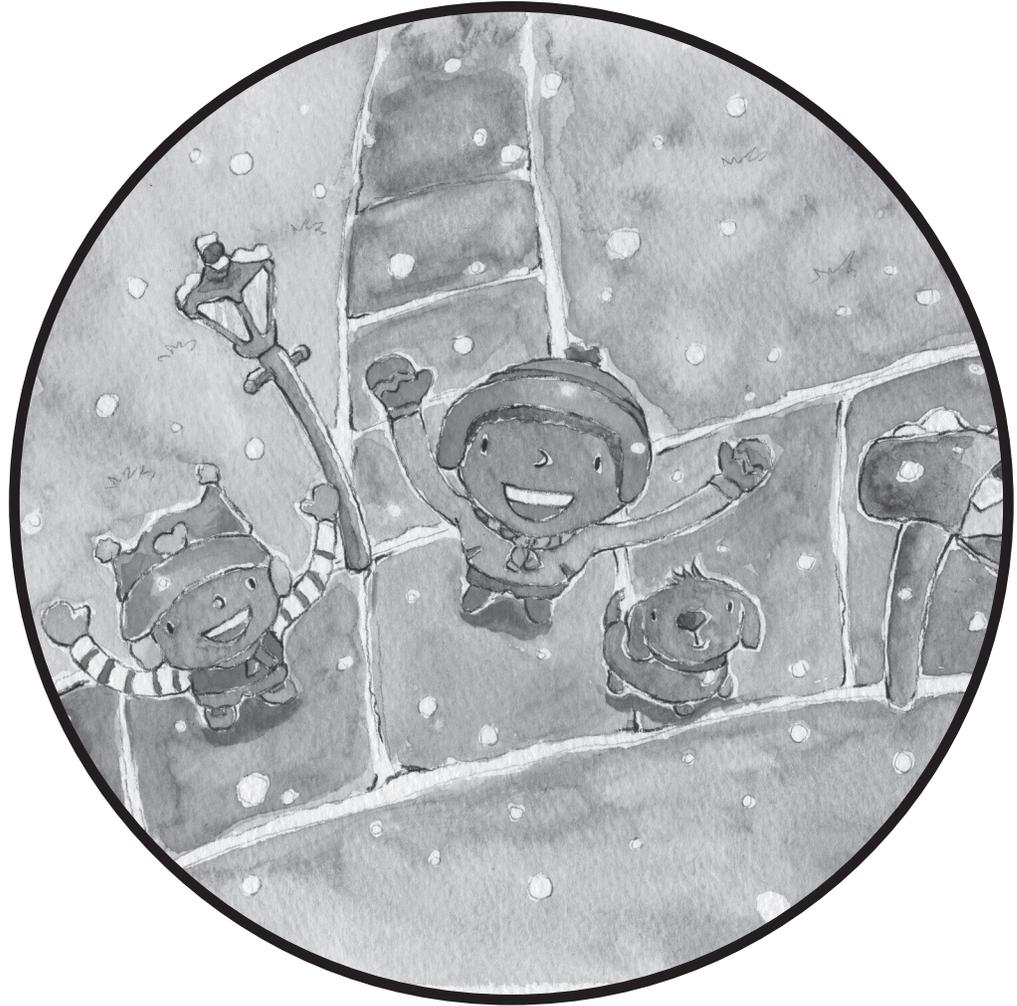


A theme guide for preschool | **Unit 9**

Winter Wonders



Curiosity Corner
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:
Unit 9**

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Standard Graphics Key

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

Why *Winter Wonders*?

Winter brings more changes in life's cycles and opportunities for children to learn and engage in fun, stimulating experiences. You can see changes in nature during the winter season even if you do not live in a northern climate. It just takes careful observation to see them.

Children are fascinated with winter and the changes it brings. They experience the different weather patterns, see changes in nature, wear different clothes, eat seasonal food, and play different games. If you live in a warmer climate, your children will develop an understanding of cultures where winter brings cold weather.

Children will enjoy many open-ended art activities in this unit, including making a winter scene with a variety of supplies. You can promote your children's creativity by letting them explore the media without giving too many directions.

This unit will build upon the children's understanding of shapes, both two- and three-dimensional, and help them relate shapes to their everyday experiences in life.

A wealth of children's books about winter is available. Use the Resource Corner to help you select a variety of children's books for the library and/or listening labs. Look at winter through the eyes of your children as an exciting time for new experiences. Enjoy *Winter Wonders*!

Winter Wonders

thematic concepts

- Winter is one of the four seasons of the year.
- In places where it gets very cold in the winter, water freezes and becomes ice.
- In many places, it snows during the winter.
- Snowflakes come in many different shapes.
- There are many activities that people like to do in the winter.
- Some animals change their behavior in the winter.
- People dress differently in the winter.

Creative Domain

Children will:

- explore a variety of media.
- pretend and explore roles in dramatic play.
- create winter scenes and snowmen with a variety of mediums.

Cognitive Domain

Children will:

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

Personal/Emotional Domain

Children will:

- participate in group activities.
- follow classroom rules and routines.
- begin to learn how to identify problems and solve conflicts.

Mathematical Domain

Children will:

- count by tens to 50.
- review two-dimensional shapes.
- begin to learn about three-dimensional shapes.
- solve problems involving shapes.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- become aware that books are occasionally illustrated with photographs.
- begin to recognize the sounds and shapes of “w” and “d.”
- observe various letter shapes.
- count the number of letters in a word.
- observe that there are spaces between words.
- observe that a question mark tells us that a sentence asks something.
- observe that words ending in /s/ often indicate more than one.
- observe that the same letter arrangement in a different context still spells the same word.
- recite rhymes.
- substitute phonemes in words.
- change word order in rhymes.
- answer comprehension questions about informational text and literature.
- actively participate in retelling of stories.
- experiment with writing to communicate meaning.

Social Studies Domain

Children will:

- begin to understand the influence of weather on regional cultures.

Physical Domain

Children will:

- manipulate materials to develop small-muscle control.
- move their bodies in response to music and while reciting rhymes.
- move their bodies to dramatize actions of characters in a story.

