and take turns saying parts of the rhyme “Little Miss Muffet.”

- Quickly place children in six groups. Assign each group a line from the rhyme as described below.

Group 1: Little Miss Muffet

Group 2: Sat on a tuffet,

Group 3: Eating her curds and whey.

Group 4: Down came a spider,

Group 5: And sat down beside her,

Group 6: And frightened Miss Muffet away.

- Invite groups to practice their lines.

Now you will say your part of the rhyme with your group.

- Visit each group, and have them say their line with you, lowering your voice as they become familiar with their assigned words. When children are ready, invite each group to say their line in succession, reciting the entire rhyme.

When I stand by your group, you will say your part of the rhyme. The others will listen until it is time for them to say their parts. After all the groups say their parts, we will have said the whole rhyme. Let's try it now.



- Award paw points if the groups were able to successfully say the rhyme one line at a time.



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):
cart

At the Supermarket

Author and Illustrator: Anne Rockwell

Review

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

We read this story yesterday. Let's see if we can remember the title. The title of our story is *At the Supermarket*. That's the name of the story. Anne Rockwell is the author of this story. She is also the illustrator; she drew the pictures.

- Review the story vocabulary that was introduced yesterday.



Need Content

Story Retell

- Hold up the book *At the Supermarket*, and tell children that they will help you retell the story by acting it out.

Today when I read the book, you will pretend to be the boy and his mother and act out the story.

- Assign one half of the class to be the boy and one half of the class to be the mother. Read the story, guiding children in their roles as necessary.



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



Math Moments

Count with Curiosity

- Play the “Count with Curiosity: 1–18” video. Invite children to count to 18 with Curiosity.

Active Instruction

- Display the Grocery Store Jobs chart, and give each child his or her name card and some tape (or sticky note). Introduce the chart.

Yesterday we divided ourselves into groups to show which jobs we would like to have at the grocery store. We talked about which job was the most popular and which job was the least popular. Today we will look at the same information on a graph.

- Have children quickly attach their name cards (or sticky notes) to the correct column on the chart. Use your survey data, and call children up one group at a time to prevent them from changing jobs.
- Invite children to count the number of name cards in each column. Write the number at the top of the column.

Partner Practice



T-P-S: Which job did the most friends want to have? How do you know? *That line is the tallest, and it has the biggest number.*



WGR: Our graph shows that (name of job) is the most popular job in our class. Does that match what we said yesterday?

T-P-S: Which job did the fewest number of friends want to have? How do you know? *That line is the shortest, and the number is the smallest.*

WGR: Our graph shows that (name of job) is the least popular job in our class. Does that match what we said yesterday?



- Reinforce the concept of graphing by showing the “Pictograph: What’s Your Favorite Fruit?” video.



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



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Some food goes from a farm to a factory before it goes to the store for us to buy.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “factory.” Remember that a factory is a big building where things are made. Fruits and vegetables sometimes go to a factory before we can buy them at the store. T-P-S: When did we hear the word “factory” 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 *My Favorite Foods*.
- Distribute the books to children. Review the title and the author's name.

We read this book before. Point to the title. The title of a book is the name the author gives it. Let's see if we can remember the title that the author, Sally Francis Anderson, gave this book. *My Favorite Foods*.

- Invite children to open the book to page 1 and follow along as you read.

Let's read the book together.

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 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

Markets are different all over the world.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>At the Supermarket</i> by Anne Rockwell
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Trade book: <i>¡Vamos! Let's Go to the Market</i> by Raúl the Third CC Activity Card: Wonderful Word picture card for "market" CC Activity Card: Letter card for "Ii"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> No additional materials needed
STaR	<ul style="list-style-type: none"> Trade book: <i>Market Day</i> by Pam Madden Russell or other storybook for free choice
Math Moments	<ul style="list-style-type: none"> Snack Graph sheet (appendix), one per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Add the STaR story *At the Supermarket* to the lab. Invite children to work in groups to dramatize the story as they did on day 9.

Letter Lab: Roll Out the Letter "I"

- Same as day 7

Math Lab: Graphing

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Advertisements

- Same as day 9

Art Lab: Let's Go Shopping

- Same as day 6

Science Lab: Rice in Water

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 5



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In last night's show, you saw a girl who lives in France. T-P-S: She went to a farmer's market with her dad. Do you remember one of the things that they bought? They bought fruit, vegetables, chicken, cheese, bread, and pastries.



- 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!



- Tell children that they will do a new dance today called the hula dance.
- Encourage children to do the movements as they watch the “Aloha ‘Oe” 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):

market*
sell
vendor

Basic word(s):

mall
money

Curiosity’s Clues

- Have Curiosity join the group with the book *¡Vamos! Let’s Go to the Market* in her bag.

Teacher: **Curiosity, did you bring something to share with us today?**

Curiosity: **Yes, I did. I brought a special book today. Let’s see if you can guess why I have this book.**

- Take the book from Curiosity, and display the front cover. Take a Picture Walk, stopping occasionally for children to focus on the various types of markets depicted in the book.



T-P-S: **What do you see on the pages of this book?**

Let’s read the title to see if it gives us a clue about what we will learn today. The title is *¡Vamos! Let’s Go to the Market*. T-P-S: What is a market? “Market” is another word for grocery store. We’ve learned a lot about grocery stores, but the market in this book looks different from the grocery stores where we shop. Today we will talk about markets in other parts of the world.

Learning with Curiosity

- Read the story *¡Vamos! Let's Go to the Market*, allowing children to comment on the different types of stores in the market and compare them with the stores in which they shop.
- Point out that many of the words in this book are in Spanish. Tell students the English and Spanish words for stores and objects whenever applicable.
- Explain that this video shows a market in another country called France. Play the “French Market: Le Marche” video.



Wonderful Word

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

Our Wonderful Word today is “market.” A market is a place people go to buy things. We saw many different places to shop in the story *Markets*.



- Play the digital dictionary video for “market.”
- Remind children that they can earn paw points when they use or hear the word “market” 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 different kinds of markets in the world.

