A theme guide for preschool | **Unit 8**

Express Yourself

Curiosity Corner
2nd Edition

38808

Curiosity Corner 2nd Edition Theme Guide: Unit 8

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Produced by the Curiosity Corner 2nd Edition Team

Jennifer Austin
Program Developer

Irene Baranyk
Production Artist

Sue Belt
Rollout Team

Coleen Bennett
Program Developer

Teresa Blanton
Field Advisory Team

Devon Bouldin
Designer

Debra Branner
Designer

James Bravo
Illustrator

Kathy Brune
Production Artist

Patrice Case-McFadin
Program Developer

Kate Conway
Program Developer

Meghan Fey
Proofreader

Wendy Fitchett
Rollout Team

Marti Gastineau
Editor

Jeffrey Goddard
Video Team

Angie Hale
Video Team

Jill Hanson
Rollout Team

Tonia Hawkins
Video Team

Michael Hummel
Designer

Wanda Jackson
Illustrator

Patricia Johnson
Software Developer

Mike Knauer
Software Developer

Claire Krotiuk
Rollout Team

Nancy Madden
Program Developer

Kristal Mallonee-Klier
Rollout Team

Lori Martin
Field Advisory Team

Terri Morrison
Program Developer

Irina Mukhutdinova
Production Artist

Sheri Mutreja
Coordinator

Cathy Pascone
Field Advisory Team

Michele Patterson
Production Artist

Susan Perkins
Designer

Karen Poe
Production Artist

Kelly Rose
Online Tools Developer

Pam Russell
Contributing Developer

Kimberly Sargeant
Contributing Developer

Jane Strausbaugh
Video Team

Laurie Warner
Production Artist

Tina Widzbor
Production Artist

Janet Wisner
Editor

Judith Worrell
Rollout Team

Michelle Zahler
Proofreader

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

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

Success for All FOUNDATION®

A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286
PHONE: (800) 548-4998; FAX: (410) 324-4444
E-MAIL: sfainfo@successforall.org
WEBSITE: www.successforall.org

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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	
tps	**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	**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	
TRANSITION	Activity to help children transition from one component to the next
	Video provided to support the lesson content

Why *Express Yourself*?

Engaging with art and music are important experiences in early childhood growth and development. As defined in the unit, art includes paintings, drawings, sculptures, and other forms such as acting, puppetry, and composing and performing music. During the first week, we explore art expressed through drawing and painting, and during the second week, we examine music.

Art offers an opportunity to improve small-motor coordination, work cooperatively with others, express emotions, use descriptive language, and see and construct new relationships among colors, lines, and forms. Children's art, like that of the masters, enhances the spaces in which we live and work.

In this unit, children will explore the processes used by visual artists and become acquainted with the work of people for whom art is a way of life. Books and materials included with this theme guide portray a range of styles and periods in art history. The works of some illustrators who are already familiar to children will be used as examples of various techniques. Children will observe, manipulate, and experiment with the processes and products of these artists.

Music is a universal language. It is played, listened to, and created in all corners of the world by every culture and ethnic group. Music brings an aspect of beauty to the classroom. All children, no matter their spoken language or stage of development, can share music. Their musical responses and expressions are obvious from a very early age. Music and movement may be enjoyed anywhere in the classroom. Children create their own songs and chants to go with their actions, such as when pounding clay or pushing a truck. Learning to appreciate music and having the opportunity to create music will help children learn to celebrate themselves and their accomplishments!

Express Yourself

thematic concepts

- Art and music are produced with a variety of tools and in a variety of styles.
- Art and music are all around us. They make our world a more beautiful place. People enjoy looking at art and listening to music.
- Acting, singing, dancing, and performing music are all types of art.
- Some people create art and music as a hobby, and others create it as a part of their jobs.
- Musical instruments have names and make sounds in different ways.

Creative Domain

Children will:

- experiment with different artistic styles.
- compare sights and experiences.
- take pleasure in creating something.
- create musical patterns.
- move to different genres of music.
- participate in dance activities.

Cognitive Domain

Children will:

- follow simple multistep instructions.
- observe and compare objects.
- imagine and pretend.
- make simple inferences from pictures.
- identify and match basic shapes.

Personal/Emotional Domain

Children will:

- observe how different types of music make them feel.
- learn strategies for waiting while taking turns.
- manage emotions.
- identify the intensity of emotions in different situations.

Mathematical Domain

Children will:

- count to 20 by rote.
- count backward from 10 to 1.
- develop number sense for 6 and 7.
- create visual and aural patterns.
- extend patterns.
- find the missing element in a pattern.

Language/Literacy Domain

Children will:

- use language to express ideas and emotions.
- learn the meanings of new theme-related vocabulary words.
- makes connections between the pictures in a book and the text.
- observe that there are spaces between words.
- observe that the same letter arrangement in a different context still spells the same word.
- count the number of words in a sentence.
- observe that one written word matches one spoken word.
- observe various letter shapes.
- observe that sentences end with a period.
- observe that the first letter of a sentence is uppercase.
- review the names, shapes, and sounds of the letters "m," "t," "s," "h," and "b."
- become familiar with the name, shape, and sound of the letter "l."
- recite rhymes and sing songs.
- recognize and produce rhyming words.
- identify initial sounds in words.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- sequence story events.
- experiment with writing to communicate meaning.

Social Studies Domain

Children will:

- hear different genres of music.
- see art from all over the world.

Physical Domain

Children will:

- use crayons, paintbrushes, and scissors functionally.
- run forward with controlled starts and stops.
- throw, catch, roll, and bounce a ball.
- pour liquid from one container to another.

Science Domain

Children will:

- mix colors.
- experiment with conditions that affect the pitch or volume of sound.

Interpersonal/Social Domain

Children will:

- share materials cooperatively.
- work cooperatively with partners.
- participate in large-group activities.

Vocabulary

Theme-Related Words		
art	line	poetry
artist	modern	rhythm
band	museum	sculpture
bow	orchestra	shake
color	paint	sound
concert	paintbrush	story
create	painting	strike
dance	pen	strum
design	pencil	styles
draw	pick	tap
easel	picture	vibrate
imagination	pluck	writing
instrument		

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

Wonderful Words	
Day 1	music
Day 2	tools
Day 3	style
Day 4	hobby
Day 5	beautiful
Day 6	listen
Day 7	classical (music)
Day 8	strings
Day 9	drums
Day 10	beat

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

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

Basic Words			
ball	dog	hear	sock
bed	enjoy	job	strong
car	explore	look	tree
contest	feelings	man	window
create	fish	run	

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

Math Words
backward
pattern
set
seven
shape
six

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

Getting Along Together Words
"I" Message
Feelings Thermometer
Stay Cool
taking turns
Thinking Spot
waiting

Getting Along Together words and phrases help children communicate their feelings in social situations and help them work together to solve problems.

STaR Words
Harold and the Purple Crayon
frightened
The Squiggle
path
Max Found Two Sticks
imitated, spare
Music, Music for Everyone
treat

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

Peek at the Week 1

Lesson Component		Day 1	Day 2
Learning Focus for the Day		We can share our feelings and ideas by creating art and music.	Artists use many different tools.
Greetings, Readings, & Writings Children's Choices	**Classroom Library Lab**	Enjoy a Story	Enjoy a Story
	Letter Lab	Making Words	Making Words
	Math Lab	Race to the Paint Bucket!	Race to the Paint Bucket!
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	My Favorite Story	My Favorite Story
	Art Lab	Collages	Collages
	Science Lab	Exploring Colors	Exploring Colors
	Puzzles & Games Lab	Free Exploration	Free Exploration
Gathering Circle		Daily start-up routines	Daily start-up routines
Move It!		"Get On Up and Move Your Body"	"Shake Something"
Clues & Questions		Sharing our feelings through art: *To Be An Artist* by Maya Ajmera and John D. Ivanko Review the letter "m."	Identify various artists' tools. Review the letter "t."
Rhyme Time		"Shape Game"; Identify initial sounds: picture match game	
Getting Along Together			Manage emotions. Introduce the Feelings Thermometer.
Plan & Play		Scenario Options: The Library Art Museum Museum Construction Artist's Studio	Scenario Options: Same as day 1 Small-Group Instruction: Class Quilt
STaR Story Telling and Retelling		Interactive Story Reading: *Harold and the Purple Crayon* by Crockett Johnson	*Harold and the Purple Crayon* Story Retell: Use illustrations to retell.
Math Moments		Count to 20 by rote. Number sense for 6: Are there still six?	Count to 20 by rote. Number sense for 6: Six-shapes pictures
Question/Reflection		Brain Game: Simon Says and Pass It Down!	Brain Game: Pass It Down! Music-inspired drawing

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
Artists create in many different styles.	Making art is a job for some people and a hobby for others.	Many people enjoy looking at art.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Making Words	Making Words	Making Words
Race to the Paint Bucket!	Race to the Paint Bucket!	Race to the Paint Bucket!
Exploring with Technology	Exploring with Technology	Exploring with Technology
My Favorite Story	My Favorite Story	My Favorite Story
Collages	Collages	Collages
Exploring Colors	Exploring Colors	Exploring Colors
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
"The Gooney Bird Song"	Silent Ball	Freeze
Various artistic styles Review the letter "s."	Concepts-of-print book: *We Are Artists* Review the letter "h."	Explore and discuss styles of art. Review the letter "b."
	"Shape Game"; Identify initial sounds: picture match game	"Shape Game"; Identify initial sounds: Stand Up, Sit Down game
Feelings Thermometer practice		
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: *The Squiggle* by Carole Lexa Schaefer	*The Squiggle* Story Retell: Dramatize.	Free-Choice Story Reading: Suggestion – *It Looked Like Spilt Milk* by Charles G. Shaw
Count to 20 by rote. Number sense for 7: Are there still seven?	Count to 20 by rote. Number sense for 7: The Seven Bears Band	Count to 20 by rote. Problem Solving: How many plates?
Brain Game: Pass It Down! String art	Brain Game: Pass It Down! Symmetrical designs	Brain Game: Pass It Down! Which Wonderful Word?

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Many people enjoy listening to music.	There are many different styles of music.
Greetings, Readings, & Writings Children's Choices	**Classroom Library Lab**	Enjoy a Story	Enjoy a Story
	Letter Lab	Letter Sculptures	Letter Sculptures
	Math Lab	Race to the Paint Bucket!	Race to the Paint Bucket!
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Let's Illustrate a Story	Let's Illustrate a Story
	Art Lab	Making Shakers	Making Shakers
	Science Lab	Sand Sounds	Sand Sounds
	Puzzles & Games Lab	Free Exploration	Free Exploration
Gathering Circle		Daily start-up routines	Daily start-up routines
Move It!		"Colors"	The Elmo Slide
Clues & Questions		Clues for enjoyment from *We Like to Play Music* by Kate Parker. Introduce the letter "I."	Compare styles in various genres of music. Review the letter "I."
Rhyme Time		"Music All Around"; Rhyme Production: Rhyme with words from song	
Getting Along Together			Take turns.
Plan & Play		Scenario Options: The Library Museum Construction Artist's Studio Dancer's Studio Let's Have a Concert	Scenario Options: Same as day 6 Small-Group Instruction: Water Sounds
STaR Story Telling and Retelling		Interactive Story Reading: *Max Found Two Sticks* by Brian Pinkney	*Max Found Two Sticks* Story Retell: Dramatize.
Math Moments		Count backward from 10 to 1. Create and extend patterns: patterns with musical instruments	Count backward from 10 to 1. Create and extend patterns: rhythm pattern pictures
Question/Reflection		Brain Game: Silly Sounds Learn about written music. *Shake It to the One That You Love the Best*	Brain Game: Silly Sounds Reread concepts-of-print book: *We Are Artists* by Sally Francis Anderson.

Day 8	Day 9	Day 10
Musical instruments make sounds in different ways.	Musical instruments have names.	Music has a beat.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Letter Sculptures	Letter Sculptures	Letter Sculptures
Race to the Paint Bucket!	Rhythm Patterns	Rhythm Patterns
Exploring with Technology	Exploring with Technology	Exploring with Technology
Let's Illustrate a Story	Let's Illustrate a Story	Let's Illustrate a Story
Making Shakers	Making Shakers	Making Shakers
Sand Sounds	Sand Sounds	Sand Sounds
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Boogie Shoes	"Head, Shoulders, Knees, and Toes"	Follow the Leader
Explore how different instruments produce sounds. Review the letter "I."	Musical instrument names: *Meet the Orchestra* Review the letter "I."	Listen to different music beats. Review the letter "I."
	"Music All Around"; Rhyme Production: Rhyme with words from song	"Music All Around"; Rhyme Production: Silly Sentence game
Use the Taking Turns Bag.		
Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7
Interactive Story Reading: *Music, Music for Everyone* by Vera B. Williams	*Music, Music for Everyone* Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – *Little Pig Joins the Band* by David Hyde Costello
Count backward from 10 to 1. Create and extend patterns: rhythm sticks	Count backward from 10 to 1. Create and extend patterns: inside-outside circle	Count backward from 10 to 1. Problem Solving: What is missing?
Brain Game: Silly Sounds Classroom letter search for "I"	Brain Game: Silly Sounds "Marching Around the Alphabet"	Brain Game: Silly Sounds Call-and-response song: "Jambo"

You Will Need

Supplied by SFAF:

Books	STaR
	• *Harold and the Purple Crayon* by Crockett Johnson • *The Squiggle* by Carole Lexa Schaefer • *It Looked Like Spilt Milk* by Charles G. Shaw • *Max Found Two Sticks* by Brian Pinkney • *Music, Music for Everyone* by Vera B. Williams • *Little Pig Joins the Band* by David Hyde Costello • *A Chair for My Mother* by Vera B. Williams (from unit 3)
	Concepts of Print
	• *We Are Artists* by Sally Francis Anderson (class set)
	Theme Learning
	• *To Be an Artist* by Maya Ajmera and John D. Ivanko • *Meet the Orchestra* by Ann Hayes • *13 Artists Children Should Know* by Angela Wenzel • *We Like to Play Music* by Kate Parker • *Shake It to the One That You Love the Best* by Cheryl Warren Mattox
Media	
	• Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 8 • *Getting to Know Myself* by Hap Palmer • *Learning Basic Skills Through Music, Volume 1* by Hap Palmer • *Jambo and Other Call and Response Songs and Chants* by Ella Jenkins
Cards/Card Sets	**Curiosity Corner Activity Cards for Unit 8**
	Letter Cards — • All ("Aa" to "Zz")
	Numeral Cards — • 1–7
	Thematic Content — • Wonderful Word picture cards: "music," "tools," "style," "hobby," "beautiful," "listen," "classical," "strings," "drums," "beat" • Art & Music picture card set
	Rhyme Time — • Day 1: dog, bed, man, ball, fish, run • Day 4: car, window, tree, sock, ball, fish
	Plan & Play Scenario Cards — • The Library, Art Museum, Museum Construction, Artist's Studio, Let's Have a Concert, Dancer's Studio

	Rhyme Cards
	• "Shape Game" • "Music All Around"
	STaR Story Retell Cards
	• *Music, Music for Everyone*
	Other Card Sets
	• Letter-blending cards, deck 1 • Ear and mouth cards
Posters	
	• Stay Cool poster • Feelings Tree poster
General — Used in Every Unit	
	• Puppets: Curiosity (cat) and Chilly (penguin) • Paw point chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
Other SFAF Items	
	• Counting bears • Tambourine • Set of maracas • Curiosity Corner Unit Record Form for unit 8 (generate with data-tools system)

Teacher Acquired:

General

- Music CD (and genre or artist) and a paintbrush (Clues & Questions, day 1)
- Construction paper (any color), one sheet per partnership (Math Moments, day 1)
- Artist's tools (paintbrushes of different types, artist's sponge, crayon, oil paint, pencil, pen, marker, watercolor paints, easel, paper); pictures of art tools from the CC Activity Cards Art & Music set (optional) (Clues & Questions, day 2)
- Settle-Down Jar (from unit 1) (Getting Along Together, day 2)
- Felt, fabric, or paper squares and items for decorating them (fabric glue, buttons, sequins, etc.) (Plan & Play small-group instruction, days 2–5)
- Set of pattern blocks or construction paper shapes plus one full sheet of construction paper (any size) per partnership (Math Moments, day 2)
- Crayons and paper for each child (Question/Reflection, day 2)
- Samples of various genres of music (classical, rock, country, jazz, dance, children's music, etc.)
- Yarn, two different colors, enough to cut a 12" piece from each color per child (Question/Reflection, day 3)
- Ball (Move It!, day 4)
- Ribbon segment for each child (STaR, day 4)
- Pictures of a museum, art show, and/or art gallery (optional) (Clues & Questions, day 5)
- Five paper plates and six forks (Math Moments, day 5)
- Slips of colored paper: red, blue, yellow, and green, one piece per child (Move It!, day 6)
- Two musical instruments for each partnership (Use the shakers made for the Science Lab or a pencil with a cup to play like a drum to expand the number of instruments if necessary.) (Math Moments, day 6)
- Toy blocks, four to six per partnership (Getting Along Together, day 7)
- Five or six identical glasses, glass jars, or bottles filled to different levels with water, two to four metal spoons, pitcher with water (Plan & Play small-group instruction, days 7–10)
- Rhythm sticks (or substitute such as unsharpened pencils), one pair per child (STaR, day 7 and Math Moments, day 8)
- Materials to make a Taking Turns Bag: clear bag, coin, small sand timer (Getting Along Together, day 8)
- Green paper (for story tree leaves)
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs		
	Classroom Library Lab	
	Enjoy a Story	• Books of art and artwork, particularly those with rich, vibrant illustrations
	Letter Lab	
	Making Words	• Letters from letter-blending deck or magnetic, foam, or plastic letters; two or three concepts-of-print books (any title) or books with large print
	Letter Sculptures	• Playdough or clay, letter-blending cards for “Mm,” “Tt,” “Ss,” “Hh,” “Bb,” and “Ll”
	Math Lab	
	Race to the Paint Bucket!	• Race to the Paint Bucket! game boards (appendix), counting bears or other objects to use as a pawn for each player, giant foam number cube (1–6)
	Rhythm Patterns	• Rhythm pattern cards (appendix)
	Computer/Media Lab	
	Exploring with Technology	• Computers, digital tablets, CD player, cassette tape player, headphones, etc. Software, CDs, tapes, and/or links to websites (See the SFAF Online Resource Center for suggested websites.)
	Writing Lab	
	Let’s Illustrate a Story	• Various writing instruments, different types and colors of paper
	Art Lab	
	Collages	• Seeds, dry cereal, beans, pastas of various shapes and colors, glue sticks
	Making Shakers	• Empty plastic containers with lids; dry cereal, beans, pastas, seeds
	Science Lab	
	Exploring Colors	• Clear jars with lids, water, food coloring, clear plastic cups, a towel
	Sand Sounds	• Sand, empty plastic containers with lids

Plan & Play			
	Scenario	**Suggested Classroom Space**	**Ideas for Props**
	The Library	Library	• Books related to art and/or music that contain rich, colorful illustrations
	Art Museum	Any area	• Place where artwork can be displayed (empty bulletin board, walls made from large cardboard boxes), cash register

Museum Construction	Block area	• Pretend hard hats, large paper for drawing plans, various blocks and other play building materials
Artist's Studio	Writing and Art Lab areas	• Various writing instruments and types of paper in different colors
Let's Have a Concert	Any area	• Toy tambourines (provided); toy maracas (provided); rhythm sticks; small empty boxes, plastic containers, or metal cans and drumsticks; other items that could be used to make musical instruments
Dancer's Studio	Any open space	• Music players and music, mirror

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	• Science Lab: Stir drops of food coloring into cups or jars of water to create red, yellow, blue, and green water. • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide.
STaR	• Number the pages of the book *Harold and the Purple Crayon*. Page 1 begins, "One evening, after thinking it over…."
MM	• Place ten counting bears into resealable plastic baggies, one baggie per partnership.
Day 2	
GAT	• Duplicate the Feelings Thermometer page (appendix).
MM	• Make one copy of Curiosity's shape picture (appendix). • Create baggies of ten to fifteen shapes, one baggie per partnership. You may use pattern blocks or create shapes with colored paper. Use a variety of sizes and colors of circles, squares, triangles, and rectangles.
Day 3	
C&Q	• Create a simple painting that will serve as Curiosity's painting. (It can be just a few paint splotches on paper.)
STaR	• Number the pages of the book *The Squiggle*. Page 1 begins, "My teacher says…."
MM	• Create resealable baggies of ten counting bears (any size or color), one baggie per partnership.
Q/R	• Cut 12" segments of two different colors of yarn, one piece of each color per child.