Science Domain

Children will:

- recognize winter as one of the four seasons.
- begin to understand that winter brings changes in nature (e.g., temperature, types of precipitation).
- begin to understand that animal behaviors change in winter.
- observe, predict, experiment, and draw conclusions about states of water.
- begin to make accurate predictions.

Interpersonal/Social Domain

Children will:

- participate in activities to identify problems in situations.
- learn strategies to resolve problems with others.
- recognize and acknowledge the positive behaviors of others.

Vocabulary

Theme-Related Words	
blowing	mittens
boots	snow
cool	snowball
frosty	snowing
ice skating	snowman
melt	south

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

Math Words	
circle	rectangle
cone	shape
crescent	sides
cube	sphere
diamond	square
heart	triangle

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

Wonderful Words	
Day 1	winter
Day 2	freeze
Day 3	snow
Day 4	snowflake
Day 5	sled
Day 6	down
Day 7	coat
Day 8	hibernate
Day 9	migrate
Day 10	flock

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.

Getting Along Together Words
conflict solver
cooperate
help
problem
share

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

STaR Words
<i>When Winter Comes</i> burrow
<i>The Snowy Day</i> adventures
<i>The Mitten</i> stretched decided
<i>Time to Sleep</i> news

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

Basic Words			
ball	describe	moon	squirrel
bear	detectives	pack	suitcase
bird	find	roll	tip
bottom	flat	round	top
box	fly	sides	touch
can	fur	sleep	tracks
clothes	guess	slide	trip
cold	hopscotch	snake	
curved	hunt	solid	
curves	ice	sort	

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

Peek at the Week 1

Lesson Component		Day 1	Day 2
Learning Focus for the Day		Winter is one of the four seasons of the year. In many places, it gets colder in the winter.	In places where it gets colder in the winter, water freezes and becomes ice.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Gel Letters	Wiggle Worm "W"
	Math Lab	Linking Cube Patterns	Linking Cube Patterns
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	In the Winter...	In the Winter...
	Art Lab	Blanketed in Snow	Blanketed in Snow
	Science Lab	Mitten Match	Mitten Match
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	The Circle	Freeze	
 Clues & Questions	Changes that occur in winter; <i>It's Winter!</i> by Linda Glaser Introduce the letter "w."	Concepts-of-print book: <i>Ice</i> by Sally Francis Anderson Review the letter "w."	
 Rhyme Time	"Come Sing a Song of Winter"; Phoneme Substitution: New Sound game		
 Getting Along Together		Take turns and share (conflict solvers).	
 Plan & Play	Scenario Options: Let's Play House Ice Skating Rink Bears in the Snow Dress Up	Scenario Options: Same as day 1 Small-Group Instruction: Silly Picture – Winter Scene	
 StAR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>When Winter Comes</i> by Nancy Van Laan	<i>When Winter Comes</i> Story Retell: Dramatization	
 Math Moments	Count by 10s to 50. Review shapes: circle and square.	Count by 10s to 50. Shape detectives	
 Question/Reflection	Brain Game: What's the Magic Word? Play Winter or Not Winter?	Brain Game: What's the Magic Word? Classroom letter search for "w"	

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
In many places, it snows during winter.	Snowflakes come in many different shapes.	There are many activities that people like to do in the snow.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Wiggle Worm “W”	Wiggle Worm “W”	Wiggle Worm “W”
Linking Cube Patterns	Linking Cube Patterns	Climbing Shape Mountain
Exploring with Technology	Exploring with Technology	Exploring with Technology
In the Winter...	In the Winter...	In the Winter...
Blanketed in Snow	Blanketed in Snow	Blanketed in Snow
Investigating Ice	Investigating Ice	Investigating Ice
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Elmo’s Got the Moves	The Horse Stood Around	Jumping Bean
Use <i>Curiosity and the Snowy Day</i> by Jill Crawford to learn about snow. Review the letter “w.”	Qualities of snowflakes Review the letter “w.”	Identify outdoor snow activities. Review the letter “w.”
	“Come Sing a Song of Winter”; Phoneme Substitution: New Sound game	“Come Sing a Song of Winter”; Phoneme Substitution: New Sound game
Practice sharing.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>The Snowy Day</i> by Ezra Jack Keats	<i>The Snowy Day</i> Story Retell: Dramatization	Free-Choice Story Reading: Suggestion – <i>Snow</i> by Cynthia Rylant
Count by 10s to 50. Explore shapes: heart, diamond, and crescent.	Count by 10s to 50. Climbing shape mountain	Count by 10s to 50. Hidden treats
Brain Game: What’s the Magic Word? Snowy weather predictions	Brain Game: What’s the Magic Word? Dramatize snowflakes falling to the ground.	Brain Game: What’s the Magic Word? Compare snow activities in <i>The Snowy Day</i> and <i>Curiosity and the Snowy Day</i> .

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		There are many indoor activities that people like to do in the winter.	We wear different clothing in the winter.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Gel Letters	Dazzling "D"
	Math Lab	Climbing Shape Mountain	Shape Builders
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Snowflake Stories	Snowflake Stories
	Art Lab	Snowmen	Snowmen
	Science Lab	Mitten Match	Icy Predictions
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Follow the Leader	"Skip to My Lou"	
 Clues & Questions	Name indoor winter activities. Introduce the letter "d."	Learn about winter clothing. <i>The Jacket I Wear in the Snow</i> by Shirley Neitzel Review the letter "d."	
 Rhyme Time	"The Snow Fell"; Word Manipulation: Nonsense game		
 Getting Along Together		Introduce a conflict solver: get help.	
 Plan & Play	Scenario Options: Hibernation Station Airport	Scenario Options: Same as day 6 Small-Group Instruction: Our Mitten class book	
 StAR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>The Mitten</i> by Jan Brett	<i>The Mitten</i> Story Retell: Dramatization	
 Math Moments	Count by 10s to 50. Explore cubes: build a cube.	Count by 10s to 50. Explore spheres: make playdough spheres.	
 Question/Reflection	Brain Game: I Spy Reread the concepts-of-print book <i>Ice</i> .	Brain Game: I Spy Pack clothes for a winter trip.	