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

Our Wonderful Word is in our Daily Message today. Point to the word “market” on the card. **This word says “market,”** (Point to the word “markets” in the message.) **but this word “markets” is just a little bit different. It has the letter “s” at the end of the word. It tells us that there is more than one market.**

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “i” by showing the “I Pencil Box Contents” 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 “Little Miss Muffet” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Recite Successive Lines

- Review the game It’s Your Turn from day 9 in which groups of children recite successive lines in a rhyme.

Yesterday you worked in groups to say the rhyme “Little Miss Muffet” one line at a time. Today we’re going to play that game again.

- Quickly place children into six groups. Assign each group a line from the rhyme as described below.

Group 1: Little Miss Muffet

Group 2: Sat on a tuffet,

Group 3: Eating her curds and whey.

Group 4: Down came a spider,

Group 5: And sat down beside her,

Group 6: And frightened Miss Muffet away.

- Invite groups to practice their lines.

Now you will say your part of the rhyme with your group.

- Visit each group, and have them say their line with you, lowering your voice as they become familiar with their assigned words. When children are ready, invite each group to say their line in succession, reciting the entire rhyme.

When I stand by your group, you will say your part of the rhyme. The others will listen until it is time for their groups to say their parts. After all the groups say their parts, we will have recited the whole rhyme. Let’s try it now.



- Award paw points if the groups were able to successfully say the rhyme one line at a time.

If this activity was difficult for children yesterday, place them in the same groups, and assign them the same line that they recited yesterday. If children were successful with this activity, assign a different line today.



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.”



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Market Day* by Pam Russell.
- 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: 1–18” video. Invite children to count to 18 with Curiosity.

Problem Solving

- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity is going to the grocery store. She wants to buy either a banana or an apple for each of her friends. The bananas and apples are both on sale for one dollar each. Curiosity has a graph that shows the kind of snack that each friend likes the best.

We need to use the graph to help Curiosity figure out how many of each snack to buy and how much money she needs to bring to the store.

- Distribute a snack graph sheet to each partnership.
- Invite children to discuss with their partners how the problem might be solved.



T-P-S: How can Curiosity find out which fruit most of her friends like best? Check to see which column on the graph is the tallest.

T-P-S: How can Curiosity find out how many dollars she should bring to the store to pay for the snacks? Count all the snacks.



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Reinforce the concept of pictographs by showing the “Pictographs: Strawberries or Blueberries?” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about all kinds of markets in the world.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “market.” Remember that a market is a place where people shop for food. T-P-S: When did we hear the word “market” today?



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

Theme Learning Extension



- Remind children that the letter of the week is “i.” Show the “TJ Imagining ‘I’ Words” video to review the letter “i.”
- Review the sound and shape of the letter “i.”

When we listen to the Wonderful Word “ingredients,” we hear the sound /i/ at the beginning.

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

- Allow children to walk around the room and look for objects that begin with /i/. 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.).
- Give a copy of the concepts-of-print book *Favorite Foods* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to someone in their family.
- Remind children to complete their Read & Respond today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

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Learning Labs Facilitation Guide

Week 1

 Classroom Library Lab	Enjoy a Story Children explore books related to grocery stores, outdoor markets, and food and other books in the classroom library.
Engage all children:	Are there any foods in this book? Which foods have you eaten before?
Offer support:	Where on the page will I find the words that I should read? Point to the word that I should read first.
Challenge:	How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, draw and color the illustrations, or paint them?
 Letter Lab	Making Words Children find words in the concept-of-print books and form them with plastic letters or letters from the letter-blending cards.
Engage all children:	Do you know the names of any of the letters in the word you made? Tell me the letter names that you know.
Offer support:	Limit what the child is looking at by writing one word on a piece of paper or giving the child a word card instead of having him or her look through books.
Challenge:	Model sounding out phonetic words, or point out a letter sound that the child can see and hear. This word says /sss/... /aaa/... /t/. Sat. or This word says 'make.' It starts with the letter "m." The letter "m" says /mmm/. I hear /mmm/ at the beginning of /mmm/ake.
 Letter Lab	Beginning-Sounds Match Children match pictures or objects that begin with /b/, /c/, or /f/ to the letters "b," "c," and "f."
Engage all children:	Ask children to name each picture or object. Ask, What sound do you hear at the beginning of (object)? Then ask, Which letter makes that sound? Acknowledge items that are properly matched, and emphasize the initial sounds by making statements like, You have placed the /bbell/ with the letter "b." or I see you put the /fffeather/ with the "f."
Offer support:	Select only one letter, and make the sound for the child. Then have the child name each of the items or pictures, emphasizing the initial sound to find the ones that go with the letter that you selected.
Challenge:	Ask the child to name other items that begin with the target sounds.
 Math Lab	Measure Me Children measure various objects with linking cubes.
Engage all children:	Ask children to teach you how to measure the length of an item with the cubes.
Offer support:	Make two sticks out of the cubes—one that is the same length as a specific item and one that is not. Invite the child to guess which stick measures the same as the object, and then measure to find out if the child is correct.
Challenge:	Show a different item, such as a crayon, that could be used to measure. Ask whether the child would need more or fewer crayons than linking cubes to measure the item.
Tip: Ensure that children line up the cubes next to the very bottom and top of the object that they are measuring. They should snap the linking cubes together to eliminate space between the cubes.	

 Writing Lab	Shopping Lists Children draw or write a list of items that they will purchase at the grocery store.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

 Art Lab	Personalized Shopping Bag Children use the brown paper bags, paint, and markers to design personalized shopping bags.
Engage all children:	Comment on the colors that children chose or the patterns that they made. You used a lot of blue in your design. These swirls cover the whole bag.
Offer support:	Ask children to name the colors that they used.
Challenge:	Invite children to describe their designs, and then teach them a new word, such as “texture,” or “wavy,” that they did not use in their descriptions.