Day 4	
C&Q	• Make a copy of Curiosity's drawing (appendix).
STaR	• Cut 6–8" ribbon segments, one per child.
MM	• Duplicate the bus page (appendix), one per partnership.
	• Create resealable baggies of seven counting bears (any size or color), one baggie per partnership.
Day 5	
	• Prepare your materials, and review your lesson plans.
Day 6	
GR&W	• Science Lab: Fill five or six identically sized plastic containers (with lids) to different levels with sand. Gather four rhythm sticks.
STaR	• Number the pages of the book *Max Found Two Sticks*. Page 1 begins, "It was a day when Max…."
Day 7	
P&P	• Fill five or six identical glasses, glass jars, or bottles to different levels with water. Gather two to four metal spoons. Fill a pitcher with water for refills.
MM	• Create sets of rhythm pattern cards (appendix), one set per partnership.
GAT	• Gather several blocks, and make four different construction stations, with blocks at each station.
Day 8	
STaR	• Number the pages of the book *Music, Music for Everyone*. Page 1 begins, "Our big chair often sits…."
GAT	• Make a Taking Turns Bag by placing a coin and a small sand timer in a clear bag, and label it "Taking Turns Bag."
Day 9	
	• Prepare your materials, and review your lesson plans.
Day 10	
	• Prepare your materials, and review your lesson plans.

In unit 10, we introduce Mr. Yuk stickers, which were created by the Pittsburg Poison Center. Parents can place Mr. Yuk stickers on cleanser containers and other dangerous products in their homes that could be harmful for children if handled or swallowed. To order a free sheet of stickers, send a self-addressed, stamped envelope to:

Attention: Mr. Yuk
222 Special Services Blvd.
University Park, PA 16802

You can also obtain the stickers and other Mr. Yuk items through the Internet. Search for "Mr. Yuk."

Day 1 | Ready, Set

Learning Focus

We can share our feelings and ideas by creating art and music.

Materials	
General You will need these items at various points throughout the day.	• Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stickers • Paw point chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 8
Greetings, Readings, & Writings	• Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
Gathering Circle	• Calendar cutout for today's date
Move It!	• No new materials needed
Clues & Questions	• Music CD (any) • Paintbrush • Trade book: *To Be an Artist* by Maya Ajmera and John D. Ivanko • CC Activity Card: Wonderful Word picture card for "music" • Daily Message board or IWB access • CC Activity Card: Letter card for "Mm"
Rhyme Time	• Rhyme Card for "Shape Game" (optional) • CC Activity Cards: dog, bed, man, ball, fish, run
Plan & Play	• CC Activity Cards: Scenario cards for The Library, Art Museum, Museum Construction, Artist's Studio • Colored clothespins • Paper and crayons or pencils for writing play plans • Wonder Box for prop creation
STaR	• Trade book: *Harold and the Purple Crayon* by Crockett Johnson • Leaf for story tree

Materials	
Math Moments	• Baggies of ten counting bears, one per partnership • Construction paper (any color), one sheet per partnership
Question/Reflection	• Cool Kid certificate and marker • Celebration jar • Home Link animal stamp: chick • Home Link show for unit 8 • Theme introduction letter for unit 8 (appendix) • Read & Respond bookmarks

Day 1 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	1. Greet parents and children. 2. Remind children to read the Arrival Activities poster as they prepare for their day. 3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate. 4. Encourage children to describe what they are doing in full sentences as you observe their activities. 5. Observe for children's developing oral language and social skills as guided by the unit record form for the current unit.

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Include new books related to self-expression through art and music. Incorporate books with rich illustrations that call attention to the illustrator's important role in creating the pictures for a story.

Letter Lab: Making Words

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

Math Lab: Race to the Paint Bucket!

- Explain to children how to use the Race to the Paint Bucket! game board. Players should put a counting bear (or other marker) on the paintbrush starting point. Each player will roll the giant foam number cube and move his or her bear the number of spaces shown. The first child to reach the paint bucket wins. De-emphasize the notion of winning or losing.

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: My Favorite Story

- Encourage children to write about their favorite story.

Art Lab: Collages

- Encourage children to create collages by gluing the various materials you have provided onto paper.

Science Lab: Exploring Colors

- Help children pour combinations of different colors of water into empty cups to see what new colors they can create.

Puzzles & Games Lab: Free Exploration

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

TRANSITION

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.

TRANSITION

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

Move It!

- Introduce today's Move It! activity, "Get on Up and Move Your Body."

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

- Encourage children to move to the beat as they watch the "Get on Up and Move Your Body" video.

TRANSITION

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):
art
artist
create
imagination
music*
paintbrush

Basic word(s):
hear

Curiosity's Clues

- Have Curiosity come out of her house with a music CD and a paintbrush.

  Teacher: **We are starting a new unit today! Curiosity is here with some clues about what we will learn in the unit. Curiosity, what do you have?**

- Help Curiosity hold up, or motion to, the CD.

  Curiosity: **This has music on it that you can listen to.**

- Help Curiosity hold up, or motion to, the paintbrush.

  Teacher: **And what's that for?**

  Curiosity: **It's a paintbrush. You can use it to paint beautiful pictures.**

  Teacher: **Hmmm…you brought a CD to listen to music and a paintbrush for painting pictures.**

  T-P-S: **What do you think our new unit will be about?** *Art and music, ways to express ourselves.*

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Learning with Curiosity

- Present the book *To Be an Artist* by Maya Ajmera and John D. Ivanko.

  Let's look at the cover of this book. What is this little girl doing? *Making handprints with paint.* **Does she look happy or sad?** *Happy.* **How can you tell?** *She is smiling and laughing.* **I know that when I paint or listen to music, it makes me feel happy inside.** T-P-S: **How do you feel when you create art or hear music?**

- Use the sharing sticks to call on children to share their ideas with the group.
- Use the illustrations in the book to define "art" in a global way that includes drawing, painting, creating music, and acting. Point out the faces of the children in the book, and talk about how they are feeling as you read aloud. You will probably only have time to read the large text on each page.
- Explain that music and art can make us feel better because they help us share our ideas and thoughts.
- Play the "Kids Talk About Their Artwork" video.

Wonderful Word

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

  Our Wonderful Word today is "music." We make music when we put sounds together in a way that is nice to listen to.

- Play the digital dictionary video for "music."
- Remind children that they can earn paw points when they use or hear the word "music" 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 share our feelings and ideas by creating art and music.

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

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

Letter Links

- Have Curiosity present the review letter. Show the letter card for "Mm."

  Today we will review a letter that we have already learned. Our letter today is "m."

  T-P-S: **The letter "m" makes the /m/ sound. What are some words that begin with /m/?**

- Use the sharing sticks to select children to share words that begin with /m/. Award paw points for correct responses.
- 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 day 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 day 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 day. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

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

- Reinforce the sound and shape of the letter "m" by showing the "You Got an M" video.

TRANSITION

Ask children to stand up as they sing "It's Time for a Rhyme" to signal the transition to Rhyme Time.

It's Time for a Rhyme

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

Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

  Many artists use shapes to create pictures. Today we will begin to learn a new rhyme about shapes. It's called "Shape Game." When we say this rhyme, listen carefully for the sounds at the beginning of words.

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

My Turn
Your Turn

Shape Game

Draw a circle.
Make it round. (Draw a circle in the air.)
Draw a circle.
On the ground. (Draw a circle on the ground in front of you.)

Draw a square.
One, two, three, four. (Draw one line of the square as you say each number.)
Draw a square.
Right on the floor. (Draw a square on the floor.)

Draw a triangle.
One, two, three. (Draw one line of the triangle as you say each number.)
Draw a triangle.
Just watch me! (Draw a triangle.)

Develop Phonological Awareness—Identify Initial Sounds

- Invite children to recall words from the rhyme that begin with a given sound.

  Today we're going to play a new game in which we listen for words that begin with the same sound as one of the words in our rhyme. You will listen carefully for the first sound in a word. Then you will choose a picture that begins with the same sound as the word in the rhyme.

  Let's try it now. When I say the rhyme, listen for the /m/ sound at the beginning of one of the words.

- Recite the first two lines of the rhyme, emphasizing the /m/ sound at the beginning of the word "make."

  Which word begins with /m/? *"Make."* **"Make" begins with /m/.**

  There is another word in this rhyme that begins with the same sound as the word "make." Let's see if you can tell which word it is.

- Recite the last two lines in the rhyme, emphasizing the /m/ sound at the beginning of the word "me."

  Which word begins with /m/? *"Me."* **"Me" begins with /m/.**

- Lead the picture match game for initial sounds.

dog

bed

man

- Say the name of the image on each card, emphasizing the initial sound of each.

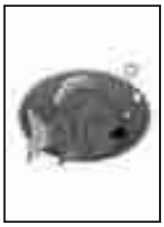
  WGR: **Which word begins with /m/ like the words "make" and "me"? "Bed," "man," or "dog"?** *"Man."*

- Use My Turn, Your Turn to have children say "man," "make," and "me." Encourage them to think about how their mouths feel the same as they say the /m/ sound at the beginning of each word.
- Recite the second stanza of the rhyme, emphasizing the /r/ sound at the beginning of the word "right."

  Which word begins with /r/? *"Right."* **"Right" begins with /r/.**

- Have children identify which picture begins with the /r/ sound like the word "right."

ball



fish

run

- Say the name of the image on each card, emphasizing the initial sound of each.

  WGR: **Which word begins with /r/ like the word "right"? "Ball," "fish," or "run"?** *"Run."*

- Use My Turn, Your Turn to have children say "run" and "right." Encourage them to think about how their mouths feel the same as they say the /r/ sound at the beginning of each word.
- Award paw points if children successfully identified the beginning sounds of words.

TRANSITION

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.

The Library

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

Art Museum

You can set up an imaginary art museum. An art museum is a place where people go to look at pictures. You might need to make tickets that people have to buy to get in. You can pretend to work at the museum, or you can be a visitor.

Museum Construction

Your city is building a new museum. What will the museum look like? How will you build it? Where will the museum be? Once your museum is built, you can invite artists from the artist's studio to display their artwork in your museum!

Artist's Studio

In the writing and art centers, you will be artists working in an art workshop. Maybe you will use clay or playdough to make sculptures. Or perhaps you will paint or draw. You can even take your artwork across town to the new museum and display it for everyone to see.

Scenario Selection

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

Plan

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

Play

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

Coaching

- Encourage children to become engaged in the new scenarios by joining in the play. Acknowledge 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:

The Library: **Hello. I'm looking for the librarian.** Once a student identifies himself or herself as the librarian: **Could you please tell me where I can find books about art and music?**

Let's Have a Concert: Carry a clipboard with paper and a pencil for taking pretend notes. **Hi! I am from the city newspaper. I heard that you are putting on a concert. Could you please tell me what musical instruments you will play in your concert?**

Museum Builders: **Excuse me, I'm from the mayor's office. How are the plans for the museum going? Could you show me what you have built so far?**

Artist's Studio: **Hello there. I am a famous artist, and I need some ideas for a new painting that I am working on. Could you show me some of your artwork to help me think of something new that I could paint?**

TRANSITION

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

The Clean-Up Song

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

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

Two Little Hands

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

STaR word(s):
frightened

Harold and the Purple Crayon
Author and illustrator: Crockett Johnson

Harold needs a moon to go for a walk in the moonlight, so he takes his purple crayon and draws one. This is quickly followed by a series of adventures that Harold draws for himself. When he gets tired and wants to go to bed, he uses his crayon to find his way home and drops off to sleep.

Interactive Story Reading

Before Reading

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

  The title of our story today is *Harold and the Purple Crayon*. That's the name of the story. The author and illustrator is Crockett Johnson. He wrote the words and drew the pictures for this story.

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

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  The title of the story is *Harold and the Purple Crayon*. Think Aloud: **I see a boy and a purple crayon on the cover, and it looks like the boy is drawing with the crayon. That makes me wonder if this boy is Harold and what he's drawing.** T-P-S: **What do you think we'll find out about this boy and the purple crayon 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 will happen next?**
  - Page 13: T-P-S: **Do you think Harold will be frightened by the dragon? Why (or why not)?**
  - Page 23: T-P-S: **Where do you think Harold is?**
  - Page 31: T-P-S: **How will climbing a hill help Harold know where he is?**
  - Page 37: T-P-S: **Harold is falling. How can he save himself?**
  - Page 51: **It seems like Harold is lost. I wonder how he will find his way back to his room.** T-P-S: **How can he get home?**

After Reading

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

  T-P-S: **Do you think Harold will have any more adventures tonight? Why (or why not)?**

  T-P-S: **If you had a purple crayon, what adventure would you draw?**

  When Harold drew the dragon to protect the tree, it frightened him. What does "frightened" mean?

  Harold drew a scary dragon, and it made him afraid. If you were Harold, would you be frightened of a dragon that you drew?

- 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.

TRANSITION

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):
six

Count with Curiosity

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

  Last week we counted to 19. This week we will add one more number.
  WGR: **What comes after 19?** *20.*

- Play the "Count with Curiosity: 1–20" video. Invite children to count to 20 with Curiosity.

Active Instruction

- Make sure children are sitting in a circle next to their partners. Distribute a baggie of counting bears and a counting mat (piece of construction paper) to each partnership.
- Use the bears to assess children's ability to count to 6.

  We have been talking a lot about numbers this year. Today we will think about the number 6. You each have a baggie of bears. Work with your partner to make a group of six bears on your mat.

- Guide partners to check their group by counting the bears. Encourage them to move each bear from one side of the mat to the other as they count it.
- Show your own group of six bears arranged in a straight line on the floor where all children can see.

  Do I have six bears here? Let's count them together to check.
- Move each bear to the side as children count it in unison. Then arrange your bears in a circle.

  What happens if I move the bears into a circle? Are there still six bears?
- Move each bear to the side as children count it in unison.

Partner Practice

- Encourage children to show different configurations of six bears.

  I made a straight line and a circle with my six bears. Work with your partner to see if you can arrange your bears in a new way on your mat.
- Use the sharing sticks to select children to explain their bear arrangements. Quickly invite the class to count the bears to make sure there are still six.
- Award paw points if most partnerships have six bears arranged on their mats.
- Reinforce the number 6 by showing the "Camouflage 6" video.

TRANSITION

Have children play last week's brain game, Simon Says. Use commands that are related to rhythm or instruments such as "Pretend to blow a horn," "Clap your hands," or "Sing a song." Remind children that Simon Says is a game that will help them stop and think.

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that we can share our feelings and ideas by creating art and music.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is "music." Remember that we make music when we put sounds together in a way that is nice to listen to. We can make music with our voices or with instruments. T-P-S: **When did we hear or use the word "music" 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 for the week, Pass It Down! Remind children that Pass It Down! is a game that will help them stop and think.