Day 8	Day 9	Day 10
Some animals sleep all winter.	Some animals move to a warmer place during the winter.	Some animals adapt to changes that occur during the winter.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Dazzling “D”	Dazzling “D”	Dazzling “D”
Shape Builders	Shape Builders	Shape Builders
Exploring with Technology	Exploring with Technology	Exploring with Technology
Snowflake Stories	Snowflake Stories	Snowflake Stories
Snowmen	Snowmen	Snowmen
Icy Predictions	Icy Predictions	Icy Predictions
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Animal Movements	Silent Ball	“Boogie Shoes”
Introduce hibernation. Review the letter “d.”	Introduce migration. Review the letter “d.”	Introduce adaptation. Review the letter “d.”
	“The Snow Fell”; Word Manipulation: Nonsense game	“The Snow Fell”; Word Manipulation: Nonsense game
Practice a conflict solver: get help.		
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: <i>Time to Sleep</i> by Denise Fleming	<i>Time to Sleep</i> Story Retell: Retell using illustrations.	Free-Choice Story Reading: Suggestion – <i>Curiosity and the Snowy Day</i> by Jill Crawford
Count by 10s to 50. Explore cones: hidden cones picture.	Count by 10s to 50. Explore cubes: <i>Cubes, Cones, Cylinders, and Spheres</i> by Tana Hoban.	Count by 10s to 50. Hidden treats
Brain Game: I Spy Dramatize hibernation.	Brain Game: I Spy Dramatize migration.	Brain Game: I Spy Our Mitten class book

You Will Need

Supplied by SFAF:

Books	STaR	
S	<ul style="list-style-type: none"> • <i>The Mitten</i> by Jan Brett • <i>Snow</i> by Cynthia Rylant • <i>The Snowy Day</i> by Ezra Jack Keats • <i>Time to Sleep</i> by Denise Fleming • <i>When Winter Comes</i> by Nancy Van Laan 	
	Concepts of Print	
	<ul style="list-style-type: none"> • <i>Ice</i> by Sally Francis Anderson (class set) 	
	Math Moments	
M	<ul style="list-style-type: none"> • <i>Cubes, Cones, Cylinders, and Spheres</i> by Tana Hoban 	
	Theme Learning	
	<ul style="list-style-type: none"> • <i>Curiosity and the Snowy Day</i> by Jill Crawford • <i>It's Winter!</i> by Linda Glaser • <i>The Jacket I Wear in the Snow</i> by Shirley Neitzel 	
Media		
M	<ul style="list-style-type: none"> • <i>Getting to Know Myself</i> by Hap Palmer • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 9 	
	Cards/Card Sets	
C	Curiosity Corner Activity Cards for Unit 9	
	Letter Cards	<ul style="list-style-type: none"> • “Ww,” “Cc,” “Qq,” “Dd,” “Bb,” and “Pp”
	Numeral Cards	<ul style="list-style-type: none"> • 1–10
	Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Days 5–10: Mitten Match set
	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: “winter,” “freeze,” “snow,” “snowflake,” “sled,” “down,” “coat,” “hibernate,” “migrate,” “flock” • Day 5: Winter Activities set • Day 7: Winter Clothing set • Day 8: Animals set
	Plan & Play Scenario Cards	<ul style="list-style-type: none"> • Let's Play House, Bears in the Snow, Hibernation Station, Dress Up, Ice Skating Rink, Airport
Math Moments	<ul style="list-style-type: none"> • Days 1–10: Shape pictures set 	

	Rhyme Cards
	<ul style="list-style-type: none"> • “Come Sing a Song of Winter” • “The Snow Fell”
	STaR Story Retell Cards
General — Used in Every Unit	<ul style="list-style-type: none"> • <i>The Mitten</i> • <i>Time to Sleep</i>
	Other Card Sets
	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards
Other SFAF Items	<ul style="list-style-type: none"> • Puppets: Curiosity (cat) and Chilly (penguin) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
	<ul style="list-style-type: none"> • Linking cubes • Counting bears • Curiosity Corner Unit Record Form for unit 9 (generate with data-tools system)

Teacher Acquired:**General**

- Plain paper and crayons (blue, red, green, and yellow) (GAT, day 2)
- Chart paper (Question/Reflection, days 3 and 5)
- Child-size sled or other snow toy (optional) (Clues & Questions, day 5)
- Four to seven paper lunch bags, one filled with a class treat such as pretzels, mini marshmallows, candy, or small toys (Math Moments, day 5)
- Robe or pajamas for Curiosity (Clues & Questions, day 6)
- Large rubber band (STaR, day 6)
- Cube-shaped objects (blocks, dice, etc.), one per partnership; coffee stirrers, toothpicks, or straws, twelve per partnership; miniature marshmallows, eight per partnership (Math Moments, day 6)
- Large opaque bag (Clues & Questions, day 7)
- Winter clothing, such as coats, mittens, boots, a scarf, a hat (optional) (Clues & Questions and Question/Reflection, day 7)
- Large piece of bulletin board paper (STaR, day 7)
- A ball, playdough for each child (any color, enough to make a small ball) (Math Moments, day 7)
- Suitcase or medium-sized box (Question/Reflection, day 7)
- Toy (stuffed animal) bear (optional) (Clues & Questions, day 8)
- Ball (Math Moments, day 8 and Move It!, day 9)
- Food cans or other cylinder-shaped objects, one per partnership if possible (Math Moments, day 9)
- Green paper (for story tree leaves)
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> Books of all kinds, theme-related books about winter, snow, penguins, etc.
	Letter Lab	
	Gel Letters	<ul style="list-style-type: none"> Gallon-sized resealable baggies filled with hair gel
	Wiggle Worm “W”	<ul style="list-style-type: none"> Yarn, various colors of string, glue, Letter “W” Activity Pattern sheet (appendix)
	Dazzling “D”	<ul style="list-style-type: none"> Letter “D” Activity Pattern sheet (appendix), one per child; glue; glitter, sequins, or other shiny material
	Math Lab	
	Climbing Shape Mountain	<ul style="list-style-type: none"> One to three sets of Climbing Shape Mountain game boards, game cards, and counting bears
	Shape Builders	<ul style="list-style-type: none"> Coffee stirrers, toothpicks, or straws and miniature marshmallows (or playdough)
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> 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	
	In the Winter...	<ul style="list-style-type: none"> Variety of writing instruments: markers (thin and thick), crayons, sparkly crayons, highlighters, pencils; paper
	Snowflake Stories	
	Art Lab	
	Blanketed in Snow	<ul style="list-style-type: none"> Dark paper, white tempera paint
	Snowmen	<ul style="list-style-type: none"> White playdough and other materials (buttons, small sticks, etc.) to decorate snowmen