 Science Lab	Which Food? Children smell jars that contain concealed items with strong scents or odors. They then match picture cards of the items that they think are in the jars and check to see if they have identified the smells correctly.
Engage all children:	As children smell the items in the jars, help them say sentences like, “There is coffee in this jar.”
Offer support:	Help children name each of the items on the pictures.
Challenge:	Ask children whether they would describe each smell as a good scent or a bad scent.

Week 2

 Classroom Library Lab	Enjoy a Story Children explore books related to fall and other books in the classroom library.
Engage all children:	Are there any foods in this book? What aisle would you find the foods in if we were at a grocery store?
Offer support:	If I wanted to read this story, where would I start? What page should I read first?
Challenge:	If you could be one of the characters in this story, which one would you choose? Why?

 Letter Lab	Roll Out the Letter “i” Children use playdough to create the letter “i,” using letter cards as models.
Engage all children:	Ask children to look at the letter shape on the letter card and explain how many “snakes” they will need to create the shape. Encourage them to use phrases 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 form of the letter. (They will need to make a longer “snake” to form the uppercase letter.)
Tip: You may need to teach 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.”	

 Math Lab	Graphing Bears Children use graphing mats to sort counting bears by color.
Engage all children:	Have children compare the heights of the columns to make comparisons among the groups of bears. Ask questions about which color bear has the most members in the group and which color has the fewest.
Offer support:	Ask children to count the number of bears in each column aloud to you.
Challenge:	Ask children to tell you how many more bears there are in one column than in another.
Tip: Demonstrate how to place one bear in each square of the mat according to the color at the bottom of the column as needed.	

 Writing Lab	Recipes and Advertisements Children write the ingredients for a recipe or make their own grocery store advertisement.
Show children simple recipes and cookbooks that you have placed in the lab. Talk with them about the recipes/cookbooks and how they are used. Have them write the ingredients they would use to make a favorite dish.	
Later in the week, children can make a sales advertisement for a grocery store.	
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

 Art Lab	Let's Go Shopping Children use store circulars to find pictures of grocery items that they would like to purchase, and then they cut these items out and glue them to a picture of a shopping cart.
Engage all children:	Encourage children to tell you in which department of the grocery store they would find each of the items in their carts.
Offer support:	Ask children to name the items in their carts.
Challenge:	Ask children how much their groceries will cost if each item costs \$1.00.
Tip: Assist with cutting and gluing as needed.	

 Science Lab	Rice In Water Children observe what happens to ¼ cup rice after it soaks in 1 cup of water over the week.
Engage all children:	Encourage children to check on the rice each day to see how it changes.
Offer support:	Place one grain of dry rice next to one grain of soaked rice. Help the child use one or two words to describe the differences between the two grains.
Challenge:	Have children line up five grains of wet rice next to five grains of soaked rice. Invite them to observe whether one line is longer than the other.
Tip: Keep a small amount of dry rice available for children to compare with the soaked rice.	

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

- Any snack from a grocery store or market can be considered thematic in this unit. As you serve snacks, however, talk to children about where each item came from. Did it go directly from the farm to the market or stop at a plant for processing or packaging? Which department would you find it in at the grocery store? In what food group does it belong? Does the item come from a plant or an animal source?

***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.

Baker, Baker, Cashier (a variation of Duck, Duck, Goose)

Have children sit in a circle. Start the game by walking around the circle saying, “Baker” as you tap each child on the head or shoulder. After tapping several children, tap a child, and say, “Cashier.” That child will then get up and chase you around the circle until you find his or her vacated spot and sit there. The game continues as the child standing now begins to tap others, saying, “Baker,” “Baker,” “Cashier.”

Relays to Market

If you have a small number of children who want to be involved in a more structured activity, teach them about races (without the competitive element). Start by being the caller, and give the directions for the game. Show children how to line up side by side. (Drawing a line in the dirt or on the pavement will help children understand standing side by side in a line.)

The caller stands a few feet away on a line drawn parallel to the one on which children are standing. Make a statement such as, “Please skip (or other movement) to the market, and buy a gallon of milk (or other grocery item).” Have children skip from their line to the parallel line that you are standing on. Once all children reach the finish line, send them back to the original line, without emphasizing the idea of winning. Begin the race again, naming a different movement and grocery item. Once children understand the game, invite them to take turns being the caller.

Parachute Popcorn

Place popcorn balls in the center of the parachute. Ask children to space themselves evenly around the parachute and hold on to the edges tightly. Begin with the parachute on the ground. Count to 5, and have children lift the parachute up and shake it to move the popcorn. You might enjoy singing the following song as you play:

Pop, Pop, Popcorn

(Tune: “Are You Sleeping?”)

Pop, pop, popcorn
 Pop, pop, popcorn
 Popping here, popping there.
 Yummy, yummy, popcorn,
 Yummy, yummy, popcorn,

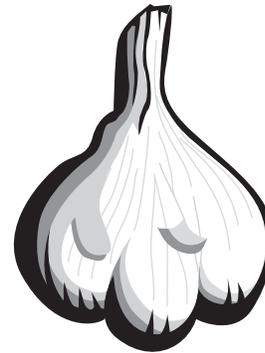
Pop, pop, pop
 Pop, pop, pop!

Smell Jar Graphics

Copy and cut apart.



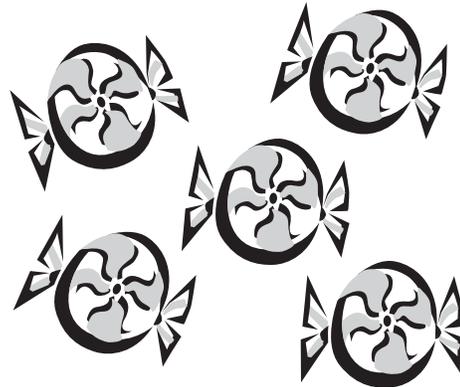
apple pie (cinnamon scent)