Brain Game: Pass It Down!
Have children stand in a circle. Name an imaginary object, and pretend to pass it to the next player. For example, say, "Here is a bag of bricks; pass it down!" Act out appropriate motions according to the weight and size of the object. The child receiving the object does so too. That object gets passed down until you call out another object of a very different weight and size. For example, say, "Here is a feather (or a cup of boiling tea); pass it down!" The passer and the receiver need to stop and think and adjust their actions accordingly.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme introduction letter and a Read & Respond bookmark to each child.
- Remind children to complete their Read & Respond bookmark and to watch tonight's Home Link episode online 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

Artists use many different tools.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• No additional materials needed
Gathering Circle	• Calendar cutout for today's date
Move It!	• CD: *Getting to Know Myself* by Hap Palmer
Clues & Questions	• Artist tools: paintbrushes of different types, artist's sponge, crayon, oil paint, pencil, pen, marker, watercolor paints, easel, paper (or CC Activity Cards: paint, easel, paintbrush, and pencil from the Art and Music set) • CC Activity Card: Wonderful Word picture card for "tools" • CC Activity Card: Letter card for "Tt"
Getting Along Together	• Stay Cool poster (from unit 2) • Chilly puppet • Feelings Thermometer page (appendix) • Settle-Down Jar (from unit 1)
Plan & Play	• Scenario cards for new scenarios (if applicable) • Small-group instruction: Felt, fabric, or paper squares and items for decorating them (fabric glue, buttons, sequins, etc.)
STaR	• Trade book: *Harold and the Purple Crayon* by Crockett Johnson
Math Moments	• CC Activity Card: Numeral card for 6 • Baggies of shapes, one set per partnership • Curiosity's Shape Picture sheet (appendix) • Construction paper, one piece per partnership
Question/Reflection	• Crayons and paper for each child • Samples of different genres of music, music player • Cool Kid certificate and marker • Home Link animal stamp: dog

Day 2 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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

- Same as day 1

Math Lab: Race to the Paint Bucket!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: My Favorite Story

- Same as day 1

Art Lab: Collages

- Same as day 1

Science Lab: Exploring Colors

- 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.

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 story, *Karen Dippity*, Karen and Patrice are at the park with their dogs. The dogs fall into a pond. T-P-S: **What happens when Karen tries to get her dog out of the pond?** *Karen falls in and gets wet and muddy.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

- Invite children to move their bodies in the ways described in the song "Shake Something."

  Listen to this song, and try to move your body like the singer tells us to do.

- Play "Shake Something" from the CD *Getting to Know Myself* by Hap Palmer.

TRANSITION

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

Clues & Questions

Theme-related word(s):
design
draw
easel
line
paint
pen
pencil
picture
tools*

tps

Curiosity's Clues

- Present Curiosity to the group with the artist tools in a bag.

  Curiosity wants to share some special things with you today. Curiosity has brought us a set of tools that someone uses. She wants us to guess who uses these tools.

- Remove each item from the bag one at a time.

  T-P-S: **Who might use all these tools?** *An artist.* **Today we will talk about artists and their tools. Let's look at the tools more closely.**

Learning with Curiosity

- Hold up each artist tool, and ask children to identify it.
- Give each partnership one of the tools, and have them talk about what kind of art they might make with that tool.
- Use the sharing sticks to call on children to share their ideas. Award paw points for thoughtful responses.
- Play the "Color My Day" video.

Wonderful Word

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

  Our Wonderful Word today is "tools." People use tools to help them do things. Artists have many tools that they use to make pictures or sculptures.

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

  Artists use many different kinds of tools to create artwork.

- Count the words in the message.

  It looks like there are a lot of words in our message. Let's count them.

Letter Links

- Show the letter card for "Tt."

  Today we will review a letter that we have already learned. Our letter today is "t."

  T-P-S: **The letter "t" makes the /t/ sound. What are some words that begin with /t/?**

- Use the sharing sticks to select children to share words that begin with /t/. Award paw points for correct responses.
- 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 day 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 day 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 day. 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 "t" by showing the "Tiger Presents T" video.

TRANSITION

Have children stand and recite "Shape Game" as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
Feelings
Thermometer

Basic word(s):
strong

Active Instruction

- Review Stay Cool and the purpose of the Thinking Spot.

We have talked about feelings and working together in the classroom. Sometimes it's easy to work together. But sometimes things happen that make it harder to work together. Imagine that someone is yelling and throwing things in the classroom. Could you listen, pay attention, and learn things if someone was yelling in the classroom? Sometimes you may feel like yelling. Something can happen to make you feel really sad or mad.

tps

T-P-S: **What did we learn to do when we feel angry or upset?** *We learned to give an "I" Message to tell others how we feel, to stop and think, to use the Thinking Spot, and to use the Stay Cool steps.*

- Use the Stay Cool poster to review each of the Stay Cool steps. Emphasize the Chilly hug and taking slow, deep breaths. Point out the Thinking Spot area of the classroom, and remind children to use the Stay Cool steps when they go there. Demonstrate how to use the Settle-Down Jar if it's available.
- Use the Chilly puppet to demonstrate having a strong feeling. Bring out Chilly, and talk to him about what he likes to do.

Teacher: **Hi, Chilly! What do you like about coming to school?**

Chilly: **I like lots of things about coming to school! But I am really, really happy when we get to draw. Drawing is my favorite thing to do!**

Teacher: **That's great, Chilly! We talked about artists today. Maybe you will be a famous artist someday, Chilly. Do you like to paint too?**

Chilly: **I like to paint a little bit. But I like drawing a lot more than painting.**

Teacher: **So it sounds like painting makes Chilly feel a little happy, but drawing makes him feel super-duper happy!**

- Display the Feelings Thermometer.

  A thermometer is a tool that shows whether it's cold or hot outside. At the bottom of the thermometer is the cool zone; it means it is cold. As the red line goes up the thermometer, the temperature gets hotter and hotter.

- Point to the top of the Feelings Thermometer.

  Up here is the hot zone. We will use the Feelings Thermometer to measure our feelings. If you have a big strong feeling, it is way up here in the hot zone. It's a super-duper strong feeling! If you feel something just a little bit, it is down here in the cool zone.

  T-P-S: **Where would Chilly be on the Feelings Thermometer when he is drawing?** *At the top because it makes him feel super-duper happy!* Have Chilly point to the top of the Feelings Thermometer.

  T-P-S: **Where would Chilly be on the Feelings Thermometer when he is painting?** *At the bottom because painting makes him feel a little happy.* Have Chilly point to the bottom of the Feelings Thermometer.

- Reinforce the idea that there are different levels on the Feelings Thermometer.

  The Feelings Thermometer has three different levels. Point to each level as you explain it. **If you feel something just a little bit, such as a little happy or a little sad, you are here on the bottom. If you feel something at a medium level, such as pretty happy or pretty sad, you are here in the middle. If you feel a strong feeling, such as super-duper happy or super-duper sad, you are all the way up here at the top.**

Partner Practice

- Practice showing where Chilly's feelings would be on the Feelings Thermometer.

  Chilly's face is turning really red, and he is ready to yell. Chilly is feeling really angry because somebody spilled milk all over the drawing he just finished. Point to where you think Chilly is on the Feelings Thermometer. Yes, Chilly is super-duper mad, all the way at the top of the Feelings Thermometer.

  T-P-S: **What could Chilly do to calm down and get back down into the cool zone?** *Chilly could use the Stay Cool steps, go to the Thinking Spot, and use an "I" Message to tell someone how he feels.*

  Chilly used the Stay Cool steps and went to the Thinking Spot for a minute. Chilly gave himself a hug and took slow breaths. Chilly is feeling calm now, but he is still a little upset that his drawing got ruined. Where is Chilly now on the Feelings Thermometer? *Chilly is a little mad, so he is at the bottom of the Feelings Thermometer.*

  We will practice using the Feelings Thermometer in our classroom to tell how we feel. When we feel a super-duper feeling, we will use a strategy to calm down. We want to be in the cool zone so we can work well together and cooperate.

TRANSITION

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.

Class Quilt

- Provide children with colored felt, fabric, or paper squares; glue; markers; and assorted craft materials (glitter, pom poms, felt shapes, etc.).
- Encourage children to decorate their squares to show something about themselves.
- Ask children questions as they create their squares to elicit conversation about their thinking. Encourage the use of words that describe the pieces that children have chosen or the design they have made, such as words about color, texture ("smooth," "bumpy"), and position ("top," "middle," "bottom").

TRANSITION

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 Story Retell

STaR word(s):
frightened

Harold and the Purple Crayon
Author and illustrator: Crockett Johnson

Review

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

  Yesterday we read this book about the boy who draws pictures about his walk. Let's say the title of the book together—*Harold and the Purple Crayon*. The author and illustrator is Crockett Johnson. He wrote the words and drew the pictures.

- Review the STaR vocabulary.

tps

  Max drew a dragon to guard the apple tree, but it was so frightening it even scared Harold. T-P-S: **Have you ever been frightened by something? What frightened you?**

Story Retell

- Hold up the book *Harold and the Purple Crayon*, and tell children that today they will help you read the story by using the pictures to tell what happens.

  Today we're going to read the story together. I will read part of the story and then show the next page, and you will tell your partner what's happening in the illustration.

- Begin reading the story, stopping after a few pages. Allow children to look at the illustration and tell their partners what's happening in the picture. Continue in this manner, reading several pages and then having children tell what they see in the illustration that follows.

  You may want to use the following suggested stopping points.

Read	Children describe
– Pages 1–6	Page 7
– Pages 8–13	Pages 14 and 15
– Pages 16–22	Page 23
– Pages 24–29	Page 30
– Pages 31–35	Pages 36 and 37
– Pages 38–46	Page 47
– Pages 48–51	Pages 52 and 53
– Pages 54–59	Page 60

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

TRANSITION

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

Math Moments

Count with Curiosity

- Play the "Count with Curiosity: 1–20" video. Invite children to count to 20 with Curiosity.

Active Instruction

- Bring Curiosity to the group with her shape picture.

  Teacher: **Curiosity brought something to share with us today. Can you tell us what you have, Curiosity?**

  Curiosity: **I was watching you arrange the groups of six bears yesterday, and I wanted to try it, too, but I didn't have any bears. I decided to use shapes instead, and I made a picture of a house with a big tree in the yard.**

- Hold up the picture so all children can see it. Name the shapes in the picture, and then have the class count them with you.

  How many shapes did Curiosity use to make her picture? *Six.* **Yes, she used one rectangle, one circle, one triangle, and three squares, but there are six shapes all together.**

- Show children the numeral card for 6.

  This is what the number 6 looks like.

Partner Practice

- Distribute a baggie of shapes and a mat to each partnership. Invite children to work with their partners to create a picture with six shapes on their mats.

  Let's see if you can make a picture with six shapes. You have more than six shapes to choose from in your baggies. Make sure that you do not use more than or less than six shapes. Can you make a car, a teddy bear, or just a design?

- Use the sharing sticks to call on children to share their pictures. Have the class quickly count the number of shapes that each responder used.
- Reinforce the concept of six by showing the "Pinball 6" video.

TRANSITION

Have children play this week's brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that artists use many different tools to create different kinds of pictures or sculptures.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is "tools." Remember that tools are objects that people use to make or work on things. T-P-S: **When did we hear the word "tools" today?**

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

Theme Learning Extension

- Introduce the activity.

  We have talked about how artists use many different kinds of tools when they create works of art. Sometimes they use particular colors or tools to show how they feel. Our feelings can also be affected by music.

Today we will use the crayons to draw or make marks on the paper based on how we feel when we hear different kinds of music. The music might make you choose a certain color or make marks in a certain way, such as fast or slow, or marks of a certain size such as big or small marks. Do not make any marks on your paper until the music begins.

- Have children move to tables or desks, and provide them with crayons and white paper. Ask them to keep their hands in their laps until you give the signal.
- Play one of the music selections. First, have children listen to the music for about thirty seconds, and then let them each select one or more colors and begin to make marks. After about three minutes, change the music to something with a completely different style or tempo, and repeat the process.
- Invite children to share their observations.

  T-P-S: **Did the different kinds of music make you want to choose different colors? Did this music make you want to draw slowly or quickly?**

- Use the sharing sticks to select a few children to share their thoughts. Award paw points for reasonable observations.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Artists create in many different styles.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• Classroom Library Lab: Add STaR story *Harold and the Purple Crayon* by Crockett Johnson
Gathering Circle	• Calendar cutout for today's date
Move It!	• No additional materials needed
Clues & Questions	• Curiosity's painting (see To Be Prepared) • Curiosity's shape picture (from Math Moments, day 2) • Trade book: *To Be an Artist* by Maya Ajmera and John D. Ivanko • CC Activity Card: Wonderful Word picture card for "style" • CC Activity Card: Letter card for "Ss"
Getting Along Together	• Feelings Thermometer page (from day 2) • Feelings Tree poster
Plan & Play	• Scenario cards for new scenarios (if applicable)
STaR	• Trade book: *The Squiggle* by Carole Lexa Schaefer • Leaf for story tree
Math Moments	• Baggies of ten counting bears, one per partnership • Construction paper (any color), one sheet per partnership
Question/Reflection	• 12" yarn segments, two per child • Cool Kid certificate and marker • Home Link animal stamp: goose

Day 3 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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

- Same as day 1

Math Lab: Race to the Paint Bucket!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: My Favorite Story

- Same as day 1

Art Lab: Collages

- Same as day 1

Science Lab: Exploring Colors

- 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.

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, a little girl goes to the park with her mother. When the girl gets home, she draws a picture about her day. T-P-S: **What is one thing that she included in her picture?** *She included a puppy, a ball, a rainbow, and a happy tree.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

- Introduce today's Move It! activity.

  Today we will sing and dance to "The Gooney Bird Song." Get ready to move and groove!

- Play "The Gooney Bird Song" video, and invite children to sing and dance to the song as they feel comfortable.

TRANSITION

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

Clues & Questions

Theme-related word(s):
modern
style*

Curiosity's Clues

- Bring Curiosity out of her house with her painting.

  Teacher: **Curiosity, that's a nice picture. Where did you get it?**

  Curiosity: **I painted it all by myself!**

  Teacher: **That's really different from the shape picture that you made yesterday.** Present the shape picture.

  Curiosity: **That was my clue! Today we will learn that artists create in many different styles.**

Learning with Curiosity

- Present the book *To Be an Artist* by Maya Ajmera and John D. Ivanko.

  Artists can create many different kinds of artwork. Let's look in this book to see what kinds of art we can find.

- Take a Picture Walk through the book. Call attention to the different styles of art represented in the photographs.

  EXAMPLES:

  Children in China used colored chalk on page 3, but the boy in Iraq used white chalk on page 4.

  The children in France and Vietnam on page 5 are all using markers. But the French children, who are younger, are making simple shapes while the Vietnamese children have very detailed drawings.

  The children on page 6 are using different tools (brushes or sponges) **to get different effects** (smooth marks or marks with holes) **with their paint.**

  The children on page 7 are using different surfaces (an eggshell or flat paper) **to make their paintings.**

- Review different styles of artwork.

  Sometimes artists use different styles. They may use many kinds of tools or materials, such as paint, pencils, or crayons, to make their pictures look different. Some pictures have a lot of skinny lines and details while others might have fat simple lines. Pictures might have lots of colors or only one color.

  T-P-S: **What is your favorite style of artwork and why?**

- Use the sharing sticks to invite children to share their ideas. Award paw points for thoughtful responses.

- Introduce and then play the "Kandinsky Blue Painting" video.

  In this video, we hear children talk about the different shapes that an artist used to create a painting in a very modern style.

Wonderful Word

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

  Our Wonderful Word today is "style." Style is the way something is done.

- Play the digital dictionary video for "style."

- Remind children that they can earn paw points when they use or hear the word "style" 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.

  Artists create art in many different styles.

- Bring attention to the word "art" inside "artist."

  Point to the word "art." **Listen to this word. It says "art." "Art" is spelled "a," "r," "t."** Point to "artist." **This word is "artist." I see "a," "r," and "t" at the beginning of "artist," and I can hear the word "art" too. Listen. Art-ist.** Underline "art" inside the word "artist."

Letter Links

- Show the letter card for "Ss."

  Today we will review a letter that we have already learned. Our letter today is "s."

  T-P-S: **The letter "s" makes the /s/ sound. What are some words that begin with /s/?**

- Use the sharing sticks to select children to share words that begin with /s/. Award paw points for correct responses.
- 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 day 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 day 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 day. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

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

- Reinforce the sound and shape of the letter "s" by showing the "S Words" video.

TRANSITION

Have children stand and recite "Shape Game" as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review the Feelings Thermometer.

  Last time we learned about the Feelings Thermometer. The Feelings Thermometer helps us say how strong a feeling is.

- Display the Feelings Thermometer.

  If I am at the bottom of the Feelings Thermometer, I feel something just a little bit. If I am at the top of the Feelings Thermometer, I have a super-duper strong feeling.

  If you are in the hot zone at the top of the Feelings Thermometer, with a feeling that might cause you to do poorly in school, such as super-duper angry or silly, you need to calm down and get back in the cool zone.

  tps

  T-P-S: **What are some things you can do when you feel a super-duper feeling and need to cool down?** *I can stop and think, I can go to the Thinking Spot, I can give an "I" Message to tell others how I'm feeling, and I can use the Stay Cool steps.*

- Display the Feelings Tree poster. Talk about the different feelings that can be measured on the Feelings Thermometer.

  We can use the Feelings Thermometer to measure any feeling. Let's look at the Feelings Tree and review some of the feelings that we know. For example, we know that "silly" is a feeling. Sometimes you might feel a little bit silly. Other times you might feel super-duper silly. If you feel super-duper silly, it may be hard for you to pay attention and work well with your friends. So you need to do something to calm down and get back into the cool zone.

  T-P-S: **What other feelings can we measure with the Feelings Thermometer?** *We can measure feelings such as happy, sad, excited, bored, scared, etc.*

Partner Practice

- Have children rate where they would be on the Feelings Thermometer for different classroom situations.

  I am going to describe something that could happen in the classroom. After I describe the situation, I want you to tell your partner how you would feel if this happened to you. Tell your partner where you would be on the Feelings Thermometer.

- Use the following situations, or create your own based on recent events in the classroom:
  - You accidentally rip the page in a new book.
  - You have to wait for your turn at the computer.
  - You make a new friend.
  - You get an important job in our classroom.
- After children talk with their partners, discuss each situation as a class. Point out differences in how children rated their feelings. Explain that people can feel differently about the same thing.

  Something that makes one person feel super-duper sad might make another person feel only a little sad. This is why we tell others how we feel with "I" Messages and use the Feelings Thermometer to describe our feelings. We can better understand and help one another this way. We can help one another to cool down when we have a super-duper feeling that can cause a problem in class.

TRANSITION

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

See day 2 for small-group activity instructions.