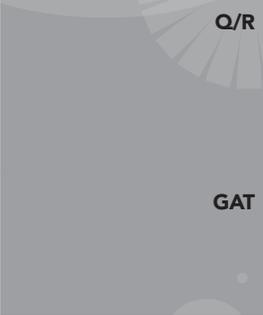
	Science Lab	
	Investigating Ice	<ul style="list-style-type: none"> Ice, small blocks or cubes; containers to hold melted ice; magnifiers; writing implements; paper
	Mitten Match	<ul style="list-style-type: none"> Clothespins, ten to twelve; five or six pairs of mittens and/or gloves; clothesline
	Icy Predictions	<ul style="list-style-type: none"> Ice cubes, several; mittens, several; Which Melts Faster? graph (See To Be Prepared.); marker
	Puzzles & Games Lab	
Free Exploration	<ul style="list-style-type: none"> Any puzzles and games that you have in your classroom, especially those that provide practice with shapes or that are related to winter 	

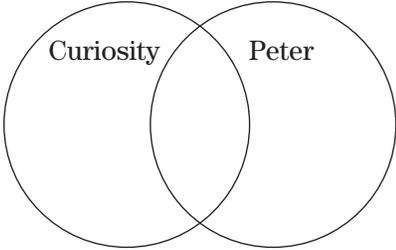
Plan & Play

Scenario	Suggested Classroom Space	Ideas for Props
Let's Play House	Housekeeping area	<ul style="list-style-type: none"> Large box, orange and yellow construction paper for children to create a fireplace, board games, plastic hot chocolate mugs, hot chocolate packages
Bears in the Snow	Any area	<ul style="list-style-type: none"> Boxes and flat pieces of cardboard for children to create a ramp (to serve as a hill for bears to sled or ski down)
Dress Up	Any area	<ul style="list-style-type: none"> Mirror, winter clothing for children to try on
Hibernation Station	Blocks area	<ul style="list-style-type: none"> Blocks for building caves or burrows, stuffed animals
Airport	Classroom library	<ul style="list-style-type: none"> A variety of books, winter-related books, brochures from ski resorts if available
Ice Skating Rink	Area with hard floor to serve as rink	<ul style="list-style-type: none"> CD or digital music player, toy cash register, paper for creating entry tickets

To Be Prepared:

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

Day 1	
<p>GR&W</p>  <p>STaR</p>	<ul style="list-style-type: none"> • Letter Lab: Fill two or three gallon-sized resealable baggies with hair gel. Add food coloring to the gel if it is clear. There should be enough gel in the bag to spread evenly when the bag is laid flat. Children will form letters by pressing their fingers onto the flattened bag. • Science Lab: Prepare a clothesline by placing one of each pair of mittens or gloves on a piece of rope, string, or yarn. Place the mates to the mittens or gloves in a container in close proximity to the clothesline. • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide. • Number the pages of the STaR book <i>When Winter Comes</i>. Page 1 begins, “When the breeze blows....”
Day 2	
<p>GR&W</p>	<ul style="list-style-type: none"> • Duplicate the Letter “W” Activity Pattern sheet (appendix), one per child.
Day 3	
<p>Q/R</p>  <p>GAT</p>	<ul style="list-style-type: none"> • Create a graph on chart paper with two columns and twenty rows (or enough for all children to indicate either choice based on the weather in your region). Label the columns “snow” and “no snow.” Make each section about 2" x 2" so the snowflakes can fit. • Duplicate and cut out the snowflakes (appendix), one per child. • Organize sets of linking cubes in resealable baggies for each partnership. First, make sure you have enough blocks for each partnership to get one each of three different colors (e.g., one green, one red, one blue). Then mix the linking cubes in a way that each baggie contains three cubes, but no baggie contains all three colors.
Day 4	
<p>MM</p> 	<ul style="list-style-type: none"> • Duplicate a Climbing Shape Mountain game board and a set of game cards (appendix) for each partnership or group of four children.

Day 5	
<p>MM</p>	<ul style="list-style-type: none"> • Draw a shape on each of seven paper lunch bags with a marker or crayon. Include a bag with a square, a rectangle, a triangle, a circle, a heart, a diamond, and a moon. • Fill the bag labeled with a square with a class treat. Staple ALL the bags shut. • Create a note for Curiosity by copying the text from the lesson.
<p>Q/R</p>	<ul style="list-style-type: none"> • Prepare a Venn diagram with the title Snowy Day Activities. Label one side “Peter” and the other “Curiosity.” <div style="text-align: center; margin-top: 20px;">  </div>
Day 6	
<p>GR&W</p>	<ul style="list-style-type: none"> • Prepare a hopscotch diagram with the following shapes: circle, square, rectangle, triangle, heart, diamond, and crescent.
<p>STaR</p>	<ul style="list-style-type: none"> • Number the pages of the STaR book <i>The Mitten</i>. Page 1 begins, “Once there was a boy named Nicki....”
Day 7	
<p>GR&W</p>	<ul style="list-style-type: none"> • Duplicate the Letter “D” Activity Pattern sheet (appendix), one per child. • Create a graph with two columns and twenty rows. Place a picture of a mitten at the top of one column and a picture of a hand at the top of the other. Write the title Which Melts Faster? at the top of the graph.
<p>P&P</p>	<ul style="list-style-type: none"> • Create a paper mitten shape for each child (pattern in appendix). Use a color of paper that is light enough for children to write on.
<p>STaR</p>	<ul style="list-style-type: none"> • Create a mitten from white bulletin board or craft paper, large enough for children to pretend to climb in as you reread the story.
Day 8	
<p>STaR</p>	<ul style="list-style-type: none"> • Number the pages of the STaR book <i>Time to Sleep</i>. Page 1 begins “Bear sniffed once.”
Day 9	
	<ul style="list-style-type: none"> • Prepare your materials, and review your lesson plans.
Day 10	
<p>Q/R</p>	<ul style="list-style-type: none"> • Assemble the class book <i>Our Mitten</i> created by children during small-group instruction, days 7–10.