garlic



cinnamon bun



peppermint



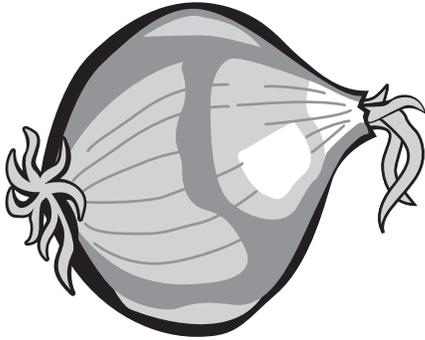
coffee



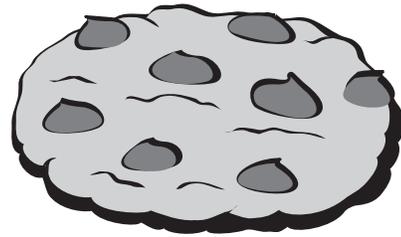
cocoa/coffee

Smell Jar Graphics

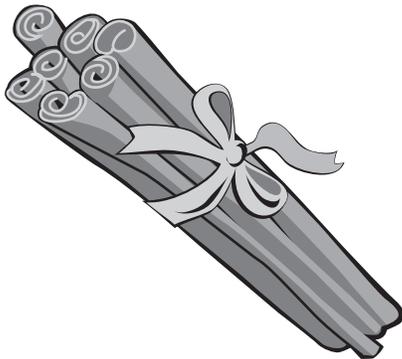
Copy and cut apart.