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

TRANSITION

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
Interactive Story Reading

STaR word(s):
path

The Squiggle
Author: Carole Lexa Schaefer
Illustrator: Pierr Morgan

This clever, joyful book celebrates classic Chinese images as it links the imagination of a small girl with the most basic of the artist's tools, a line. The gouache and color marker pictures bring the child's imagination to life. Your children will be as entranced as the main character's classmates by the possibilities inherent in a squiggle.

Interactive Story Reading

Before Reading

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

  The title of our story today is *The Squiggle*. That's the name of the story. The author is Carole Lexa Schaefer. She wrote the words for the story. The illustrator is Pierr Morgan. He drew the pictures.

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

Point to the red ribbon on the front cover of the book. **The title of the book is *The Squiggle*. A squiggle is a wiggly line or mark.** T-P-S: **What do you see on the cover of this book? It looks like there is a squiggle on the cover. I wonder why the girl is holding a squiggle over her head.** T-P-S: **What does the picture make you wonder about the story?**

Let's read the story to find out what happens with the girl and the squiggle.

During Reading

As you read the story, use your voice to convey the sounds represented by the words on the page, such as "swish" and "Crack, crickle, hiss."

- 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 5: T-P-S: **What does the girl see on the sidewalk? What do you think she will do with the red ribbon?**
  - Page 19: T-P-S: **What is the girl doing with the red ribbon while her class is walking to the park? She is using her imagination to make pictures in her mind of things the red ribbon looks like.**
  - Page 25: T-P-S: **Why are the children and teacher smiling? What do you think will happen next?**

After Reading

- Ask summative questions to review the story and reinforce the STaR vocabulary. Turn back to pages 21–25, and invite children to name the shapes that the girl imagined with the ribbon.

  Let's remember the things that the girl imagines when she plays with the squiggle.

  One of the things the girl imagines is a path for an acrobat to follow. T-P-S: **What do you think the word "path" means?**

  A path is a way to get somewhere. An acrobat walks on a rope that makes a path from one place to another. T-P-S: **Have you ever followed a path to get somewhere? Where did the path take you?**

- 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):
seven

Count with Curiosity

- Play the "Count with Curiosity: 1–20" video. Invite children to count to 20 with Curiosity.

Active Instruction

- Make sure children are sitting in a circle arrangement next to their partners. Distribute a baggie of counting bears and a counting mat (piece of construction paper) to each partnership.
- Use the bears to assess children's ability to count to 7.

  We have talked about the number 6 this week. Today we will think about the number that comes after 6. WGR: **What number comes after 6?** *7.*

  You each have a baggie of bears. Work with your partner to make a group of seven bears on your mat.

- Guide partners to check their group by counting the bears. Encourage them to move each bear from one side of the mat to the other as it is counted.
- Show your own group of seven bears arranged in a straight line on the floor where all children can see.

  Do I have seven bears here? Let's count them together to check.

- Move each bear to the side as children count it in unison. Then arrange your bears in a circle.

  What happens if I move the bears into a circle? Are there still seven bears here?

- Move each bear to the side as children count it in unison.

Partner Practice

- Encourage children to show different configurations of seven bears.

  I made a straight line and a circle with my seven bears. Work with your partner to see if you can arrange your bears in a new way on your mat.

- Use the sharing sticks to select children to explain their bear arrangements. Invite the class to count the bears in each responder's arrangement to make sure there are still seven.
- Award paw points if most partnerships have seven bears arranged on the mat.
- Reinforce the concept of number sense for 7 by showing the "Hopscotch Number 7" video.

TRANSITION

Have children play this week's brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that artists create in many different styles. They might use lots of colors and shapes or just a few. They might make thin or fat lines.

Wonderful Word

tps

- Review the Wonderful Word.

  Our Wonderful Word today is "style." Remember that style means a way of doing something. T-P-S: **When did we hear the word "style" today?**

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

Theme-Learning Extension

- Introduce children to the string art activity.

  We learned that artists use lines, colors, and shapes to create art. Let's have some fun experimenting with strings to create line designs!

- Provide each child with two yarn segments.
- Encourage children to create designs and use their yarn segments to experiment with making intersecting lines.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Making art is a job for some people and a hobby for others.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• No additional materials needed
Gathering Circle	• Calendar cutout for today's date
Move It!	• Ball
Clues & Questions	• Curiosity's Drawing (appendix) • Concepts-of-print book: *We Are Artists* by Sally Francis Anderson • CC Activity Card: Wonderful Word picture card for "hobby" • CC Activity Card: Letter card for "Hh"
Rhyme Time	• CC Activity Cards: car, window, tree, sock, ball, fish
Plan & Play	• Scenario cards for new scenarios (if applicable)
STaR	• Trade book: *The Squiggle* by Carole Lexa Schaefer • Ribbon segment for each child
Math Moments	• Bus sheet (appendix), one per partnership • CC Activity Cards: Seven different musical instruments from the Art and Music picture cards set • Baggies of seven counting bears, one per partnership
Question/Reflection	• White or yellow construction paper, one sheet per child • Tempera paint in two or three different colors, one container of each color per adult • A paintbrush or cotton swab for each paint container • Cool Kid certificate and marker • Home Link animal stamp: lamb

Day 4 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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

- Same as day 1

Math Lab: Race to the Paint Bucket!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: My Favorite Story

- Same as day 1

Art Lab: Collages

- Same as day 1

Science Lab: Exploring Colors

- 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.

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 *Why the Sea Is Salty*, you heard about a magic handmill. The handmill makes whatever you ask it to make. A sea captain steals the handmill and takes it out to sea. But the sea captain doesn't know how to make the mill stop.** T-P-S: **What did the captain ask the mill to grind?** *Salt.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

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

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

- Allow children to play Silent Ball for several minutes.

TRANSITION

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

Clues & Questions

Theme-related word(s):
hobby*

Basic word(s):
job

Curiosity's Clues

- Bring out Curiosity and her drawing.

  Teacher: **What do you have, Curiosity? Is this something else that you made?**

  Curiosity: **Yes, I drew this picture all by myself!**

  Teacher: **Is it for a job that you have? Did someone pay you to draw this picture?**

  Curiosity: **No, I drew it for fun. It's just something I like to do. It's a hobby. But you are right that some people create art for their jobs. That's what we are talking about today. Some people create art as a hobby, and others create art as a part of their jobs.**

Teacher: **I have a good example of art as a hobby and as a job. We have a new book to read today, and the illustrator's job is to draw pictures or take photos with a camera. Let's see what kind of art is in this story.**

Learning with Curiosity

- Distribute a copy of the concepts-of-print book *We Are Artists* to each child.

  The title of this book is *We Are Artists*. The author and illustrator is Sally Francis Anderson. Can you point to the words on the cover of your book while we say the name of the book together? *We Are Artists*.

  T-P-S: **What style did the illustrator use to make the pictures in this book? Did she draw or paint them, or did she take pictures with a camera?** *She took pictures; she used photography.*

- Remind children that the pictures can help us to know what the words on the page say. Guide them through the book by asking about the picture on each page, telling them what the words say, and then inviting them to read the words together.

  EXAMPLE:

  Now turn to page 1. WGR: **What is the girl in this picture doing?** *Painting a picture.* **The words on this page say, "We can paint." Let's read those words together. We can paint.**

- Continue in this manner with the remainder of the story. Point out that the picture on each page helps us know what the words say.
- Expand children's understanding of the art world by showing the "Be an Artist" video.

Wonderful Word

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

  Our Wonderful Word today is "hobby." A hobby is an activity that people do for fun. Drawing, painting, and collecting things can all be hobbies.

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

  Making art is a job for some and a hobby for others.

- Reinforce one-to-one correspondence in the sentence by pointing to each word as you count it.

  There are a lot of words in our message today. Let's count them.

Letter Links

- Show the letter card for "Hh."

  Today we will review a letter that we have already learned. Our letter today is "h."

  T-P-S: **The letter "h" makes the /h/ sound. What are some words that begin with /h/?**

- Use the sharing sticks to select children to share words that begin with /h/. Award paw points for correct responses.
- 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 day 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 day 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 day. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

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

- Reinforce the sound and shape of the letter "h" by showing the "Stores on the Street: H" 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 "Shape Game" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Identify Initial Sounds

- Review the game from day 1, inviting children to recall words from the last stanza of the rhyme that begin with the /w/ sound.

  Today we're going to play the game that we played the other day. You will listen carefully for the beginning sound in a word from the rhyme. Let's practice now. When I say the rhyme, listen for the /w/ sound at the beginning of one of the words.

- Recite the first triangle stanza, emphasizing the /w/ sound at the beginning of the word "watch."

  Which word begins with /w/? *"Watch."* **"Watch" begins with /w/.**

- Lead the picture match game for initial sounds.

car

window

tree

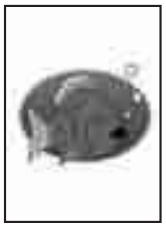
- Say the name of the image on each card, emphasizing the initial sound of each. WGR: **Which word begins with /w/ like the word "watch"? "Car," "window," or "tree"?** *"Window."*
- Use My Turn, Your Turn to have children say "window" and "watch." Encourage them to think about how their mouths feel the same as they say the /w/ sound at the beginning of each word.
- Repeat the process with another word from the rhyme. Recite the circle stanza of the rhyme, emphasizing the /s/ sound at the beginning of the word "circle."

  Which word begins with /s/? *"Circle."* **"Circle" begins with /s/.**

- Have children identify which picture begins with the /s/ sound like the word "circle."

sock

ball



fish

- Say the name of the image on each card, emphasizing the initial sound of each. WGR: **Which word begins with /s/ like the word "circle"? "Sock," "ball," or "fish"?** *"Sock."*
- Use My Turn, Your Turn to have children say "sock" and "circle." Encourage them to think about how their mouths feel the same as they say the /s/ sound at the beginning of each word.
- Award paw points if children successfully identified beginning sounds in the words.

TRANSITION

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.

TRANSITION

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):
path

The Squiggle
Author: Carole Lexa Schaefer
Illustrator: Pierr Morgan

Review

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

  We read this book about the girl and the red ribbon yesterday. Let's read the title again. Point to the title as you read *The Squiggle*. **Carole Lexa Schaefer wrote the words for this story. She is the** (Pause for children to jump right in with the word "author.") **author. Pierr Morgan is the illustrator who made the pictures.**

- Review the story vocabulary that was introduced yesterday.

  The girl in the story made a path for an acrobat. T-P-S: **What kind of path did she make?**

Story Retell

- Hold up the book *The Squiggle*, and tell children that they will pretend to be the girl who finds the ribbon in the story.

  Today when I read the story, you will pretend to be the girl who finds the ribbon. When I read about the way she moves the ribbon, you can do what she does with your ribbon (or string).

- Distribute a piece of ribbon (or string) to each child. Invite children to practice making squiggles with their ribbons before you read the story.
- Read the story, allowing time for children to play with their ribbons as described in the story.
- Conclude this activity by having children tell something else they can make with their ribbons (or strings).

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

Math Moments

Theme-related word(s):
band
concert

Basic word(s):
contest

Count with Curiosity

- Play the "Count with Curiosity: 1–20" video. Invite children to count to 20 with Curiosity.

Active Instruction

- Tell the story of the Seven Bears Band.

  Today I'm going to tell you a story about these bears. Once there were seven bears who loved to play music as a hobby. They also loved the number 7. In fact, they loved the number 7 so much that they decided to form a band and name it the Seven Bears Band. Here they are. Let's count them to make sure they are all here.

- Show the seven counting bears. Move each bear to the side as the class helps you count it to make sure that all seven are present.

  The bears have entered a band contest to show that they are the best band, but the contest is far away, so they have to take a bus to get there. Let's count as they get on the bus to make sure no one is left behind.

- Lay the bus picture flat where all children can see it. Count aloud as you place each bear on the bus picture. Then slide the paper, as if it is driving, to another spot.

  The bears have arrived at the concert hall. Let's count them as they get off the bus. We can't have only six bears in the Seven Bears Band!

- Count the bears aloud as you move each one off the bus.

  Now they need their instruments. Help me count these instruments to make sure there are seven.

- Place an instrument picture next to each bear as you count aloud.

  Guess what? The concert is over now, and everyone was very excited to hear the Seven Bears Band. They won the contest! Let's clap for the bears!

Partner Practice

- Give each partnership a bus sheet and seven counting bears.
- Invite children to make up their own stories about the bears going on a field trip.
- Use the sharing sticks to select children to share their stories about the bears. Award paw points for stories that use seven bears.
- Reinforce number sense for 7 by showing the "Number 7" video.

TRANSITION

Have children play this week's brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that making art is a job for some people and a hobby for others.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is "hobby." Remember that a hobby is an activity that people do for fun. T-P-S: **When did we hear the word "hobby" today?**

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

Theme-Learning Extension

- Move children to desks or tables. Introduce the activity.

  We have talked about how many people like to create art as a hobby because it is fun. Today we will have fun making some designs.

- Give each child a piece of white or yellow construction paper folded in half. Have each child open his or her paper so it lies flat on the table.
- Come around and put drips of two or three different colors of tempera paint on each child's paper. Dip a paintbrush or a cotton swab into the paint, and hold it over the paper to make the drips. Allow children to make the paint drips themselves if they are able to do so.
- Instruct children to fold their papers in half again and smooth them out. When they open the paper, they will see an amazing design. Encourage children to use color, shape, and placement words to talk about their designs.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Day 5 | Ready, Set

Learning Focus

Many people enjoy looking at art.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• Classroom Library Lab: Add STaR story *The Squiggle* by Carole Lexa Schaefer
Gathering Circle	• Calendar cutout for today's date
Move It!	• Music that children enjoy dancing to
Clues & Questions	• Trade book: *13 Artists Children Should Know* by Angela Wenzel • Pictures of a museum, art show, and/or art gallery (optional) • CC Activity Card: Wonderful Word picture card for "beautiful" • CC Activity Card: Letter card for "Bb"
Rhyme Time	• No new materials
Plan & Play	• Scenario cards for new scenarios (if applicable)
STaR	• Trade book: *It Looked Like Spilt Milk* by Charles G. Shaw or other storybook for free choice • Leaf for the story tree
Math Moments	• Five paper plates and six forks • CC Activity Cards: Numeral cards for 1–7
Question/Reflection	• CC Activity Cards: Picture cards for all the Wonderful Words for the week or IWB access • Cool Kid certificate and marker

Day 5 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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

- Same as day 1

Math Lab: Race to the Paint Bucket!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: My Favorite Story

- Same as day 1

Art Lab: Collages

- Same as day 1

Science Lab: Exploring Colors

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1

TRANSITION

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

Gathering Circle

Welcome Activities

Welcome

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

Attendance

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

Partners

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

Home Link Debrief

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

  The first video in last night's show was a song about ways to be an artist. T-P-S: **What is one way to be an artist?** *You can be an artist is you draw or paint a picture, dance, or play an instrument.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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.

TRANSITION

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

Clues & Questions

Theme-related word(s):
beautiful*
museum
painting

Basic word(s):
enjoy
look

Curiosity's Clues

- Present Curiosity with the book *13 Artists Children Should Know*.

  Teacher: **Curiosity, I see you brought us a book today. Is this a clue about what we will learn today?**

  Curiosity: **Yes, it is. I have enjoyed looking at the pictures in this book.**

- Open the book to show children a picture from it.

  Teacher: **There are many lovely paintings in this book, Curiosity! Many people like to look at artwork just like this painting. That's what we are talking about today.**

Learning with Curiosity

- Take a Picture Walk through the book. Talk about the different styles of art and the tools used to make different works of art.
- Explain that there are many places where people can go to see and enjoy artwork, including art museums, shows, and galleries. Show some pictures of art shows and galleries to children if you have them. Pass the pictures around so all children can see them.

- Develop background on this topic by showing the "Triggerfish Kids Do Art" video.

Wonderful Word

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

  Our Wonderful Word today is "beautiful." "Beautiful" means very, very pretty to look at. A painting, or a person, may be beautiful.

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

  Many people enjoy looking at art.

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

Letter Links

- Show the letter card for "Bb."

  Today we will review a letter that we have already learned. Our letter today is "b."

  T-P-S: **The letter "b" makes the /b/ sound. What are some words that begin with /b/?**

- Use the sharing sticks to select children to share words that begin with /b/. Award paw points for correct responses.
- 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 day 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 day 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 day. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

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

- Reinforce the sound and shape of the letter "b" by showing the "B: Stores on the Street" 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 "Shape Game" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Identify Initial Sounds

- Introduce the game Stand Up, Sit Down.

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

- Play the game. You may want to use the following suggested word pairs.

round	**run**	*(Stand up.)*
make	**cat**	*(Sit down.)*
circle	**square**	*(Stand up.)*
make	**mine**	*(Stand up.)*
circle	**bell**	*(Sit down.)*
watch	**water**	*(Stand up.)*
watch	**see**	*(Sit down.)*
round	**fish**	*(Sit down.)*

- Award paw points if children successfully identified the beginning sounds in the words.

TRANSITION

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.

TRANSITION

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 Free Choice

Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *It Looked Like Spilt Milk* by Charles G. Shaw.
- 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.

TRANSITION

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

Math Moments

Basic word(s):
explore

Count with Curiosity

- Play the "Count with Curiosity: 1–20" video. Invite children to count to 20 with Curiosity.

Problem Solving

- Review the numbers 6 and 7 by showing the "Rap Song 6" and "Seven Trucks" videos.
- Introduce today's problem. Bring Curiosity with the plates.

  Today we will help Curiosity solve a problem. Curiosity is having some friends over for dinner, and she doesn't know if she has enough plates.

  Teacher: **First, Curiosity, we need to know how many friends are coming to your dinner party.**

  Curiosity: **Six friends are coming! I am so excited.**

  Teacher: **And will you be eating with your friends too?**

  Curiosity: **Oh, yes. So I will need a plate for myself.**
- Invite children to discuss with their partners how the problem might be solved.

  So our first step is to figure out how many plates Curiosity will need.
  T-P-S: **How many plates does Curiosity need? How do you know?** *Seven; six friends plus Curiosity makes seven.*
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

- Lay the numeral cards 1–7 on the floor in a straight line where all children can see them.
- Ask Curiosity about the plates that she brought.