Day 1 | Ready, Set

Learning Focus

Winter is one of the four seasons of the year. In many places, it gets colder in the winter.

Materials	
<p>General</p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> • Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stamp • Paw print chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 9
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • CD: <i>Getting to Know Myself</i> by Hap Palmer
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Trade book: <i>It's Winter!</i> by Linda Glaser • CC Activity Card: Wonderful Word picture card for "winter" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Ww," "Cc," and "Qq"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • "Come Sing a Song of Winter" rhyme card (optional)
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Let's Play House, Ice Skating Rink, Bears in the Snow, Dress Up • Colored clothespins • Paper and crayons or pencils for writing play plans • Wonder Box for prop creation
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>When Winter Comes</i> by Nancy Van Laan • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • CC Activity Cards: circle, triangle, and rectangle from the Shape Pictures set

Materials	
Question/Reflection	<ul style="list-style-type: none">• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 9• Read & Respond bookmarks• Theme introduction letter for unit 9 (appendix)• Home Link animal stamp: chick

Day 1


**Greetings, Readings,
& Writings**

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

Available Activities

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

Theme-related word(s):

melt

Classroom Library Lab: Enjoy a Story

- Invite children to explore the new books related to winter.

Letter Lab: Gel Letters

- Point out the baggies of gel. Lay the bags flat to disperse the gel evenly. Encourage children to use their fingers to form letters in the gel by pressing on the surface. Remind children not to open the bags.

Math Lab: Linking Cube Patterns

- Invite children to work with a partner or in small groups to create and extend patterns with linking cubes. One child can create a pattern, and the other(s) can replicate and/or extend it. Observe children as they create patterns to ensure that they actually make a repeating pattern before others try to extend it.

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: In the Winter...

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children's writing journals should also be easily accessible.
- Invite children to write about something they do during the winter or something that happens in the winter. Encourage them to illustrate their writing.

Art Lab: Blanketed in Snow

- Add dark paper and white paint to the easel area. Invite children to paint a winter snow scene.

Science Lab: Mitten Match

- Point out the clothesline and the container with single mittens or gloves. Invite children to use their scientific observation skills to select mittens or gloves from the container and hang them next to their mates.

Puzzles & Games Lab: Free Exploration

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



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

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

(Repeat if children need more time.)

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



Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE:

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

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

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

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

Weather

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

Cool Kid

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



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

 **Move It!**

- Invite children to form a circle and follow the directions in the song “The Circle.”
We’re going to make a big circle to walk around when we listen to this song. We will listen carefully and do what the singer tells us.
- Play the song “The Circle” from the *Getting to Know Myself* CD by Hap Palmer.



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):

frosty
snow
winter*

Basic word(s):

cold
ice

Curiosity’s Clues

- Have Curiosity join the group with the book *It’s Winter!* to introduce the new theme.

Curiosity: Today I have a book with me that has pictures to help us find out what we will learn about this week. Let’s see if you can guess what we’re going to learn about when I show you the pictures.



If you live in a place where winter differs from the depiction in the book, point out to children that winter with cold temperatures, snow, and ice occurs in many places in the world. You may want to modify this component to point out how winter in your region differs from the other seasons.



- Display the pictures on pages 2 and 3, 8 and 9, and 16 and 17 one at a time, and have children describe what they see to their partners.
- After children have seen and talked about the various illustrations of winter, ask them why they think Curiosity brought this book.

Curiosity showed us pictures of bare trees, snow, and animals hibernating underground. T-P-S: Why do you think she brought a book with these pictures? What do you think we're going to learn about?

We're going to learn about the season called winter.

Learning with Curiosity

- Read *It's Winter!* Use Think-Pair-Share to have children discuss what the pictures show about winter.

As I read this book, look carefully so you can talk to your partner about what the pictures tell you about the season of winter.
- Use the sharing sticks to select several partnerships to discuss the pictures and what they depict about winter.
- Play the “Autumn to Winter” video.

Wonderful Word

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

Our Wonderful Word today is “winter.” Winter is the season that comes after the fall. In some parts of the world, it is very cold in the winter.
- Play the digital dictionary video for “winter.”
- Remind children that they can earn paw points when they use or hear the word “winter” 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.

Winter is one of the four seasons.

Letter Links

- Have Curiosity provide clues about the letter “w.” 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 “Ww,” “Cc,” and “Qq.”

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

– **Both of my shapes look the same.**

- **My shapes are made with lots of straight lines.**
- **You hear my sound at the beginning of “winter,” “wagon,” and “water.”**

WGR: What letter am I? “W” “W” 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 “w” by showing the “Underwater W” video.



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

It’s Time for a Rhyme

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

 **Rhyme Time**

Say the Rhyme

- Introduce the new song.
Today we will begin to learn a new song about winter. It’s called “Come Sing a Song of Winter.” When we sing this song, listen carefully for words that start with the same sound.
- Start the video so children can hear the audio and see the motions.
- Use My Turn, Your Turn to teach the song and motions to children, one line at a time.

Theme-related word(s):

blowing
snowing



Come Sing a Song of Winter

(Tune: “Did You Ever See a Lassie?”)

**Come sing a song of winter,
of winter, of winter.** (Sway side to side.)**Come sing a song of winter.****The cold days are here.** (Hug yourself and shiver.)**With snowing and blowing** (Shake fingers as you bring hands down and then move them quickly to the side.)**And rosy cheeks glowing,** (Circle cheeks with fingers.)**Come sing a song of winter.** (Sway side to side.)**The cold days are here.** (Hug yourself and shiver.)**Develop Phonemic Awareness—Phoneme Substitution**

- Introduce the New Sound game in which you substitute a new sound (phoneme) for one that is repeated in the rhyme.

Invite children to sing “Come Sing a Song of Winter” with you.

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

Sing the song, emphasizing the /s/ at the beginning of the words “sing,” “song,” and “snowing.”

The words “sing,” “song,” and “snowing” all begin with /s/. We’re going to sing the song again, and this time we will say /t/ instead of /s/ in the words that start with /s/.

Sing the song with children again, substituting /t/ for /s/.