onion



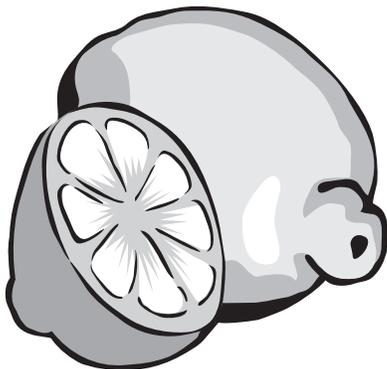
cookie



cinnamon



pickle



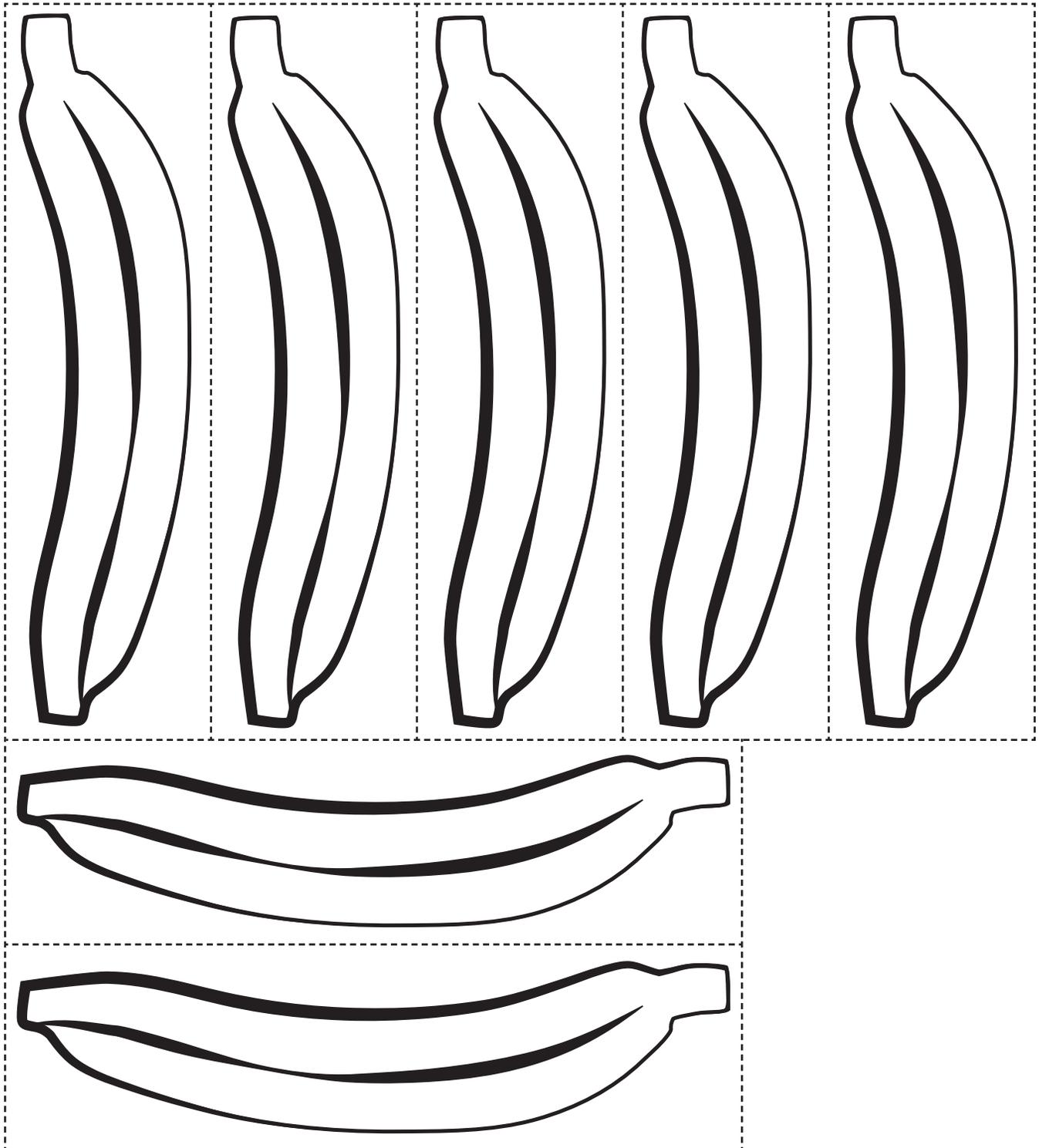
lemon/lime



rose

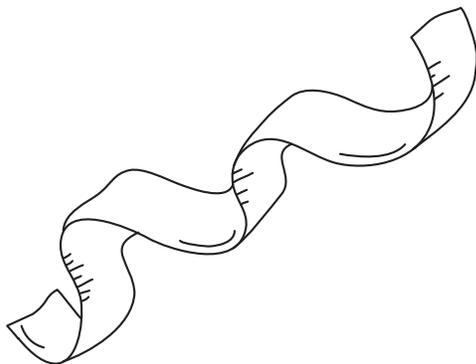
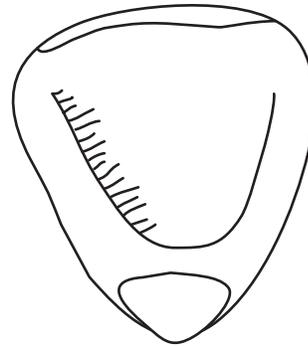
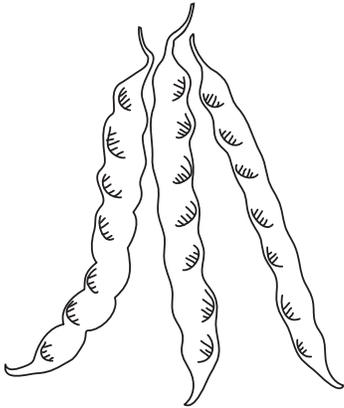
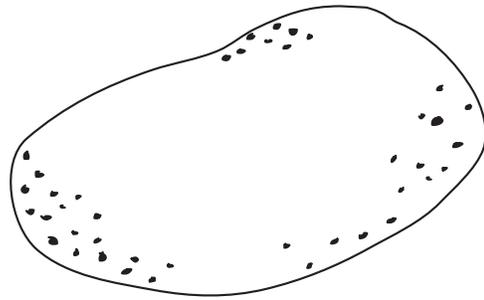
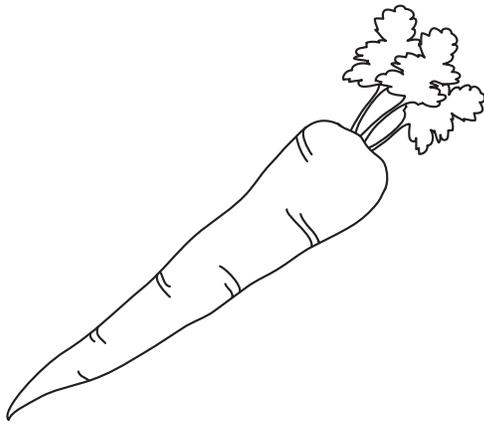
Banana Patterns

Make two copies and cut out the bananas.



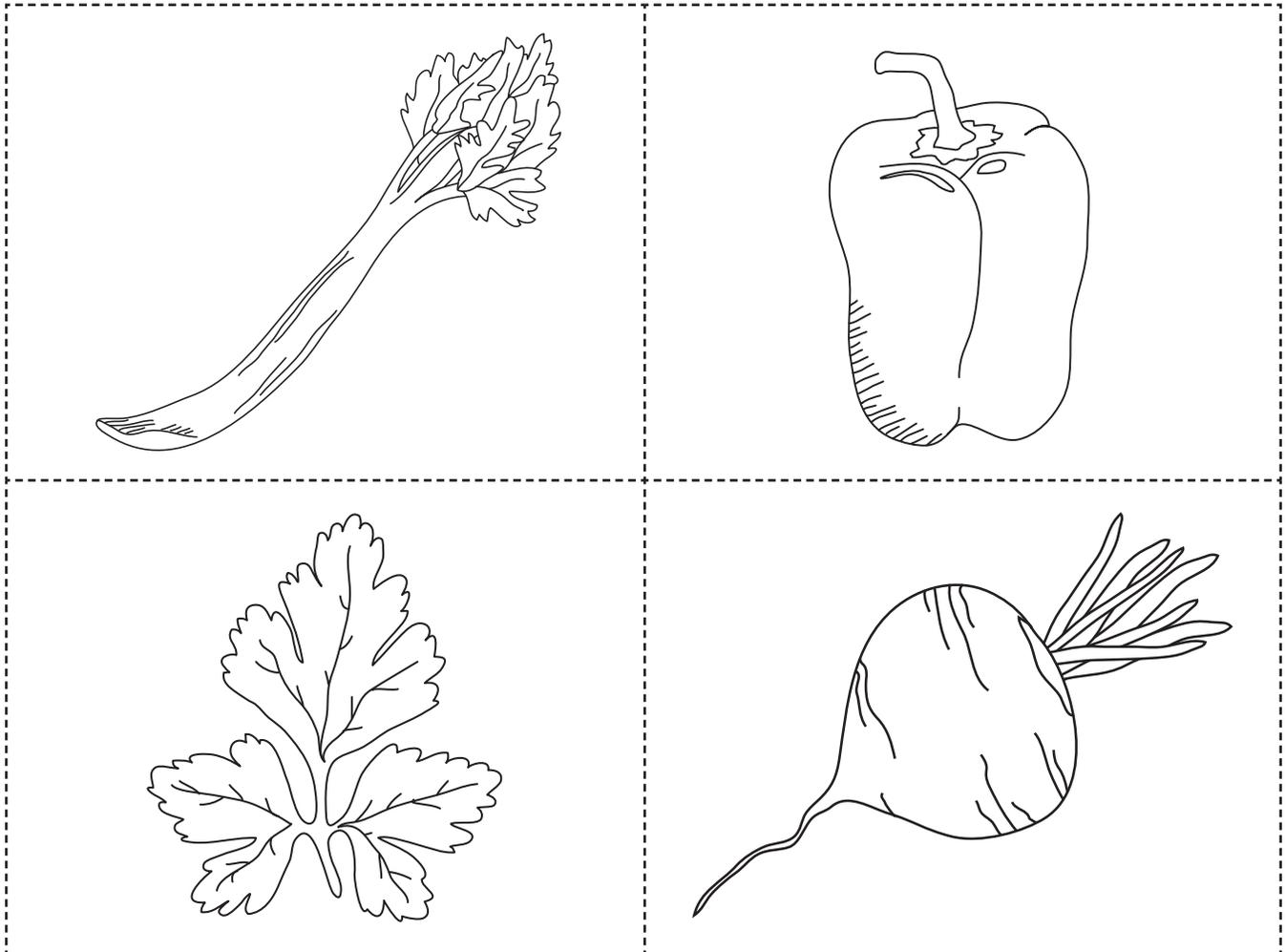
Stone Soup Ingredients

Make enough copies for one food per child, and cut apart.