  Curiosity, how many plates do you have? Help Curiosity count the five plates. **Oh, it looks like you might need to go to the store to buy more plates or borrow some from a neighbor.**

  To children: **How could we use the number cards that I have placed on the floor to figure out how many more plates Curiosity needs?**
- Invite children to share their ideas. Guide them, if necessary, to lay a plate next to each number card and then count the cards that do not have a plate.

TRANSITION

Have children play this week's brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them stop and think.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that many people enjoy looking at art.

Wonderful Word

- Review the Wonderful Word.

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  Our Wonderful Word today is "beautiful." Remember that something is beautiful if it is very pretty and nice to look at. T-P-S: **When did we hear the word "beautiful" today?**

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

Theme-Learning Extension

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

  We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is it something an artist might use to create a picture? *No.*

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

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

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

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Many people enjoy listening to music.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• Letter Lab: Playdough or clay, letter-blending cards for "Mm," "Tt," "Ss," "Hh," "Bb," and "Ll" • Art Lab: Clean empty containers and dry cereals, beans, seeds, or other materials for making shakers • Science Lab: Identically sized plastic containers (with lids) containing different levels of sand, rhythm sticks (four)
Gathering Circle	• Calendar cutout for today's date
Move It!	• CD: *Learning Basic Skills Through Music*, *Volume 1* by Hap Palmer • Slips of colored paper: red, blue, yellow, and green (one piece per child)
Clues & Questions	• Classical music (any) and CD player or digital music player • Trade book: *We Like to Play Music* by Kate Parker • CC Activity Card: Wonderful Word picture card for "listen" • CC Activity Cards: Letter cards for "Xx," "Ll," and "Nn"
Rhyme Time	• Rhyme Card for "Music All Around" (optional)
Plan & Play	• CC Activity Cards: Scenario cards for Let's Have a Concert, Dancer's Studio
STaR	• Trade book: *Max Found Two Sticks* by Brian Pinkney • Leaf for story tree
Math Moments	• A tambourine and a maraca • Two musical instruments for each partnership (Use the shakers made for the Science Lab or a pencil with a cup to play like a drum to expand the number of instruments if necessary.)
Question/Reflection	• Trade book and CD: *Shake It to the One That You Love the Best* by Cheryl Warren Mattox • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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.

Facilitate Learning

- Explain new lab activities and materials as needed.

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Letter Sculptures

- Have children use the playdough or clay to create letters using the letter cards as models.

Math Lab: Race to the Paint Bucket!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Let's Illustrate a Story

- Encourage children to write and illustrate a story.

Art Lab: Making Shakers

- Have children fill the containers with dried cereals, seeds, beans, or other materials to create sound shakers.

Science Lab: Sand Sounds

- Point out the plastic containers with different levels of sand inside them.
- Invite children to tap, shake, and strike the containers with the rhythm sticks to hear how the sand levels affect the sounds produced.

Puzzles & Games Lab: Free Exploration

- Same as day 1

TRANSITION

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

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- 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.

TRANSITION

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

Move It!

- Distribute pieces of colored paper. Tell children that when they hear the color of the paper that they are holding, they will follow the singer's directions about standing up or sitting down.

  We will listen and dance to a song about colors. In the beginning of the song, you may move to the music any way you like. When the singer says the color of the paper you're holding, you will do what he tells you to do.

- Play "Colors" from the CD *Learning Basic Skills Through Music*, *Volume 1*.

TRANSITION

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

Clues & Questions

Theme-related word(s):
listen*

Curiosity's Clues

- Bring Curiosity to the group. Point out the music player.

  Today we will use our ears to listen to something very lovely. Curiosity brought some music for us as a clue about what we will learn today.

- Play some music for twenty to thirty seconds. Have Curiosity move to the music in a way that shows she is enjoying it.

  Teacher: **Curiosity, it looks like you really like that music!**

  Curiosity: **That's right! Today we will talk about how people enjoy playing and listening to music.**

Learning with Curiosity

- Show the cover of the trade book *We Like to Play Music* by Kate Parker.

  I can see that the children on the cover of this book are having fun. I can tell that they like making and listening to music. The title of this book is *We Like to Play Music*. Let's read this book and look for clues that show us whether the children enjoy the music they are playing.

- Read the text, pointing out the faces of the people in the book and how their faces show that they are enjoying the music.
- Play the "Music and Art" background video.

Wonderful Word

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

  Our Wonderful Word today is "listen." When we listen, we use our ears to hear something.

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

  Many people enjoy listening to music.

Letter Links

- Have Curiosity provide clues about the letter "l." 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 "Xx," "Ll," and "Nn."

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

  – **My uppercase and lowercase shapes do not look the same.**

  – **My uppercase and lowercase shapes are made of only straight lines.**

  – **My straight lines do not cross one another.**

  WGR: **What letter am I?** *"L"* **"L" 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 "l" by showing the "Fun Factory Letter L" 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

- Introduce the new song.

  Today we will begin to learn a new song about ways to make music. It's called "Music All Around." When we sing this song, you will learn about some ways to make music that you may have never thought of before.

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

Music All Around

(Tune: "If You're Happy and You Know It")

There is music all around, all around.
(Wave arms slowly in the air.)
There is music all around, all around.
There is music all around,
You must listen for the sound. (Cup hands around ears.)
There is music all around, all around.

There is music on the floor, on the floor.
(Tap floor with hands or feet.)
There is music on the floor, on the floor.
There is music on the floor, and even on the door. (Tap door.)
There is music on the floor, on the floor.

There is music when we clap, when we clap.
(Clap hands.)
There is music when we clap, when we clap.
There is music when we clap,
So give a rap–tap–tap. (Clap hands on knees or upper arms.)
There is music when we clap, when we clap.

Develop Phonological Awareness—Rhyme Production

- Introduce the game, Make a Rhyme.

  Today we will play Make a Rhyme. I'll tell you a word from our song, and you will think of a word that rhymes with it. Rhyming words are words that end with the same sound.

  Let's think of some words that rhyme with the word "clap" in the song "Music All Around." "Map" rhymes with "clap." These two words, "clap" and "map," both end with /ap/. Now you can try to make some rhymes. Think of a word that rhymes with "clap" and "map." Tell the word to the child next to you.

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

  music

  must

  sound

  listen

- Listen carefully as partners tell each other their rhyming words. Make a mental note of which children are able to create rhyming words. Remember that these do not have to be real words. The important thing is whether children can hear and produce rhymes.
- Award paw points if children successfully produced rhyming words.

TRANSITION

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.

  Let's Have a Concert: **This week you can pretend to have a music concert. Some of you can be musicians or singers on a stage, and others can be in the audience. You can use some of the instruments we have in our classroom or make your own with materials from the Wonder Box.**

  Dancer's Studio: **Dancing is a form of art too. Ballerinas and other kinds of dancers have to practice in a studio before they perform for an audience. You can pretend that you are in a studio, creating and practicing dances.**

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 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.

  EXAMPLE:

  Dancer's Studio: Enter the dancing area. **Hello! I heard that you are putting on a special dance. Could I please watch so I can learn some new dances?**

TRANSITION

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
Interactive Story Reading

STaR word(s):
imitated
spare

Max Found Two Sticks
Author and illustrator: Brian Pinkney

Max uses a pair of sticks and common objects to communicate his feelings through music.

Interactive Story Reading

Before Reading

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

  The title of our story today is *Max Found Two Sticks*. That's the name of the story. The author and illustrator is Brian Pinkney. He wrote the words and drew the pictures for the story.

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

tps

Display the front cover of the book, and point to the boy in the illustration. **The title of the book is *Max Found Two Sticks*.** T-P-S: **Who do you think this is?** T-P-S: **When you hear the title and look at the picture on the cover, what ideas do you have about what Max will do with the sticks?**

When we read the story, listen carefully to see if your ideas are in there.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 2: T-P-S: **How does Max answer his grandpa's question about what he's going to do with the sticks? When Max taps the sticks on his thighs, he answers the question without using any words.** T-P-S: **What do you think Max is trying to tell his grandpa?**
  - Page 15: T-P-S: **Do you think Max wishes he had a drum? Why?**
  - Page 25: **Look at the pictures on these two pages.** T-P-S: **What do you notice about the trash cans that Max uses to tap out rhythms?**
  - Page 28: **The story says that when the drummer gave Max his extra drumsticks, Max "didn't miss a beat." That means Max caught the drumsticks and kept playing his trash can drum without stopping.**

After Reading

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

  T-P-S: **How does Max make music in this story? Can you think of other ways to make music?**

  Max imitated some of the rhythms he heard in his neighborhood. T-P-S: **What do you think the word "imitated" means?**

  Max copied rhythms that he heard. He copied the sounds of the pigeons and the raindrops. T-P-S: **Have you ever imitated something you heard, such as the drip-drip sound of water in the sink or the sound of windshield wipers going swish swish on a car? How did you make the sound?**

  At the end of the story, one of the drummers in the marching band gives Max his spare set of drumsticks. T-P-S: **What do you think the word "spare" means?**

  When someone has a spare set of something, it is an extra set. The drummer has a spare set of drumsticks in case one set breaks while he plays the drum.

  T-P-S: **Do you have a spare of something? What do you have extras of?**

- 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.

TRANSITION

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

Math Moments

Math word(s):
backward
pattern

Count with Curiosity

- Introduce the way children will count this week.

  This week we will count in a new way. We will count backward! We will start with 10. Curiosity will show us how!

- Play the "Count with Curiosity: 10–1" video. Invite children to count backward with Curiosity from 10 to 1 as they are able.

Active Instruction

- Present a tambourine and a maraca.

  I have some musical instruments. WGR: **What are these instruments called?** *A tambourine and a maraca.* **Yes! This is a tambourine** (Tap and shake the tambourine.) **and a maraca.** (Shake the maraca.)

  We have made many patterns this year with counting bears and linking cubes. T-P-S: **How could I use these instruments to make a pattern?** *Make sounds that repeat over and over.*

- Use the sharing sticks to select children to share their ideas. Invite one or two children to come up and demonstrate a pattern using the instruments. Award paw points for appropriate patterns.

Partner Practice

- Provide various musical instruments for children to use to create patterns with their partners.
- Encourage children to make different patterns with the instruments.
- Use the sharing sticks to call on children to share their patterns. Award paw points for creative patterns.
- Reinforce the concept of patterns by showing the "Western Patterns" video.
- Have children play this week's brain game, Silly Sounds. Remind children that Silly Sounds is a game that will help them to focus.

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that many people enjoy listening to music.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is "listen." Remember that when we listen, we use our ears to hear something. T-P-S: **When did we hear the word "listen" today?**

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

Theme Learning Extension

- Show pages from the book *Shake It to the One That You Love the Best* by Cheryl Warren Mattox. Explain the written music.

  Have you ever wondered how musicians know what notes to play? These lines with dots actually tell them everything they need to know. This is called written music. Written music tells someone who sings or plays a musical instrument which notes he or she should sing or play, how loud to play them, how fast, and even at what rhythm or in what style.

- Play one of the songs from the CD. Encourage children to sing along or move with the music as they are able.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

There are many different styles of music.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• No additional materials needed
Gathering Circle	• Calendar cutout for today's date
Move It!	• No additional materials needed
Clues & Questions	• Music samples of several different genres (classical, jazz, rock, pop, country, dance, etc.) • CC Activity Card: Wonderful Word picture card for "classical" • CC Activity Card: Letter card for "Ll"
Getting Along Together	• A stack of blocks (four to six) for each partnership
Plan & Play	• Scenario cards for new scenarios (if applicable) • Small-group instruction: – Five or six identical glasses, glass jars, or bottles filled to different levels with water – Two to four metal spoons – Pitcher filled with water
STaR	• Trade book: *Max Found Two Sticks* by Brian Pinkney • Rhythm sticks or substitute items (such as pencils), one per child
Math Moments	• Rhythm pattern cards (appendix), one set per partnership
Question/Reflection	• Concepts-of-print book: *We Are Artists* (class set) • Cool Kid certificate and marker • Home Link animal stamp: pig

Day 7 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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: Letter Sculptures

- Same as day 6

Math Lab: Rhythm Patterns

- Invite children to use the rhythm pattern cards to create a pattern. Then encourage them to make the sounds indicated (pretend to blow a trumpet, pretend to strike a drum, clap hands) to create an aural version of the pattern.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Let's Illustrate a Story

- Same as day 1

Art Lab: Making Shakers

- Same as day 6

Science Lab: Sand Sounds

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1

TRANSITION

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

tps

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

  In the letter section of last night's show, you heard that the letter "l" starts words like "laugh," "love," and "leaves." Can you show me what the letter "l" looks like?

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

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

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

- Play the "Elmo Slide" video. Encourage children to dance along with Elmo.

TRANSITION

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

Clues & Questions

Theme-related word(s):
classical (music)*
orchestra
styles

Curiosity's Clues

- Bring Curiosity to the group wearing headphones.

  Teacher: **Good morning, Curiosity. Do you have a clue for us today? What will we learn about?**

  Curiosity: **I do have a clue. I am going to show you the clue with my body. Watch this.**

- Have Curiosity move back and forth in a soft swaying motion.

  Curiosity: **Now watch this.**

- Have Curiosity move as if she is dancing to very fast music.

  Teacher: **Wow! Those movements are very different from the first ones you did. Why did you change them?**

  Curiosity: **I was listening to different kinds of music when I moved. There are many different styles of music. That's what we will learn about today.**

Learning with Curiosity

- Introduce the music samples you brought. As you present each one, name the genre, and ask children how it makes them want to move.
- Invite them to move to the music samples, and encourage them to identify the musical instruments being played.

  There are many different styles of music. Different people like different styles. One person can enjoy several different styles of music too.

  One style of music that is nice to listen to when you are relaxing is called classical music. Classical music can be played by a group of musicians called an orchestra. Let's watch this video about an orchestra.

- Play "The Orchestra" background video.

Wonderful Word

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

  Our Wonderful Word today is "classical." Classical is a soft and lovely style of music.

- Play the digital dictionary video for "classical."
- Remind children that they can earn paw points when they use or hear the word "classical" 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 music is slow, and some music is fast.

- Point out to children that the Daily Message ends with a period.

  Our message has a little dot at the end. The dot is called a period. We see a period at the end of a sentence. The period tells us that the sentence is over.

Letter Links

- Have Curiosity show the letter card for "Ll."
- 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 "l" by showing the "Pilobolus Letter L" video.

TRANSITION

Have children stand and recite "Music All Around" as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
taking turns
waiting

Active Instruction

- Show the "Taking Turns" video to introduce how to take turns.
- Debrief the video content and relate it to children's own experiences in the classroom.

tps

T-P-S: **How do the friends in the video take turns?** *The friends take turns petting the rabbit and using the binoculars. One friend has a turn while the other friend waits.*

T-P-S: **Share a time when you had to take turns in our classroom.**

We need to take turns when there aren't enough materials for everyone to use at the same time. Taking turns means you have to wait until other people are finished, and then you have a turn.

- Remind children of Getting Along Together strategies they can use. Give the Stop and Think Signal.

We need to stop and think when we are waiting and taking turns. Sometimes it's hard to wait your turn, and you need to stop and think of something to do to help you wait.

T-P-S: **What are some things you can do when you are waiting for your turn?** *I can sing a song to myself, I can count quietly in my head, I can look at things on the wall, and I can tell myself that it will be my turn soon.*

Partner Practice

- Have children practice taking turns by waiting to use the blocks to make a tower. Assign each child to be a peanut butter or jelly partner. Provide three blocks to each jelly partner.

When I give the signal, the Jellies will build a tower with the blocks. Peanut Butters, you may not touch the blocks. You have to wait until I give the signal. When I give the signal, it will be your turn. Jellies, go ahead and begin.

- Allow thirty or forty-five seconds to pass, and then tell children to stop. Discuss what the Peanut Butters did while they waited, and then give them a turn to play with the blocks.

  Practice ways to make waiting for your turn easier. You can count quietly to yourself. What else can you do while you wait? OK, now it is the Peanut Butters' turn to play.

- After each partner has had a turn playing with the blocks, discuss what children did to wait.

  T-P-S: **What did you do while you waited for your turn?**

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

  Waiting for your turn is hard sometimes. It's good to practice ways to make waiting easier. We will have lots of practice taking turns in our classroom.

- Look for opportunities to award paw points for children waiting and taking turns throughout the day.

TRANSITION

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.

Water Sounds

- Provide five or six identical glasses, glass jars, or bottles with a different level of water in each. Have two to four metal spoons for you and children to use to tap on the glasses.
- Have children observe that the different levels of water create different sounds when you tap on the outside of the container.
- Allow children to experiment with the different sounds they can make by tapping on the containers.

TRANSITION

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):
imitated
spare

Max Found Two Sticks
Author and illustrator: Brian Pinkney

Review

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

We read this story about Max yesterday. T-P-S: **What did Max find that he uses to make music? Yes. Max found two sticks, and that is the name of the story. The author and illustrator is Brian Pinkney. He wrote the words and made the pictures for this story.**

- Review the story vocabulary that was introduced yesterday.

Max uses the sticks to imitate the sounds he hears. T-P-S: **What sounds does he imitate?**

At the end of the story, a drummer gives Max a spare set of drumsticks. T-P-S: **Why can the drummer give the drumsticks to Max?**

Story Retell

- Hold up the story *Max Found Two Sticks*, and tell children that they will pretend to be Max while you reread the story.

Today when I read the story, you will pretend that you are Max, and you will make music like he does in the story.

- Distribute a rhythm stick (or other item) to each child. Explain to children that they will listen carefully so they will know when to tap out the rhythms as you read about them.
- Read the story, pausing after each time you describe Max tapping out a rhythm so children can copy the rhythm.
- Conclude this activity by having children tell their partners which rhythm they liked to play the best and why.

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

Math Moments

Count with Curiosity

- Play the "Count with Curiosity: 10–1" video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Review the concept of patterns by showing the "What Comes Next: Birds" and "AABB Patterns Moons and Stars" videos.
- Demonstrate how to make an ABAB pattern with two of the rhythm pattern pictures (such as drum, trumpet, drum, trumpet) where all children can see. Explain how to show the pattern with sounds.