**Come ting a tong of winter,
of winter, of winter.** (Sway side to side.)**Come ting a tong of winter.****The cold days are here.** (Hug yourself and shiver.)**With towing and blowing** (Shake fingers as you bring hands down and then move them quickly to the side.)**And rosy cheeks glowing,** (Circle cheeks with fingers.)**Come ting a tong of winter.** (Sway side to side.)**The cold days are here.** (Hug yourself and shiver.)

- Continue playing the game, substituting other initial sounds for the alliterative words in the song. You may want to use the following suggestions: /m/, /b/, /k/, and /r/.
- If children are successful with phoneme substitution in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the song with their substitutions to a partner.
- Award paw points if children successfully substitute phonemes.





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.

Let's Play House: Point out the housekeeping area. **If you are playing house today, think about how the house might be different during the winter. Maybe you will get some supplies from the art center or the Wonder Box to create a fireplace. Maybe you could cook a nice hot pot of stew or bake some cookies.**

Ice Skating Rink: Point out an open area in the classroom. **In this area, you may pretend to have an ice skating rink. You can be a skater or someone who works at the rink. Workers might sell tickets for people to enter the rink, or they might give out the ice skates. You might need someone to be in charge of the music for skating.**

Bears in the Snow: Show the bears in the blocks area and the ramp you have created. **In the blocks area today, you can pretend that these bears are on a snowy mountain or hill. Maybe they will ski down the hill, or maybe they have snow tubes. You can build a restaurant with blocks where they can get some hot chocolate to drink or anything else that you might think of. What will happen today as different bears arrive at the hill?**

Dress Up: **In our dress-up area today, you will find lots of coats, jackets, scarves, hats, and other winter clothing to try on. What outfit will you try on today?**

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:

Let's Play House: Pretend to be a family member who comes in from outdoors. **It is so cold outside today. I need to warm up. I hope there's a fire in the fireplace.** If children haven't included a fireplace in their play, you might say something such as, "Let's build a fire to keep the house warm."

Ice Skating Rink: **Hi, I'd like to learn to ice skate. Do you offer lessons? How do I get started?**

Bears in the Snow: Enter the play area as if you are looking for someone. **I'm here to ski with the bears today. I'm supposed to meet them at the ski lift. Can you please tell me how to get there? Is there a place where I can rent skis?**

Dress Up: **I need to go out to run an errand. Will you help me find something warm to wear?**



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):
burrow

When Winter Comes

Author: Nancy Van Laan

Illustrator: Susan Gaber

A child and his parents take a walk on a snowy evening and discover where animals and plants go during the winter.

Interactive Story Reading

Before Reading

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

The title of our story today is *When Winter Comes*. That’s the name of the story. The author is Nancy Van Laan. She wrote the words for the story. The illustrator is Susan Gaber. She drew the pictures.

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



Let’s look at the cover of this book to see if we can get some ideas about the story. T-P-S: What do you see in this illustration? A child and dog are playing outside in the snow. T-P-S: What else do you see in the illustration that tells you it is winter?

T-P-S: What do you think will happen when winter comes? Let’s read the story and find out if your ideas are in it.

During Reading

- Read the story without stopping so children can hear the rhyme, rhythm, and repetitive text of the story.
- Turn back to the beginning of the book. Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 4: **In this story, the child wants to know where the plants and animals go when winter comes. T-P-S: What happens to the flowers when winter comes?**
 - Page 12: **Look in the tree in this illustration. T-P-S: What does the child see that makes him ask where the songbirds go?**
 - Page 25: **The songbirds fly south where it is warm, but other animals stay for the winter. T-P-S: Which animals stay?**

After Reading

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

When winter comes and the cold winds blow, the plants and animals make changes. The leaves fall off the trees and cover the ground; the plants wilt, and their seeds burrow in the ground. What do you think the word “burrow” means?

The seeds bury themselves in the soil to protect themselves until the spring. Show me how you think the seeds burrow into the ground.

T-P-S: What does the little boy do at the end of the story that is the same as some of the other animals? The boy snuggles in his warm bed. Some of the animals find a warm place to rest too. The mice sleep under the ground, the deer curl up together, and the caterpillars sleep in their cocoons.



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):

circle
rectangle
shape
square
triangle

Basic word(s):

detectives
find
hunt
round



Count with Curiosity

- Introduce the way children will count this week.

This week we will count in a new way. We will count by 10s all the way to 50! We will start with the number 10. Curiosity will show us how!

- Before showing the video, use the puppet to slowly count aloud, encouraging children to count with Curiosity. Remember that the goal is simply rote memorization. Children will practice counting by 10s every day in this theme.
- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity as they are able.

Active Instruction

- Display the circle, square, rectangle, and triangle shape pictures where all children can see them. Review the names and characteristics of each shape by giving clues about each one. Use the sharing sticks to select a partnership to select the correct shape and name it.

Today we will review some shapes that we have learned. I will give some clues, and you will work with your partner to find and name the matching shape.



The first shape has three straight sides and three corners. T-P-S: **What is the shape?** *Triangle.*

The next shape has no corners at all. It is completely round. T-P-S: **What is the shape?** *Circle.*

The next shape has four straight sides and four corners. All the sides are exactly the same size. T-P-S: **What is the shape?** *Square.*

The next shape has four straight sides and four corners. Two of the sides are long, and two are short. T-P-S: **What is the shape?** *Rectangle.*



- Award paw points if children correctly identify and name the shapes.

Partner Practice

- Assign each partnership a shape. (Multiple partnerships will be assigned the same shape.) Ask partnerships to look around the classroom for an object that is the same as their shape.
- Reinforce the concept of two-dimensional shapes by showing the “Ziggysaurus Shape Rap” video.



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

Brain Game: What’s the Magic Word?

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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about the season of winter.

Wonderful Word



- Review the Wonderful Word.

Our Wonderful Word today is “winter.” Remember that winter is one of the four seasons. T-P-S: When did we hear the word “winter” today?



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

Theme Learning Extension

- Play a game in which you give clues and children name the season. Use Think-Pair-Share to demonstrate. Then use Whole-Group Response to have children name the season that matches your clues. You may want to substitute clues that are more appropriate for the differences in seasons for your region.