Stone Soup Ingredients

Make enough copies for one food per child, and cut apart.



Curiosity's Story

Copy.

Curiosity's Story

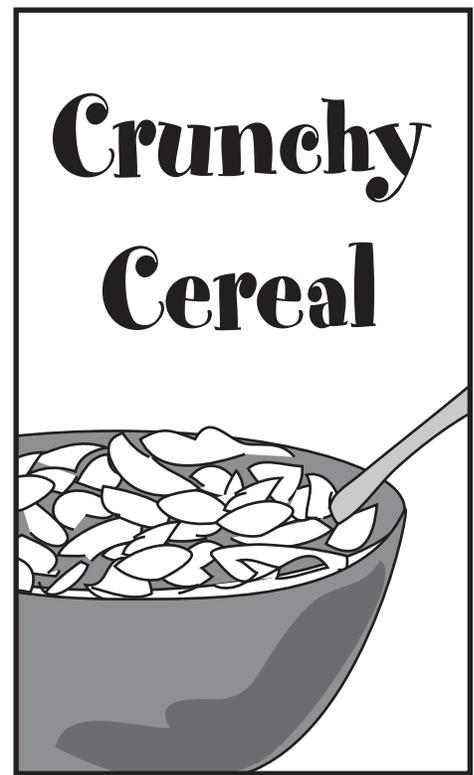
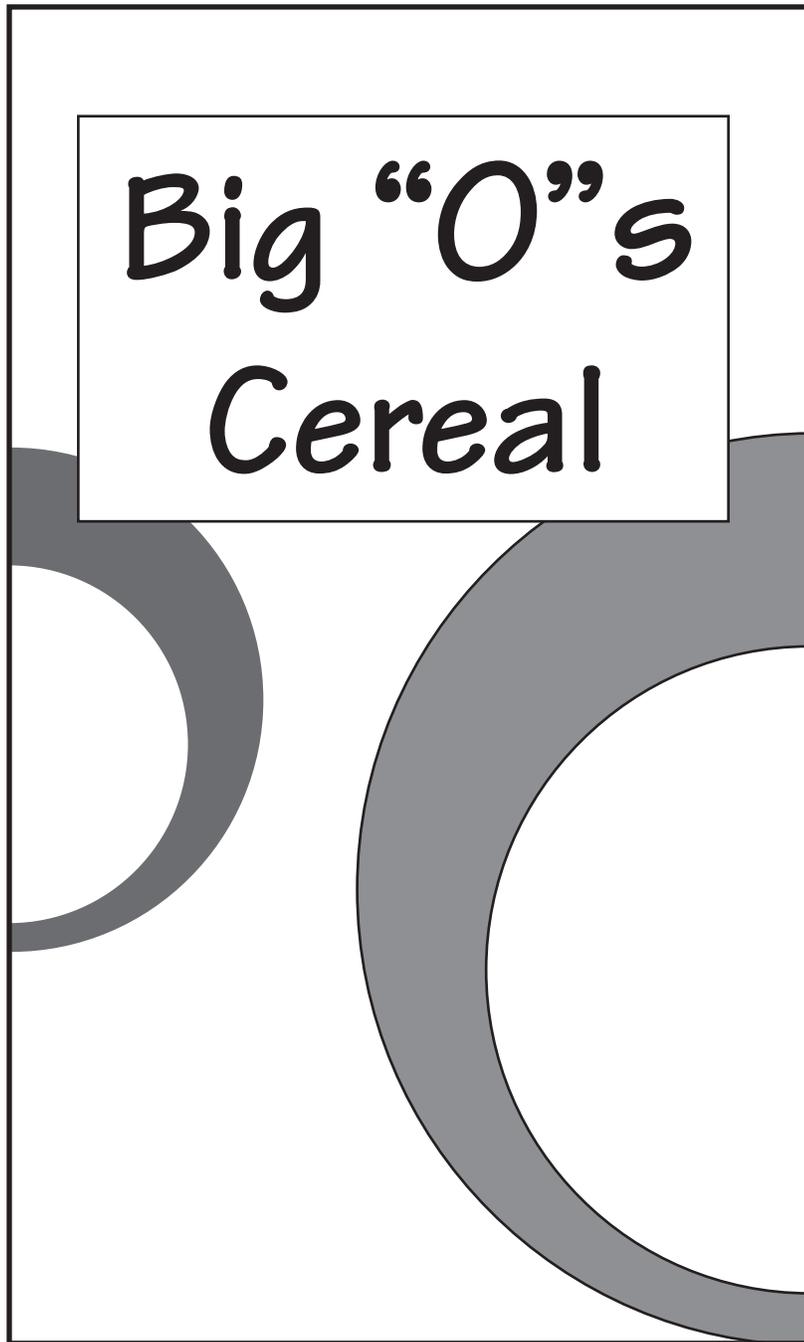
I eat the cat food
in my little dish.

But what I like most
is yummy fresh _____.



Cereal Boxes

Copy one per partnership.