  I made a pattern with pictures. Yesterday we made patterns using sounds from musical instruments.

  T-P-S: **How can I show this pattern with sounds?** *Pretend to beat a drum, and then pretend to blow a trumpet (repeat).*

Partner Practice

- Give each partnership a set of rhythm pattern cards. Have them make a pattern with the cards. They may make any kind of pattern they want (ABAB, AABB, or other).
- Use the sharing sticks to call on children to share their patterns with the group by making the sounds represented by the cards. Award paw points for appropriate patterns.

TRANSITION

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that there are many different styles of music.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is "classical." Remember that classical music is a style of music played by an orchestra. An orchestra plays music with different instruments. T-P-S: **When did we hear the word "classical" today?**

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

Theme Learning Extension

- Have the class reread the concepts-of-print book *We Are Artists* by Sally Francis Anderson in unison.
- Remind children that the pictures help them to know what the words on the page say.
- Talk about the kind of art illustrated on each page. Ask where people might go to enjoy looking at, watching, or listening to that kind of art.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Musical instruments make sounds in different ways.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• No additional materials needed
Gathering Circle	• Calendar cutout for today's date
Move It!	• No additional materials needed
Clues & Questions	• Tambourine, small drum, maraca, and any other available musical instruments (optional) • CC Activity Cards: Musical instrument picture cards from the Art and Music set • CC Activity Card: Wonderful Word picture card for "strings" • CC Activity Card: Letter card for "Ll"
Getting Along Together	• Taking Turns Bag (See To Be Prepared.) • One piece of paper per child and one marker per partnership
Plan & Play	• Scenario cards for new scenarios (if applicable)
STaR	• Trade book: *Music, Music for Everyone* by Vera B. Williams • Trade book: *A Chair for My Mother* by Vera B. Williams (from unit 3) • Leaf for story tree
Math Moments	• One pair of rhythm sticks (or pencils) per child
Question/Reflection	• CC Activity Card: Letter card for "Ll" • Cool Kid certificate and marker • Home Link animal stamp: donkey

Day 8 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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: Letter Sculptures

- Same as day 6

Math Lab: Race to the Paint Bucket!

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Let's Illustrate a Story

- Same as day 1

Art Lab: Making Shakers

- Same as day 6

Science Lab: Sand Sounds

- 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.

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.

  ***Worried Whitney* is about a girl who worries about everything. Whitney is having trouble seeing things in her classroom. She has to sit on the edge of her seat to see. What is Whitney worried that she will have to wear?** *She is worried that she will have to wear glasses.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

- Invite children to join you. Remind children how to play the Boogie Shoes game.

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

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

TRANSITION

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

Clues & Questions

Theme-related word(s):

bow
pick
pluck
strings*
strum
vibrate

Curiosity's Clues

- Bring Curiosity to the group with a tambourine.

  Teacher: **Good morning, Curiosity! Did you bring a clue for us today?**

  Curiosity: **No, I didn't have time to work on a clue because I'm having a problem with this tambourine. I've been trying to play it, but it's not going very well. Maybe you can help me. I'll try again.**

- Have Curiosity blow on the tambourine.

  Curiosity: **Maybe I'm not blowing hard enough. It's just not working.**

  Teacher: **Oh, Curiosity! You did bring a clue, and you didn't even know it! Today we will learn about the different ways to make music with different kinds of musical instruments. Blowing on the tambourine isn't the way to make it work. You have to strike or shake it.**

- Have Curiosity shake the tambourine to make a sound.

Learning with Curiosity

- Show the picture of a guitar.

  Let's talk about some other musical instruments. This is a guitar.
  T-P-S: **How do we play a guitar?** *Pluck or strum the strings.*

- Show the picture of a violin.

  This is a violin. It also has strings, but we don't pluck or strum them.
  T-P-S: **How do we play a violin?** *Rub a bow across the strings.*

- Continue in this manner with the other picture cards. Demonstrate with real instruments if you have them.
- Summarize the different ways to make sounds with musical instruments.

  We make sounds with musical instruments in different ways. We either blow air through them, strum or rub strings, or strike or shake them.

- Play "The Marching Band" video.

  Let's watch this video of a marching band. Look to see what instruments are used in the band and how they are played.

Wonderful Word

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

  Our Wonderful Word today is "strings." Strings are long thin cords that are stretched across some instruments such as guitars and violins. When you pluck or strum the strings with a bow or your fingers, the strings make different sounds.

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

  Musical instruments make sounds in different ways.

- Point out the "s" and /s/ at the beginning and end of the word "sounds."

  Look carefully at this word. I noticed something interesting. Point to the first letter. WGR: **What letter do we see at the beginning of the word?** *"S"* Point to the last letter. **What about the last letter?** *"S"* **Hmmm. "S" makes the /s/ sound. Let's see if we can hear it two times. SSSoundsss. Wow! I see the "s" and hear /s/ at the beginning and end of this word.**

Letter Links

- Have Curiosity show the letter card for "Ll."
- 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 "l" by playing the "La-La-La Letter L Song" video.

TRANSITION

Have children stand and recite "Music All Around" as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
taking turns

tps

Active Instruction

- Show the "Primitives: Chair Sharing" video to introduce ways to take turns.

  T-P-S: **What happens when the friends both try to sit on the chair at the same time?** *It doesn't work; the chair is too small.*

  T-P-S: **How do they make sure that they have equal turns using the chair?** *The friends use a clock to make sure that they have equal turns with the chair.*

- Introduce the Taking Turns Bag to help children take turns in the classroom.

  We will use something in our classroom to help us take turns. It is called the Taking Turns Bag. Hold up the Taking Turns Bag. **Taking turns is important for getting along with one another and keeping our classroom a safe and happy place to learn.**

  Hold up the coin from the bag. **Sometimes we know that we need to take turns, but it's hard to decide who gets to go first. We can use a coin as a fair way to decide who goes first. When you flip a coin, you choose either heads or tails.** Show the heads and tails sides of the coin. Flip the coin. **If it lands on heads, the person who chose heads goes first. If it lands on tails, the person who chose tails goes first.** Call on a student to say heads or tails. Flip the coin. **Would you go first or second?**

Hold up the timer. **Once you know who will have a turn first, then you need to make sure that both people have the same amount of time with their turns. Just like the friends in the video used a clock to time their turns, we can use a timer to make sure that we have equal turns. When the first person starts his or her turn, you flip over the timer. When the sand has moved all the way through, it's the other person's turn. Then you flip the timer again for the second person's turn. Each person gets the same amount of time, and each person is happy!**

Partner Practice

- Have children practice using the Taking Turns Bag in partnerships. Hand out one piece of paper to each child, and place one marker between the members of each partnership. Assign one child in each partnership to be heads and the other partner to be tails.

  Raise your hands if you are heads. Raise your hands if you are tails. Let's have Chilly flip the coin for us. Flip the coin. **The coin landed on _____. If you are _____, you will use the marker first to write your name or draw a design.**

  Chilly will start the timer for us. When Chilly flips the timer, the first person will take a turn with the marker. Flip the timer. **If it's not your turn yet, remember to do something to make waiting for your turn easier. When the timer is up, the first person will give the marker to his or her partner for his or her turn.** Announce when the timer is up, and restart the timer for the next partner's turn.

  We did a great job taking turns! We will keep the Taking Turns Bag at the Thinking Spot. You can go and use the Taking Turns Bag whenever you need help taking turns. We can also use the Taking Turns Bag on the playground if we need help taking turns with those toys.

  T-P-S: **How did using the Taking Turns Bag help you and your partner?** *The coin helped us decide who would go first, and the timer made sure that we each got to use the marker for the same amount of time.*

TRANSITION

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

See day 7 for small-group activity instructions.

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

TRANSITION

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):
treat

Music, Music for Everyone
Author and illustrator: Vera B. Williams

Rosa's grandma is too sick to come downstairs to sit in her favorite chair, and the medical expenses are a drain on the family finances. When Grandma tells Rosa and her friends that listening to them practice their music makes her feel like dancing, Rosa comes up with an idea for a way she can contribute to the cost of Grandma's care. Rosa enlists her friends to help, and the resulting enterprise is a big success.

Interactive Story Reading

Before Reading

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

  The title of our story today is *Music, Music for Everyone*. That's the name of the story. The author and illustrator is Vera B. Williams. She wrote the words and drew the pictures for the story.

  A long time ago, we read another book by this same author. Hold up the book *A Chair for My Mother*. **In this story, Rosa, her mother, and her grandmother saved coins in a jar to buy a new comfortable chair. I wonder if we will see that chair in this story.**

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

  tps

  Display the front cover of the book, and talk about the illustration. **Let's look at the cover of this book to see if we can get some ideas about the story.** T-P-S: **What do you see on the cover? There is a picture of children playing musical instruments.**

  Think aloud: **I know that when a group of people use instruments to play music, they make a band. I wonder if these girls are in a band.** T-P-S: **What ideas do you have about these girls and what will happen in this story?**

  When I read the story, listen carefully to see if your ideas are in there.

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 13: **Rosa wonders how they will put money in the jar while her grandma is sick. She plays her accordion and thinks about how her mother would play her accordion, and people would leave money because they liked her music.** T-P-S: **What do you think Rosa will do?**
  - Page 17: T-P-S: **Do you think Rosa and her band will make money when they play in the Oak Street Band? Why (or why not)?**
  - Page 23: T-P-S: **What do you think will happen next?**
  - Page 30: **The Oak Street Band plays music, and everyone dances and has fun.** T-P-S: **How do you think the girls feel about playing at a party and being paid?**

After Reading

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

  When Rosa's friends come to visit, they play their instruments for Grandma, and she wants to fix them a treat. Do you know what the word "treat" means? A treat is like a snack; it is something special to eat. Has someone ever fixed a treat for you when you visited him or her?

  T-P-S: **Why do Rosa and her friends decide to form a band?**

  T-P-S: **How do Rosa's friends and family help the Oak Street Band get started?**

  T-P-S: **How does Rosa's idea for a band help her family?**

- 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.

TRANSITION

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

Math Moments

Count with Curiosity

- Play the "Count with Curiosity: 10–1" video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Strike two rhythm sticks together to make a sound pattern (e.g., one tap, pause, two quick taps, pause, one tap, pause, two quick taps, pause).
- Give a pair of rhythm sticks (or substitutes, such as unsharpened pencils) to each child. Explain the concept of extending a pattern.

If I want to make my pattern longer, I can just keep going. I will make my pattern again, and I want you to show me what would come next.

- Repeat your pattern, and then invite children to join you in extending the pattern with their own rhythm sticks.

Partner Practice

- Have partnerships create their own patterns using the rhythm sticks.
- Use the sharing sticks to select a partnership to demonstrate their pattern to the class. Then let the class join in and extend the pattern. Award paw points for successful patterns.
- Reinforce the concept of patterns by showing the "What Comes Next?: Hexagons and Triangles" video.

TRANSITION

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that musical instruments make sounds in different ways.

Wonderful Word

- Review the Wonderful Word.

tps

Our Wonderful Word today is "strings." Remember that strings are long thin cords that are stretched across an instrument such as a guitar. When you pluck or strum the strings with a bow or your fingers, the strings make different sounds. T-P-S: **When did we hear the word "strings" today?**

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

Theme Learning Extension

- Review the sound and shape of the letter "l" by showing the "Fun Factory Letter L" video and displaying the letter card.
- Encourage children to find things in the classroom that begin with the /l/ 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 /l/ sound.

- Allow children to walk around the room and look for objects that begin with /l/. If they find one, they should stop in front of the object and raise their hands.
- Use the sharing sticks to call on various children to share their ideas. Award paw points for thoughtful responses.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Musical instruments have names.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• Math Lab: One or two sets of rhythm pattern cards (from Math Moments, day 7)
Gathering Circle	• Calendar cutout for today's date
Move It!	• No additional materials needed
Clues & Questions	• Trade book: *Meet the Orchestra* by Ann Hayes • CC Activity Card: Wonderful Word picture card for "drums" • CC Activity Card: Letter card for "Ll"
Rhyme Time	• No additional materials needed
Plan & Play	• Scenario cards for new scenarios (if applicable)
STaR	• Trade book: *Music, Music for Everyone* by Vera B. Williams • STaR story retell cards: *Music, Music for Everyone*
Math Moments	• Tambourine, maracas, and other musical instruments, one instrument per partnership
Question/Reflection	• CC Activity Cards: Letter cards (Aa–Zz) • CD: *Learning Basic Skills Through Music, Volume 1* by Hap Palmer • Cool Kid certificate and marker • Home Link animal stamp: cow

Day 9 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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: Letter Sculptures

- Same as day 6

Math Lab: Rhythm Patterns

- Invite children to use the rhythm pattern cards to create a visual pattern. Then encourage them to make the sounds indicated (pretend to blow a trumpet, pretend to strike a drum, clap hands) to create an aural version of the pattern.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Let's Illustrate a Story

- Same as day 1

Art Lab: Making Shakers

- Same as day 6

Science Lab: Sand Sounds

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1

TRANSITION

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.

tps

In the math part of last night's show, you saw a pattern. The pattern was hexagon, triangle, hexagon, triangle. Draw the pattern on the board: ⬢ ▲ ⬢ ▲. T-P-S: **If I add another hexagon, then what comes next?** *A triangle comes next.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

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

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

- Invite children to stand in a circle.
- Play the "Head, Shoulders, Knees, and Toes" video. Encourage children to dance along with Elmo.

TRANSITION

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

Clues & Questions

Theme-related word(s):
drums*
strike
tap

Curiosity's Clues

- Bring out Curiosity with a drum.

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

  Curiosity: **Yes. I will say some words, and you all will guess what we are talking about today.**

  Teacher: **OK, that sounds like fun. Let's hear the words.**

  Curiosity: **Drum, violin, piano, harp, flute, trumpet, trombone, clarinet, maracas, xylophone, and guitar.** T-P-S: **What do those words all have in common?** *They are all names of musical instruments.* **We will learn about the names of many musical instruments today.**

tps

Learning with Curiosity

- Introduce the book *Meet the Orchestra* by Ann Hayes.

  This book has information about lots of different musical instruments that we might find in an orchestra. Let's read it to see what new information we can learn!

- Read the book to children. Summarize the information instead of reading all the text if time is limited. Invite children to pretend to play each instrument as you discuss it.
- Play the "Marching Band Mimic" video.

  Let's watch this video about some children who pretend to have their own marching band. You might get some new ideas for Plan & Play today.

Wonderful Word

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

  Our Wonderful Word today is "drums." Drums are instruments that people play with their hands or with drumsticks.

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

  Every musical instrument has a name and makes a different sound.

- Remind children about the period at the end of the Daily Message.

  Look at the end of the sentence. It has a dot just like other sentences we have seen. WGR: **Do you remember what the dot is called?** *A period.* **What does the dot mean?** *The sentence is over.*

Letter Links

- Have Curiosity show the letter card for "Ll."
- 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 "l" by showing the "Safari Letter L" 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 "Music All Around" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Production

- Introduce the game, Make a Rhyme.

  Today we are going to play Make a Rhyme. I'll tell you a word from our song, and you will think of a word that rhymes with it. Rhyming words are words that end with the same sound.

Let's think of some words that rhyme with the word "floor" in the song "Music All Around." "More" rhymes with "floor." These two words, "floor" and "more," both end with /or/. Now you try to make some rhymes. Think of a word that rhymes with "floor" and "more." Tell the word to the child next to you.

tps

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

  we

  even

  rap

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

TRANSITION

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.

TRANSITION

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 Story Retell

STaR word(s):
treat

Music, Music for Everyone
Author and illustrator: Vera B. Williams

Review

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

  Yesterday we read this story about Rosa and her band. The title of the story is *Music, Music for Everyone*. The author is Vera B. Williams. She is also the illustrator.

- Review the story vocabulary that was introduced yesterday.

tps

  To show Rosa and her friends how much she enjoys listening to them play music for her, Grandma wants to make them a treat. But Grandma is sick and can't get out of bed, so the girls fix the treat themselves.
  T-P-S: **What kind of treat do Rosa and her friends make?**

Story Retell

- Hold up the story *Music, Music for Everyone*, and tell children that they will help you retell the story by sequencing events.

Yesterday when I read this story, we found out what happens when Rosa and her friends form a band. Today we will use picture cards of things from different parts of the book to help us retell the story.

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

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

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

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

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

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

- Conclude this activity by having children tell which instrument in the Oak Street Band they would like to play and why.

TRANSITION

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

Math Moments

Count with Curiosity

- Play the "Count with Curiosity: 10–1" video. Invite children to count backward from 10 to 1 with Curiosity.

Active Instruction

- Review the concept of patterns.

  Let's review patterns by watching these two videos.

- Show the "Detective Finds a Pattern" and "AABB Patterns: Hearts and Diamonds" videos.

Partner Practice

- Use the following steps to organize and explain the inside-outside circle activity.
  1. Assign each partner to be either a Peanut Butter or Jelly.
  2. Have all the peanut butter partners stand in a circle holding hands. Then have them drop their hands and turn around so they are facing the outside of the circle and then sit down.
  3. Invite the Jellies to sit facing their partners. The result should be a small circle of children inside a large circle of children, with partners facing one another.
  4. Give each partnership a baggie of counting bears. Have partners use four bears to make any kind of pattern they want on the floor in the space between them. Provide a minute or two for all partnerships to make a pattern.
  5. Have children stand up and rotate as partnerships one space to the right and then sit down again in front of their neighbor's bear pattern and baggie of extra bears. Ask partners to add bears to the pattern to extend it. (They can raise their hands to ask for additional bears if they are missing the necessary colors.)
  6. Repeat the rotation and pattern extension one or two more times until partnerships begin to run out of bears.

TRANSITION

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that musical instruments have names.