Let’s play a game called Winter or Not Winter. I’ll give clues about a time of year, or season, and you will tell whether the season is winter or not winter. Let’s try one together. T-P-S: If I say that in this season, people rake up leaves that fall from the trees, what would you answer?
Not winter.



In this season, it is very cold. WGR: Winter or not winter? *Winter.*

In this season, it can be very hot, and people like to cool off in water. WGR: Winter or not winter? *Not winter.*

In this season, people often wear heavy coats and boots to keep warm. WGR: Winter or not winter? *Winter.*

In this season, flowers and trees start to bloom. WGR: Winter or not winter? *Not winter.*

In this season, it sometimes snows. WGR: Winter or not winter? *Winter.*

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- 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

In places where it gets colder in the winter, water freezes and becomes ice.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Letter Lab: Yarn or various colors of string, glue, Letter “W” Activity Pattern sheet (appendix)
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> Music that children enjoy dancing to
Clues & Questions	<ul style="list-style-type: none"> Concepts-of-print book: <i>Ice</i> CC Activity Card: Wonderful Word picture card for “freeze” CC Activity Card: Letter card for “Ww”
Getting Along Together	<ul style="list-style-type: none"> One piece of paper plus one blue and one red crayon per partnership
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable) Small-group instruction: Silly Picture – Winter Scene (appendix)
STaR	<ul style="list-style-type: none"> Trade book: <i>When Winter Comes</i> by Nancy Van Laan
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: circle, triangle, and rectangle from the Shape Pictures set
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: dog

Day 2


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Wiggle Worm "W"

- Place string or yarn in the lab for children to decorate letter "w" patterns. Invite children to make their own unique "w" worms. Model taking a length of string or yarn and gluing it to the "w" pattern from the left to right ends of the letter.

Math Lab: Linking Cube Patterns

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: In the Winter...

- Same as day 1

Art Lab: Blanketed in Snow

- Same as day 1

Science Lab: Mitten Match

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In the story *The Snow Day*, the children are happy because the snow means that they don't have school. T-P-S: What are some of the fun things the children do on the snow day? *The children go sledding, make a snowman, and throw snowballs.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

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

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



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



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

Clues & Questions

Theme-related word(s):

freeze*

Basic word(s):

ice

If you live in an area where it isn't cold enough for ice to form, modify the clues so Curiosity tells about something she saw in a book or on television.

Curiosity's Clues

- Have Curiosity join the group very excited about something she saw outside.

Curiosity: **I was outside, and I saw something interesting!**

Teacher: **What did you see, Curiosity?**

Curiosity: **Well, I'm not sure what it is.**

Teacher: **If you tell us about what you saw, maybe we can figure out what it is. Boys and girls, let's see if we can help Curiosity.**

- Use the dialogue with Curiosity to provide clues about ice.

Teacher: **Where did you see it?**

Curiosity: **It was in the park. That's the funny thing. When I was there the other day, there was a pond in the same spot.**



Teacher: **What does it look like?**

Curiosity: **It looks clear and shiny.**

Teacher: **How did this thing feel?**

Curiosity: **It felt cold and a little wet.**

Teacher: **Let’s see if we can put these clues together to figure out what Curiosity saw. It’s clear and shiny. It is cold and wet when you touch it. It is in the park where a pond was before.**

T-P-S: **What do you think Curiosity saw?**

Curiosity, you saw ice. In many places, it gets so cold in the winter that water freezes and becomes ice.

WGR: **Boys and girls, what do you think we’ll learn about today? *Ice*.**

Learning with Curiosity

- Introduce the concepts-of-print book *Ice*. Point out that sometimes an illustrator draws pictures, and sometimes he or she uses photographs.

Today I have a book that shows different forms of ice. In this book, Sally Francis Anderson uses photographs instead of drawings to show what the words say.

Let’s read our book together to find out more about ice.

- Distribute a copy of *Ice* to each child. Verify that they are holding their books so they are looking at the front cover. Point to the title and the name of the author as you read the information.

The title of our book is *Ice*. The author is Sally Francis Anderson. She wrote the words in this book.

Look at the picture on the cover of the book. T-P-S: What do you see? This ice crystal looks like a snowflake. Seeing this little piece of ice helps us know that this word is “ice.” Let’s read the rest of the book to find out more about ice.

- Read the book, pausing for children to reflect on how the photographs support the text.
- Play the “Weather Forecast” video.

We find out if it will be cold, icy, or snowy over the next few days by watching the weather forecast on the news. Let’s watch a video that shows a weather forecast.



Wonderful Word

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

Our Wonderful Word today is “freeze.” To freeze means to get very, very cold. When water freezes, it turns to ice.

- Play the digital dictionary video for “freeze.”

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

Daily Message

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

In winter, it can get cold enough to freeze water.

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

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

Letter Links

- Have Curiosity show the letter card for “Ww.”
- 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 “w” by showing the “W: Water, Wind, Wave, Wet” video.



Have children stand and recite “Come Sing a Song of Winter” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
conflict solver
problem
share

Active Instruction

- Review the Taking Turns Bag and how to use it.

Last time we learned about taking turns and how to use the Taking Turns Bag.



T-P-S: How does the Taking Turns Bag help us take turns? *The coin helps us decide who will go first, and the timer helps us take turns for the same amount of time.*



- Introduce conflict solvers as a way to solve problems that arise in the classroom. Introduce and show the “Primitives: Chair Sharing” video.

We will watch a video that we’ve seen before about two friends who figured out how to take turns with a chair. As you watch, think about what would have happened if the friends didn’t take turns with the chair.

T-P-S: What do you think would have happened if the friends didn’t take turns with the chair? *One friend would have been sad or mad if he or she was the one who didn’t get a turn, and the two friends might have gotten into a fight.*

Yes, if the friends didn’t take turns, they could have ended up with a big problem. It’s important to work together and cooperate to avoid problems. When problems happen in our classroom, we will use conflict solvers to resolve them. Conflict solvers help us work together in positive ways in our classroom. Take turns is one of our conflict solvers.

- Talk about another conflict solver: share.

Another conflict solver that we use in our classroom is share.

T-P-S: What does “share” mean? Tell about a time when you shared something in the classroom.