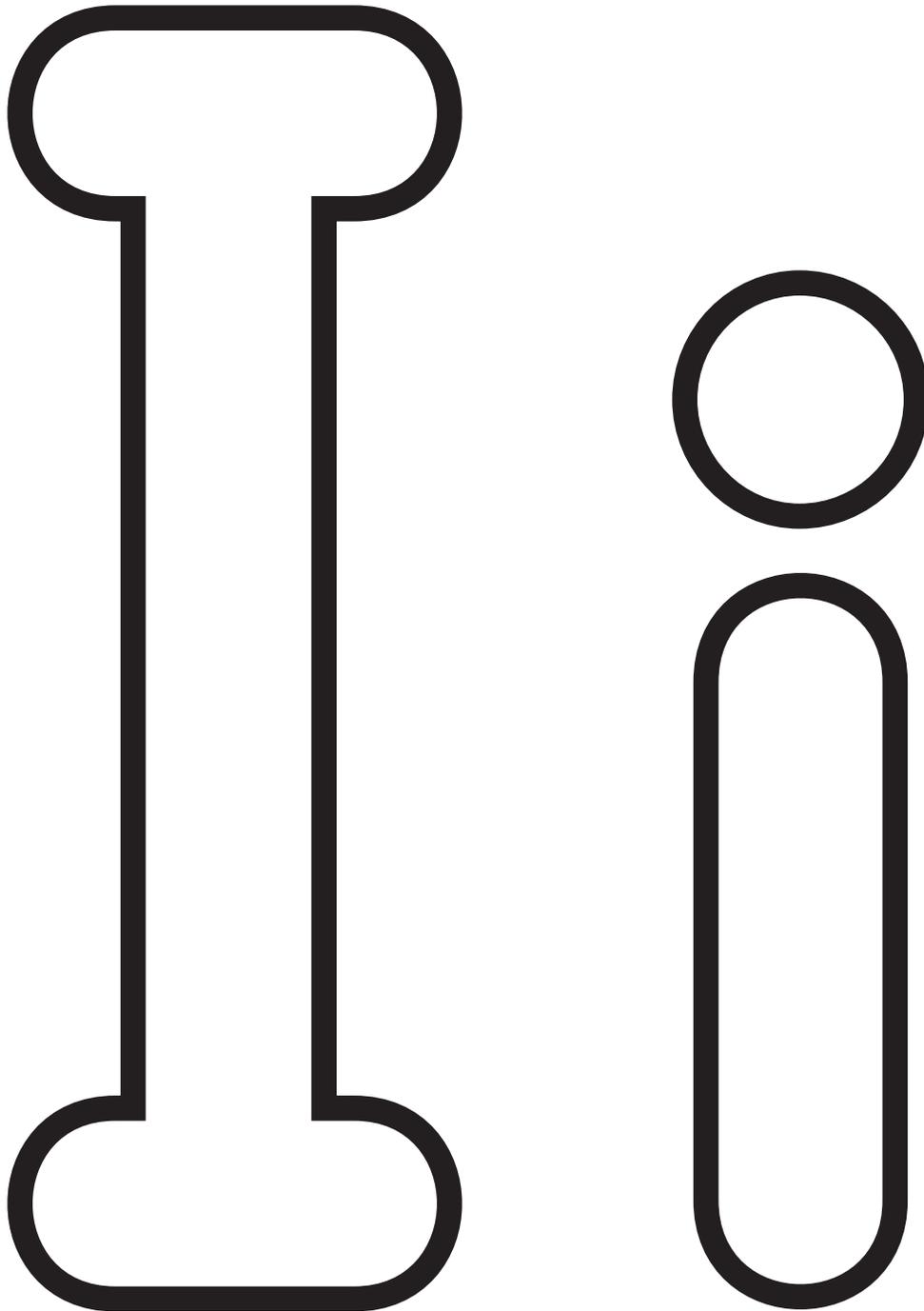
Shopping Cart

Make five or six copies.



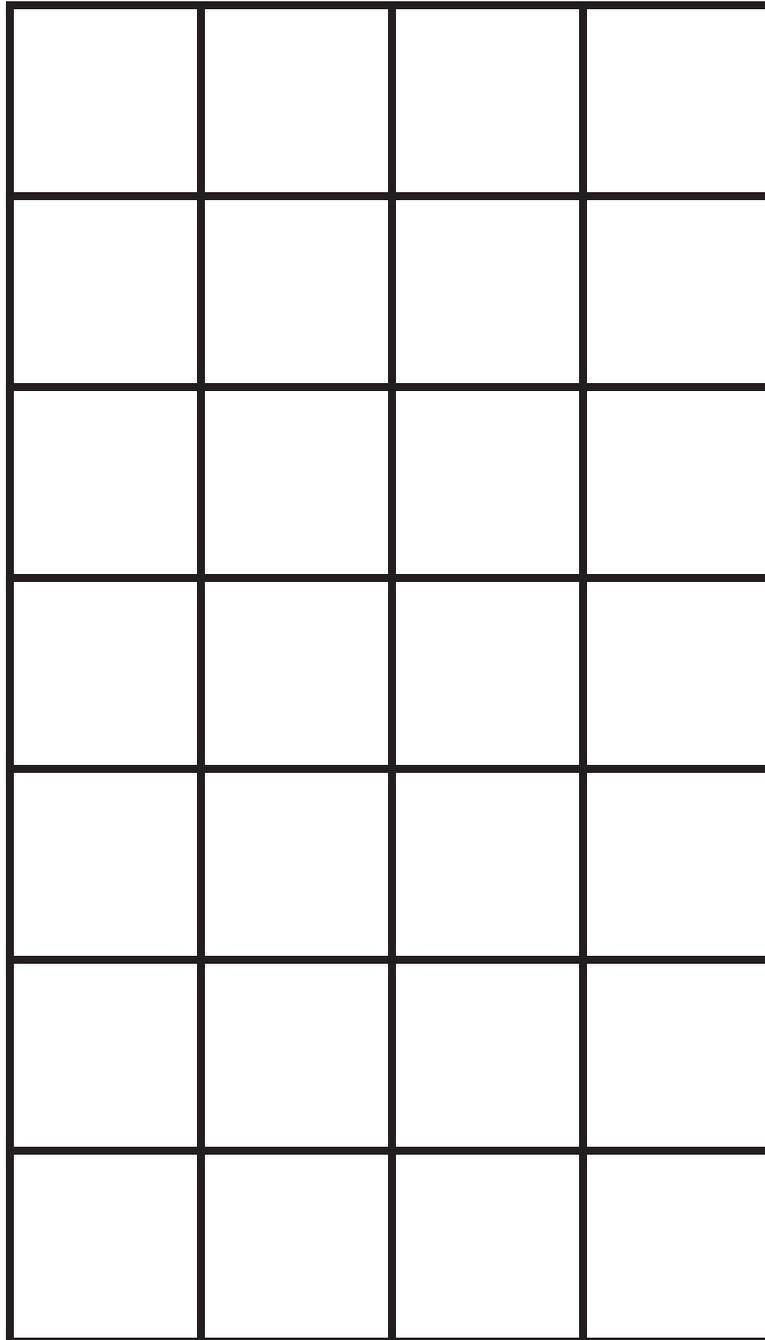
Letter "li" Activity Patterns

Make several copies.