Wonderful Word

- Review the Wonderful Word.

  tps

  Our Wonderful Word today is "drums." Remember that drums are instruments that people play with their hands or with drumsticks.
  T-P-S: **When did we hear the word "drums" today?**

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

Theme Learning Extension

- Place the letter cards in alphabetical order in a circle on the floor. Have children stand in a circle on the outside of the letters. Stand in the middle of the circle.
- Play the song "Marching Around the Alphabet" from the *Learning Basic Skills Through Music*, *Volume 1* CD. The song will prompt children to stop when a whistle is blown. Then they should pick up a letter card in front of them and tell what letter they have.
- Ask children to raise their hands if they know the name of their letters. Quickly select a child to name his or her letter, and then have all children return their letter cards to the floor.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

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

Music has a beat.

Additional Materials Needed Today	
Greetings, Readings, & Writings	• Classroom Library Lab: Add STaR story *Music, Music for Everyone* by Vera B. Williams
Gathering Circle	• Calendar cutout for today's date
Move It!	• No additional materials needed
Clues & Questions	• Music samples of several different genres (classical, jazz, rock, pop, country, dance, etc.) • CC Activity Card: Wonderful Word picture card for "beat" • CC Activity Card: Letter card for "Ll"
Rhyme Time	• No additional materials needed
Plan & Play	• Scenario cards for new scenarios (if applicable)
STaR	• *Little Pig Joins the Band* by David Hyde Costello or other storybook for free choice
Math Moments	• Rhythm pattern cards (from Math Moments, day 7), one set per partnership
Question/Reflection	• CD: *Jambo and Other Call and Response Songs and Chants* by Ella Jenkins • Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

Child Routines	Teacher Routines
1. Remove coats and backpacks. 2. Sign in. 3. Self-select labs or other activities.	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: Letter Sculptures

- Same as day 6

Math Lab: Rhythm Patterns

- Same as day 9

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Let's Illustrate a Story

- Same as day 1

Art Lab: Making Shakers

- Same as day 6

Science Lab: Sand Sounds

- Same as day 6

Puzzles & Games Lab: Free Exploration

- Same as day 1

TRANSITION

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.

tps

The first video on last night's show had a marching band. Children in the video were imitating the members of the band. Children were banging on pots and boxes. T-P-S: **What instruments were the band members playing?** *They were playing drums.*

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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

- Introduce the Move It! activity, Follow the Leader.

  Today we will play Follow the Leader. I will be the leader first, and then some of you will get a chance to be the leader. Everyone has to follow the leader and do exactly what the leader does. Now, follow me!

- Start the game as the leader, and have children follow you in a line.
- Choose children to take turns being the leader of the game.

TRANSITION

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

Clues & Questions

Theme-related word(s):

beat*

Curiosity's Clues

- Bring Curiosity out of her house wearing headphones. Make her move up and down as if she is moving to a steady beat.

  Teacher: **Curiosity, what are you listening to that makes you want to move like that?**

  Curiosity: **Oh, it is just some nice music. It's a clue about what we will learn today!**

  Teacher: **So we will learn about moving to music?**

  Curiosity: **That's pretty close. Today we will learn that all music has a beat.**

Learning with Curiosity

- Discuss the concept of beat in music.

  Curiosity is right. All music has a beat. Sometimes the beat is slow, and sometimes it is fast. Let's listen to some music to see if we can clap on the beat.

- Play samples of different genres of music. Encourage children to clap to the beat of each song. Talk about how the beat varies from song to song.

  T-P-S: **What musical instruments are often used to keep the beat in many styles of music?** *Drums.*

- Play the "Preschool Musical" video.

  We're going to watch a video that shows some friends singing a song. At the beginning of the song, we will hear only soft slow singing. Then we will hear some drums begin to play, and then we will really hear the beat. You can clap along to the beat if you'd like to as we watch.

Wonderful Word

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

  Our Wonderful Word today is "beat." A beat is a rhythm that you can clap or tap out.

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

  Music has a beat.

- Underline the letter "m" at the beginning of "music." Explain why it is in uppercase form.

  WGR: **What is the name of this letter?** *"M"* **Is this the uppercase or lowercase form of the letter?** *Uppercase.* **That's right. Sentences always begin with an uppercase letter. Now let's think about another letter, our letter of the week.**

Letter Links

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

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

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

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

- Reinforce the sound and shape of the letter "l" by playing the "Look with the Letter L" 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 sing "Music All Around" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Production

The name of this activity is Silly Sentence, so nonsense words will just make the game even sillier.

- Introduce the game, Silly Sentence.

  Today we are going to play a game called Silly Sentence. I will tell you a word from our rhyme, and you will use a word that rhymes with it to make up a silly sentence. Remember, words that rhyme end with the same sound.

  tps

  Let's practice together. The sentence will begin "Looking all around, I see…." T-P-S: **What word rhymes with "around"?** Accept any word that rhymes with "around" even if it's not a real word.

  Use a word that rhymes with "around" to complete the sentence. **Now let's finish the sentence. "Looking all around, I see a sound** (or another word that children suggested)**."**

  "Around" and "sound" rhyme, and the sentence "Looking all around, I see a sound" is a silly sentence.

- Play the game. Use Think-Pair-Share to have children tell their partners a word that rhymes with the given word and use it to make a silly sentence. You may use the following suggestions or substitute something more appropriate for your class.

  Looking at the floor, I see a…

When I hear a clap, I want to…

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

TRANSITION

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.

TRANSITION

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 Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Little Pig Joins the Band* by David Hyde Costello.
- 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.

TRANSITION

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

Math Moments

Count with Curiosity

- Play the "Count with Curiosity: 10–1" video. Invite children to count backward from 10 to 1 with Curiosity.

Problem Solving

- Introduce today's problem.

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

- Show the "Something Is Missing" video.

  tps

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

- Create an ABAB pattern with the rhythm pattern cards. Ask children to close their eyes, and then take one of the cards away. Use Think-Pair-Share to have children guess which card is missing.
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- If time allows, give a set of cards to each partnership, and let partners play the game with each other.

TRANSITION

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that music has a <u>beat</u>.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is "<u>beat</u>." Remember that a <u>beat</u> is a rhythm that you can tap out. T-P-S: **When did we hear the word "<u>beat</u>" today?**

tps

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

Theme Learning Extension

- Introduce the concept of a call-and-response song.

  Some songs are called call-and-response songs. One person will sing a line from the song, and then everyone else sings the same thing, copying the words, the music, and the beat.

  We will do a call-and-response song today called "Jambo." The singer's name is Ella Jenkins. She will explain where she heard the song in Africa and what it means, and then she will help us sing it together.

- Play "Jambo" from the CD *Jambo and Other Call and Response Songs and Chants* by Ella Jenkins. Encourage children to sing the lines as prompted.

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 *We Are Artists* 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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Curiosity Corner 2nd Edition

Unit Record Form

Unit 8: *Express Yourself* Teacher: _____ Class Age: _____ Date: _____

Students	Expressive Vocabulary			Oral Expression*	Read & Respond	GAT Behaviors** (N, P, I)		GAT Behaviors Individual Focus
	Expectations: Use 5 words expressively. Mark words that each student is heard using sometime during the unit.	Total Expressive Words **(0–5)**	Receptive Words **(Optional)**	**(N,E,T,S,A)**	# Nights **(0–10)**	Gives "I" Messages to share feelings	Uses Stay Cool steps when excited or angry	
	beautiful color dance imagination art instrument museum music paint beat							
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* Use these abbreviations for oral-language development stages: **N** = nonverbal; **E** = emergent speech (single words); **T** = telegraphic sentences; **S** = simple sentences; **A** = advanced sentences.

** Use the following abbreviations for GAT behaviors: **N** = not evident; **P** = evident with prompting; **I** = uses independently.

Learning Labs Facilitation Guide

Week 1

Classroom Library Lab	**Enjoy a Story** Children explore books related to the arts and other books in the classroom library.
Engage all children:	**Could this story happen in real life, or is it just pretend? How do you know?**
Offer support:	**What do you like best about this story (the pictures, the characters, or what happens in the story)?**
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 children see and hear, for example, **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.**

Math Lab	**Race to the Paint Bucket!** Children play a counting game.
Engage all children:	Explain how to use the Race to the Paint Bucket! game board. Players should put a counting bear (or other marker) on the paintbrush starting point. Each player will roll the giant foam number cube and move his or her bear the number of spaces shown. The first child to reach the paint bucket wins. De-emphasize the notion of winning or losing.
Offer support:	If children do not move the correct number of spaces, count with them to the number rolled, and point to each space as they move their bears.
Challenge:	Model being supportive if children are overly competitive and not good winners.

Writing Lab	**My Favorite Story** Children draw pictures or write about their favorite story.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.	

Art Lab	**Collages** Children create collages by gluing various materials onto paper.
Engage all children:	Make comments about the colors they chose or the patterns they made. **You used a lot of red in your design.** **These buttons are on each corner.** **The glitter glue really makes your collage look shiny.**
Offer support:	Assist with glue as needed.
Challenge:	Ask children to describe their collages.

Science Lab	**Exploring Colors** Children combine different colors of water into empty cups to see what new colors they can create.
Engage all children:	Ask about the different color combinations they have made, or ask them to predict colors they have not yet made. **What happened when you mixed red and yellow water?** **What do you think will happen if we just put a little bit of yellow water into the blue water? How will it change if we add more?** **What colors do you want to combine next?**
Offer support:	**Help children learn the color names if they do not already know them.**
Challenge:	Invite children to find things in the classroom that are the same shade as the colors they have created with the water.
Tip: You might want to have an adult at this lab initially. Be sure to have towels available for spills.	

Week 2

Classroom Library Lab	**Enjoy a Story** Children explore books related to the arts and other books in the classroom library.
Engage all children:	**This looks like an interesting book. Why did you select this book?**
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:	**What is the setting of this story? (Where does this story take place?) Do you think the illustrator did a goof job of showing us what the place is like?**

Letter Lab	**Letter Sculptures** Children use the playdough or clay to create letters 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" and "curved 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.
Tip: You may need to teach children to first create a ball by rolling a piece of playdough on a table with their palms. Then show them how to roll the ball back and forth to form a snake.	

Math Lab	**Rhythm Patterns** Children use the rhythm pattern cards to create a visual pattern. They make the sounds indicated (pretend to blow a trumpet, pretend to strike a drum, clap hands) to create an aural version of the pattern.
Engage all children:	Ask children to explain their visual patterns. Ask them what would come next if they had more pictures.
Offer support:	Encourage children to focus on the visual pattern first.
Challenge:	Challenge children to produce a pattern with sounds first, and then have friends try to create the pattern with the picture cards.

Writing Lab	**Let's Illustrate a Story**
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

Art Lab	**Making Shakers** Children fill the containers with dried cereals, seeds, beans, or other materials to create sound shakers.
Engage all children:	Ask questions to help facilitate exploration of the sounds. **Which shaker makes the loudest sound? Why do you think that is?** **Is the sound different if you shake it quickly or slowly?** **What kind of sounds will it make if we roll it instead of shaking it?**
Offer support:	Make sure the child knows the name of all the objects (cereal, seeds, etc.). Teach them new words as needed.
Challenge:	Challenge children to shake their instruments in rhythm with music.

Science Lab	**Sand Sounds** Children listen as they shake or strike containers filled with different levels of sand.
Engage all children:	Invite children to tap, shake, and strike the containers with rhythm sticks to hear how different sand levels affect the sounds produced. **Which container makes the loudest sound?** **Are the sounds higher or lower (like musical notes)?** **Can you play a song by tapping the containers?**
Offer support:	**Encourage children to tap the containers with an even rhythm.**
Challenge:	Show a different container. Ask children to predict whether it would make a higher or lower sound if filled with sand. Then fill it with sand and let children listen to the new sound to check their predictions.

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

Beautiful Food

- Focus on colors and shapes as you enjoy fruits, vegetables, and a variety of crackers.

Sunflower Seed Maracas

- Have children pour a small amount of sunflower seeds into their paper cups, place plastic wrap on top of the cups, and secure a rubber band over the plastic to hold it in place. Invite children to gently shake their new maracas before enjoying their snack. Serve juice or milk with the sunflower seeds.

Apples and Bananas

- Invite children to listen to the different sounds their mouths make as they enjoy a soft, quiet piece of banana or a loud, crunchy apple. Talk about the loud and quiet instruments that they played during the unit.

Pretzel Drumsticks

- Children can enjoy tapping a beat gently on the clean table, using two pretzel rods. Serve milk or juice with the pretzel rod drumsticks.

***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.

Fun with Lines

Fun with lines can be an individual pursuit or a group endeavor.

Some children may:

- take a piece of rope and form a squiggle of a line as the children did in the story tree book.
- make a line on which they can walk as if they were on a balance beam.
- try to construct two-dimensional shapes.
- take a ball of string and weave the string in and out all over the playground.

After some children have finished with their string creations, others may want to trace over them with their hands or by walking along them.

Parachute and Ball

Gather around the perimeter of a parachute to stretch and bend it, bounce a ball on it, and run under the parachute as children raise it. The parachute and beach ball offer many opportunities for children to play cooperatively as they identify colors. Help children invent some games of their own.

Move to the Beat

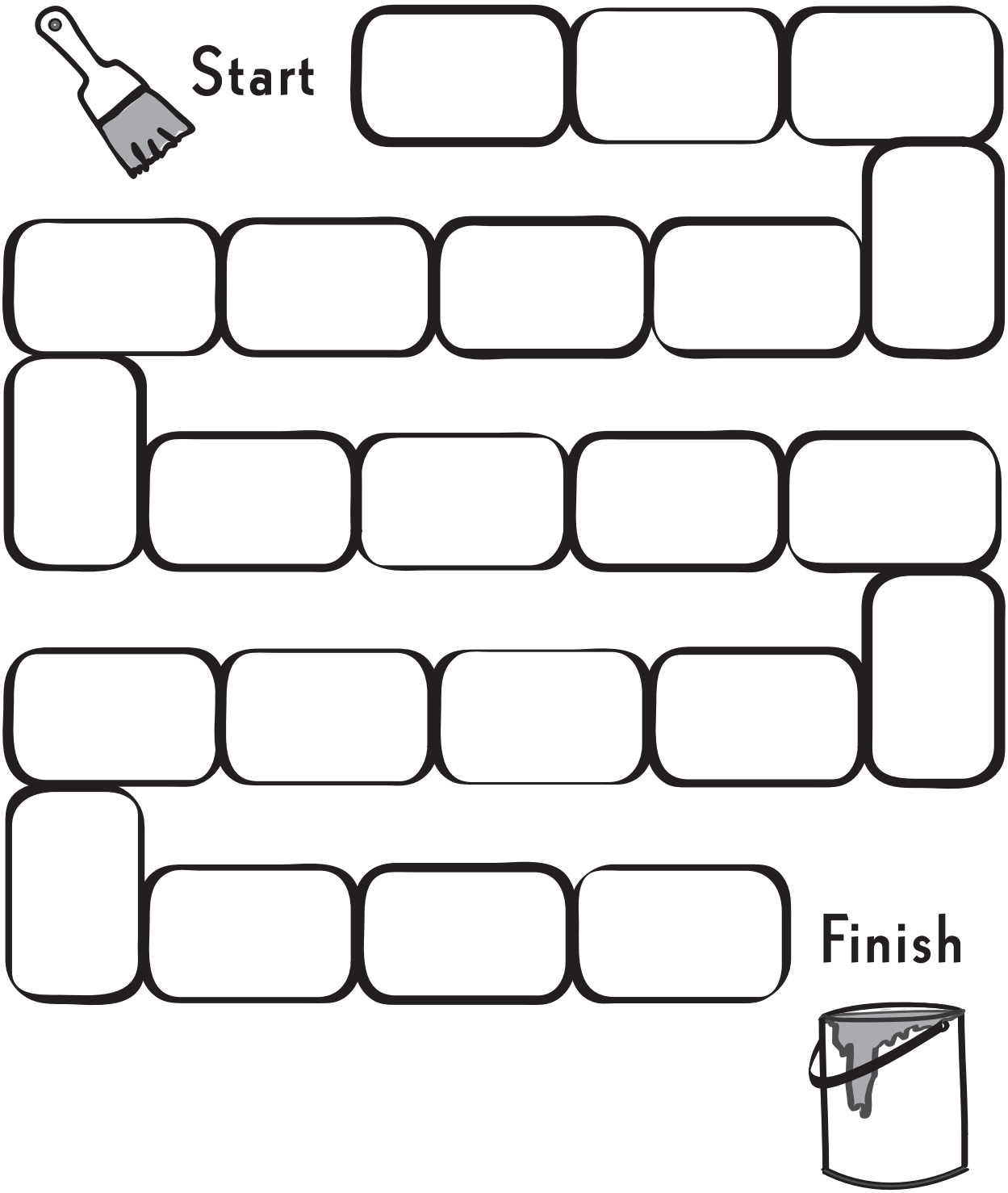
Using recorded music, have children walk or march quickly or slowly to reflect the music. As a variation, you can sing a favorite class song and alternate using slower and faster tempos.

Marching Band

Invite children to bring the musical instruments outside to play in a marching band. Children can take turns leading the band members. Children can sing songs while they play or march to music if you have a portable media player.

Race to the Paint Bucket!