Counting Bears Graphing Mat

Make several copies.



Butter Recipe

Make one copy to display in the classroom.

Butter Recipe

1. Pour cream into a jar.



2. Close the lid of the jar.



3. Shake the jar for a long time.



4. Scoop out the butter.



STaR Story Retell Cards for *Bread and Butter for You and Me*

Copy and cut apart one per partnership.



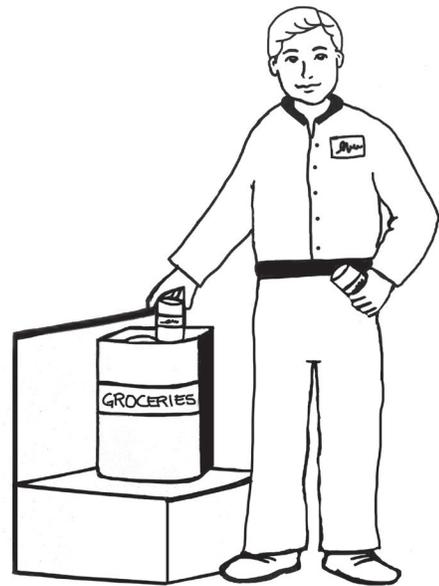
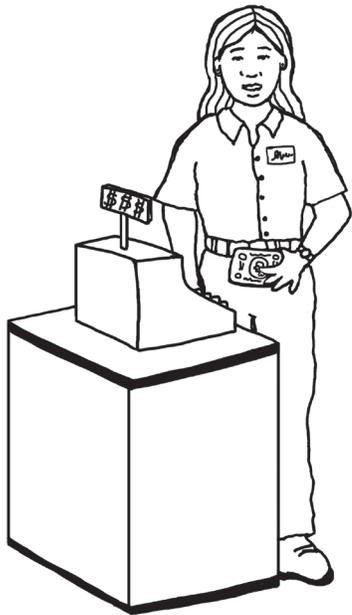
Grocery Store Jobs Survey

Make one copy. Write each child's name in the column to indicate the job that he or she would like to have in a grocery store.

Cashier	Bagger	Stock Person	Manager

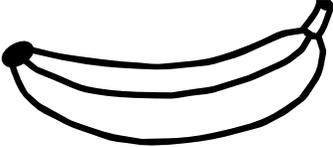
Grocery Store Jobs Pictures

Make one copy. Cut out the images, and attach them to chart paper to create a chart for graphing.



Snack Graph

Copy one per partnership.

Sophia	
Squeaky	
Maria	Olivia
Joey	Chilly
	

Dear Family,

Our next unit is *To Market, to Market*. In this unit, your child will learn about the many jobs and products related to the grocery store. These lessons will help your child recognize an important place within his or her community, the many jobs associated with a marketplace, the many products in the grocery store, and some print found within the market.

The books we will read this week focus on the market and food shopping. *Don't Forget the Bacon!* is a fun story about a child who gets confused when he tries to remember the items his mom wants him to buy at the store. Invite your child to tell you what happens. In the story *Bread and Butter for You and Me*, your child will learn about the process of making butter. Ask him or her what the children in the book did to make butter for their bread. Maybe you can try it at home too.

Your child will have the opportunity to role-play some of the many jobs in the grocery store, allowing him or her to become more familiar with this part of the community. When you shop with your child, point out the name of the store, coupons, sale signs, names of products, etc. Ask your child to help you find the items you need by giving him or her clues such as "Please find two round orange pieces of fruit," or "Can you find the cereal box with the letter 'K' or 'P' on it?"

Children feel proud when they are able to help and contribute to the family chores. Invite your child to help you with tasks associated with grocery shopping by drawing a list, counting items as you place them in the cart, paying the cashier, and/or putting the groceries away when you get home.

Take a few minutes to look at the wonderful things your child does in the classroom this week. Enjoy watching your child grow as he or she plays grocery store with you. Together read the book *My Favorite Foods* that your child will bring home at the end of the unit. As always, take some time each day to read with your child, and remember to sign and return your child's Read & Respond bookmark.



Estimada familia,

El próximo tema es *To Market, To Market*. En este tema, su niño aprenderá sobre los trabajos y los productos del supermercado.

Leeremos libros sobre el supermercado y comprar comida. *Don't Forget the Bacon!* es un cuento divertido. Un niño está confundido y no puede recordar las cosas que su mamá le quiere comprar. Pide que su niño explique lo que pasó. En el cuento *Bread and Butter for You and Me*, su niño aprenderá sobre el proceso de hacer mantequilla. Pide que su niño explique lo que hacen los niños para hacer la mantequilla. Tal vez puedan hacer la mantequilla en casa.

Su niño tendrá la oportunidad para imaginarse que trabaja en el súper. En su próximo viaje al súper, lleve su niño. Señale al nombre del súper, los cupones, los anuncios y los nombres de productos, etc. Pide que su niño ayude a encontrar los ítems de su lista de compras. Si usted quiera, pueda usar pistas para crear un juego. Por ejemplo, "Encuentra dos frutas redondas y naranjadas", o "¿Puedes encontrar la caja de cereal con la letra K o P?"

Los niños les gusta ayudar con los quehaceres. Pueden sentirse orgullosos por ayudar. Comparta la preparación de ir a la tienda con su niño, como en hacer la lista o contar las cosas en el carrito.

Lea el libro *My Favorite Foods* con su niño. Haga tiempo cada día para leer con su niño y afirme el impreso de Read & Respond. Su niño debe regresar a la escuela con ello.