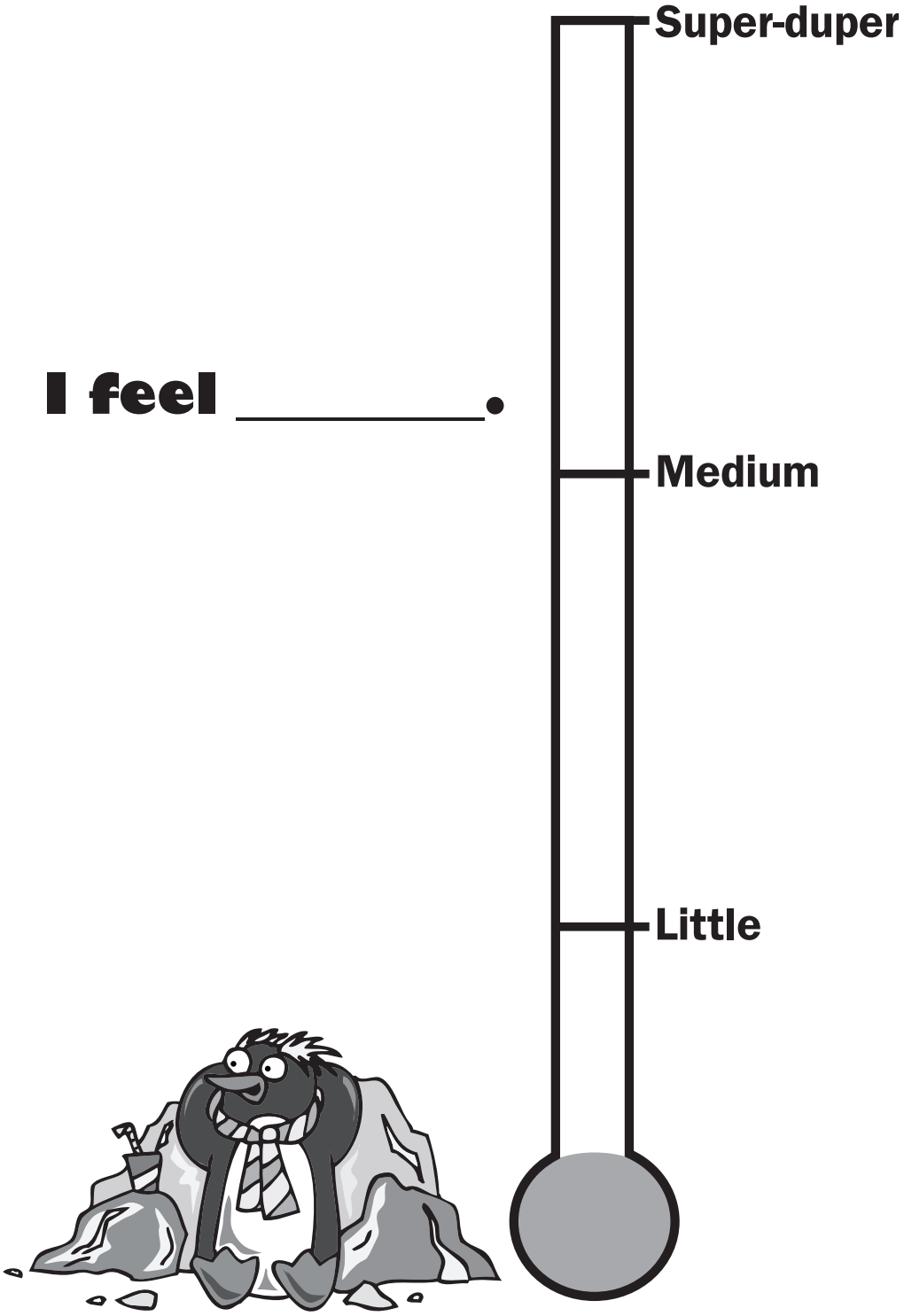
Pretend that you and a friend are painting a picture, and you have run out of paint. Who will get to the paint bucket first? Roll the giant foam number cube, and move the number of spaces shown until you reach the bucket.



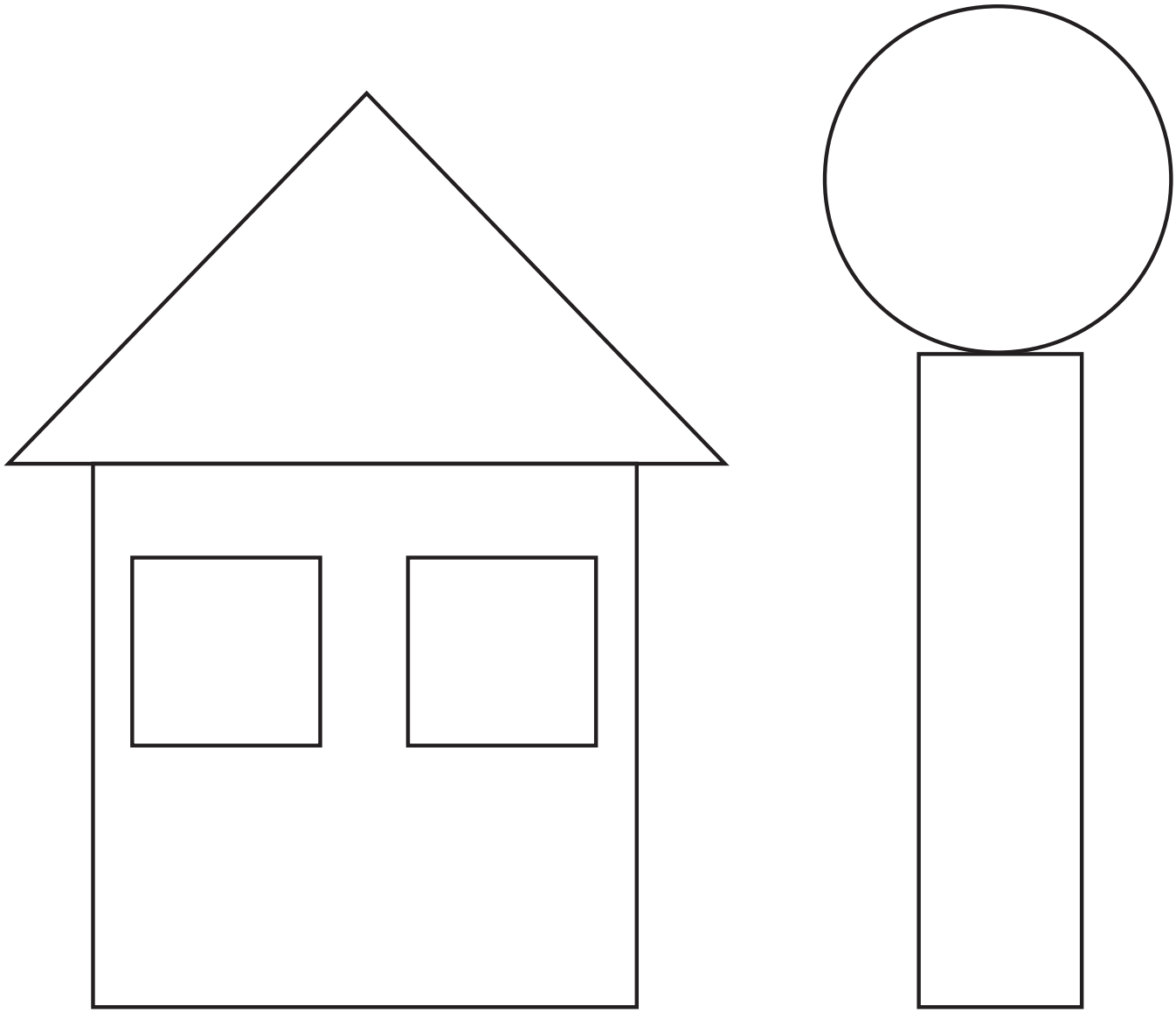
Feelings Thermometer

Feelings Thermometer

I feel _____.



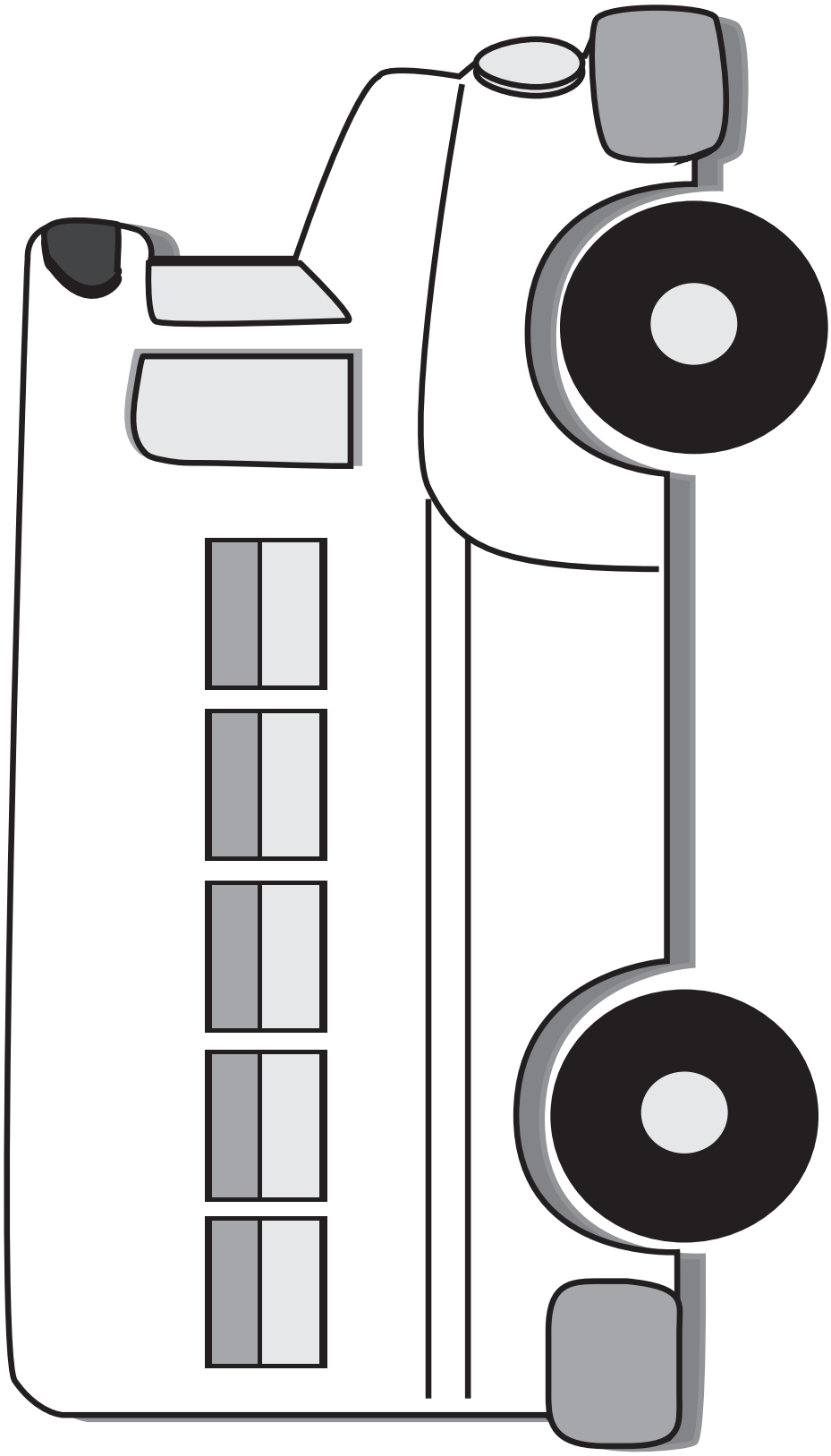
Curiosity's Shape Picture



Curiosity's Drawing

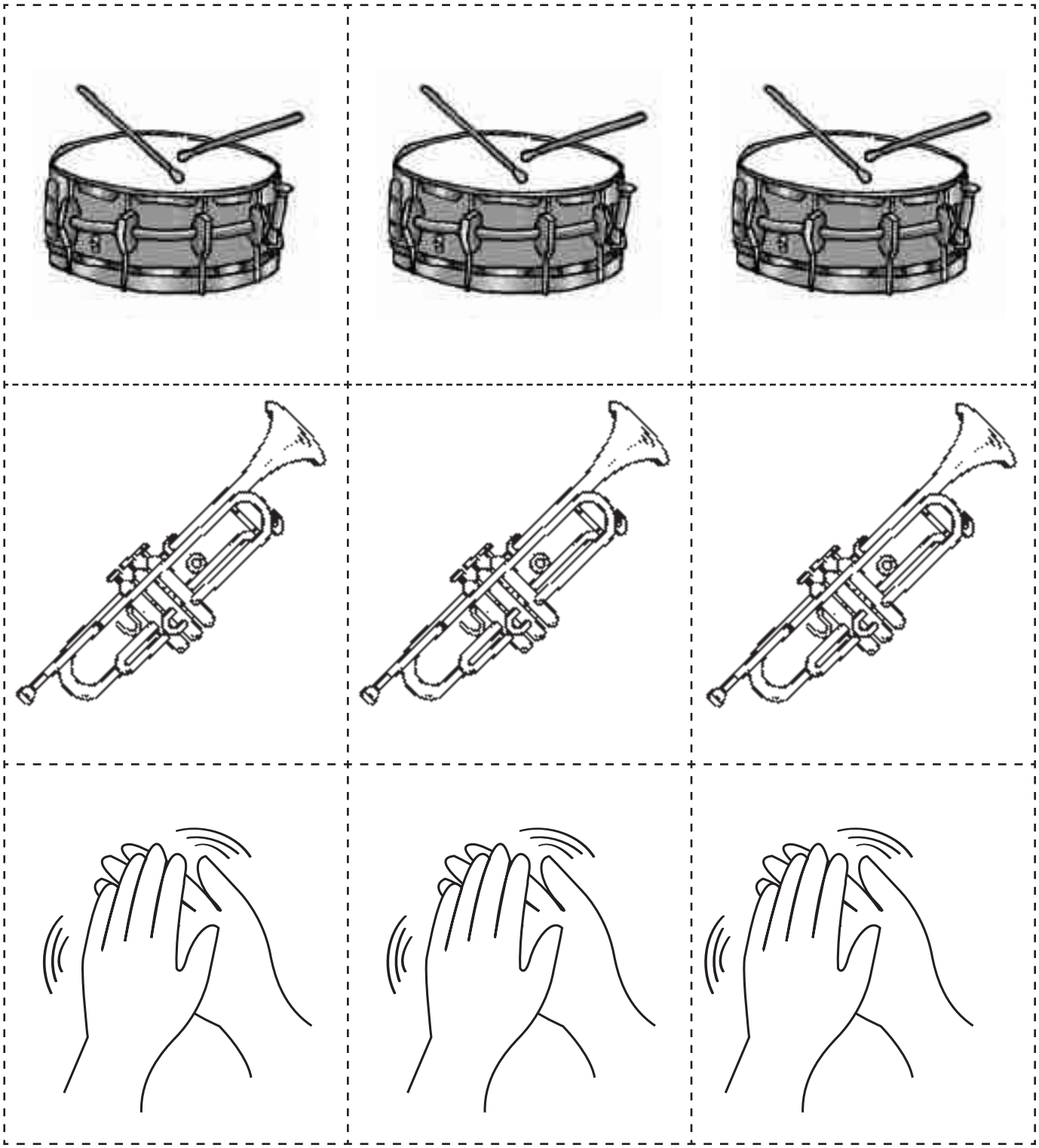
Make one copy.

Bus



Rhythm Pattern Cards

To create a set of cards, make three copies of this page. Cut the cards apart.



Dear Family,

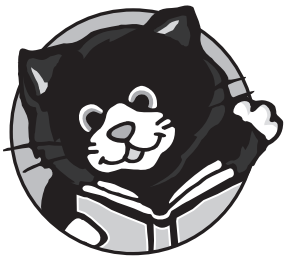
In the unit *Express Yourself*, your child will experience a variety of art and music activities. In this unit, art includes paintings, drawings, sculptures, and other forms such as acting, puppetry, and composing and performing music. During the first week, we explore art as expressed through drawing and painting; during the second week, we will examine art through music.

Art offers opportunities to improve small-motor coordination, work cooperatively with others, express emotions, use descriptive language, and see and construct new relationships among colors, lines, and forms. Children's art, like that of the masters, enhances the spaces in which we live and work.

In this unit, your child will explore the processes used by visual artists and become acquainted with the work of people for whom art is a way of life. Your child will observe, manipulate, and experiment with these artists' processes and products.

Music is a universal language. Your child will learn that it is played, listened to, and created in all corners of the world by every culture and ethnic group. Music brings an aspect of beauty to one's life. All children, no matter their spoken language or stage of development, can share music. During this unit, your child will enjoy music and movement throughout the day. Your child may create his or her own songs and chants to go with his or her actions, such as when pounding clay or pushing a truck. Learning to appreciate music and having the opportunity to create music will help your child learn to celebrate his or her accomplishments!

The stories in this unit will engage your child in a variety of artistic endeavors as he or she finds that simple lines can create a wide variety of objects with a little imagination. Other stories depict how music can be made with everyday objects in addition to traditional instruments.



You can help your child appreciate the art in your environment by sharing books about various artists and musicians found at your local library. If you have the chance, take your child to visit local museums and to experience neighborhood concerts. Remember to read with your child every night as a way to develop his or her love of reading and beginning literacy skills. Your child will bring home the book *We Are Artists* at the end of this unit. As you help your child with the simple words on each page, talk with him or her about the things that he or she does as an artist. You will truly help your child express himself or herself.

Estimada familia,

En este tema, *Express Yourself*, su niño experimentará con una variedad de arte—el arte visual y el arte escénica. El arte incluye pinturas, dibujos, esculturas, y el otros formas como actuación en escenarios y en música, manejo de marionetas y componer. La primera semana enfocaremos en el arte visual. La segunda semana enfocaremos en el arte escénica.

El arte ofrece oportunidades para mejorar coordinación motor, el comportamiento bueno de trabajar en grupos, la expresión de los emociones, y el uso del lenguaje descriptivo. Los niños usarán los colores, las líneas, y las formas para hacer arte y ver unos ejemplos de artistas famosos.

En este tema, su niño explorará los procesos que los artistas usan y el arte de esos artistas. Su niño experimentará con eses procesos y productos.

La música es un lenguaje universal. Su niño aprenderá que exista en todo el mundo por toda la gente con culturas diferentes. Todos los niños pueden compartir música sin hablar el mismo idioma o tener el mismo nivel de educación. Su niño puede hacer sus propias canciones y acciones para acompañar la canción.

Los cuentos de este tema, su niño aprenderá que la imaginación puede contribuir al arte como las líneas pueden crear una variedad de cosas. Otros cuentos muestran como la música puede ser creado por objetos ordinarios y los instrumentos tradicionales.

Usted puede compartir libros sobre artistas y músicos en la biblioteca. Si usted tiene tiempo, lleva su niño a unos museos u conciertos locales. Lea con su niño cada día para desarrollar sus destrezas en lectura y la alfabetización. Al final del tema, su niño llevará el libro *We Are Artists* a casa. Hable con su niño sobre las cosas que hacen un artista.