There are many different ways to share. You can share something by playing with it together. You can share a ball by playing with it together, or you can share blocks by building something together. You can also share something by giving one of something to a friend. You can share the crayons by giving one color to a friend. You can share your snack by giving one grape to a friend. There are many ways to share in school!

Partner Practice

- Have children practice sharing crayons and working together to complete a picture. Distribute one piece of paper and a blue, red, green, and yellow crayon to each partnership.

We are going to practice sharing by working together. You will work with your partner to make a picture. The picture can be of anything you want, but each picture has to have two blue items, two red items, two green items, and two yellow items. Talk with your partner, and decide what each of you will draw in the picture. Remember to work together to share the crayons.

- After children complete their pictures, discuss how they were able to work together.

T-P-S: What did you do to complete your picture together? *We listened to each other’s ideas, we told our ideas, and we shared the four crayons to complete the picture.*

You all worked really hard to listen and share today. Remember to share with your classmates and work together throughout the day.



- Look for opportunities to award paw points for children sharing and working together throughout the day.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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

Silly Picture – Winter Scene

Distribute a winter scene picture to each child. Engage children in a conversation about which parts of the picture do not belong in the scene and why. Encourage them to use theme-related vocabulary and complete sentences as they explain.



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):

burrow

When Winter Comes

Author: Nancy Van Laan

Illustrator: Susan Gaber

Review

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

We read this book, *When Winter Comes*, yesterday. The author is Nancy Van Laan, and the illustrator is Susan Gaber.

- Review the story vocabulary that you introduced yesterday.



When winter comes, the plants wilt, but their seeds burrow into the ground to rest until spring. Some of the animals burrow in the ground too. T-P-S: Which animals in this story rest underground in a nest of thick thistle-down?

Story Retell

- Hold up the book *When Winter Comes*, and tell children that they will help you read the story today.

Yesterday when we read this book, we heard a question about what happens to the plants and animals in the winter. Each time the child asks

this question, it is almost the same. I will read the beginning of each question, and you will help me finish it. Let's try it now.

Invite children to listen closely as you read pages 1–3.

Read page 4, and pause after reading “Where oh where do the flowers go” so children can jump right in with the remainder of the question.

Continue this way as you read the rest of the story.

- Conclude this activity by having children tell their partners what they would do when the “winter comes and the cold winds blow.”



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

Math Moments

Math word(s):
sides



Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction

- Introduce and play the “In Great Shape” video.

We’ve been talking about shapes. Let’s see what shapes we can find in this video. Say the names of the shapes that you know as you see them in the video.

- Display each of the picture cards for circle, square, triangle, and rectangle.

Partner Practice



- Guide partnerships to compare pairs of shapes.
- Hold up the triangle and the square.

T-P-S: How are the triangle and the square the same? *They both have straight sides.* **How are they different?** *The triangle has three sides, and the square has four sides.*

- Hold up the rectangle and the square.

T-P-S: How are the rectangle and the square the same? *They both have four straight sides and four corners.* **How are they different?** *The square’s sides are all the same length. The rectangle has two short sides and two long sides.*

- Hold up the circle.

T-P-S: How is the circle different from all the other shapes we have? *It has no straight sides at all. It is round.*



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. There are places in the world where it gets very cold in the winter.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “freeze.” Remember that water can freeze when it gets very cold. T-P-S: When did we hear the word “freeze” today?



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

Theme Learning Extension



- Review the letter “w” by showing the “Underwater W” video.

When we listen to the word “winter,” we hear the sound /w/ at the beginning.

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

- Allow children to walk around the room and look for objects that begin with /w/. If they find one, they should stop in front of the object and raise their hands.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

In many places, it snows during winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>When Winter Comes</i> Science Lab: Ice, small blocks or cubes; containers to hold melted ice; magnifiers; writing implements and paper
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> SFAF book: <i>Curiosity and the Snowy Day</i> by Jill Crawford CC Activity Card: Wonderful Word picture card for "snow" CC Activity Card: Letter card for "Ww"
Getting Along Together	<ul style="list-style-type: none"> Baggies of three linking cubes for each partnership (See To Be Prepared.)
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Snowy Day</i> by Ezra Jack Keats Leaf for story tree
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: heart, diamond, and crescent from the Shape Pictures set
Question/Reflection	<ul style="list-style-type: none"> Snow/No Snow graph (See To Be Prepared.) Snowflakes (appendix), one per child Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *When Winter Comes* in the lab.

Letter Lab: Wiggle Worm "W"

- Same as day 2

Math Lab: Linking Cube Patterns

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: In the Winter...

- Same as day 1

Art Lab: Blanketed in Snow

- Same as day 1

Science Lab: Investigating Ice

- Point out the ice that you have added to the lab. Tell children that they can be scientists today as they examine the ice and observe what happens to it over time.

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In the math section of last night's show, children dance with shapes.

T-P-S: What shapes are shown in the video? *The circle, square, and triangle are the shapes in the video.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity.

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



- Encourage children to mimic Elmo's movements as you play the "Elmo's Got the Moves" video.



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

Clues & Questions

Theme-related word(s):

snow*

If you live in an area that doesn't get snow, you may want to change this introduction so Curiosity says that the pictures in the story were taken when she went to visit friends.

Curiosity's Clues

- Bring Curiosity to the group with the book *Curiosity and the Snowy Day*.

Teacher: **Curiosity, I see you have another book with you today. Does this book have a clue about what we will learn today?**

Curiosity: **Yes, and it is a very special book. It's all about me!**

Teacher: **Boys and girls, do you want to see the special book that Curiosity has with her? Let's see if we can figure out what we'll learn today by looking at some of the pictures in Curiosity's story.**

- Take a Picture Walk through the book, stopping on several pages for children to see the snow in the pictures.



These pictures give us clues about what we’ll learn today. T-P-S: What do you see in these pictures?

T-P-S: **What do you think we’ll learn about today?** *Snow.*

Learning with Curiosity

- Use images from the story *Curiosity and the Snowy Day* and Think-Pair-Share to engage children in conversation about their experiences with or knowledge of snow and winter. You may use the following suggestions for this activity.

If you live in a region that doesn’t have snow, modify the activity, and use the questions provided to ask children what they see happening in the pictures.

Page	Topic	Prompts
Page 3	Dressing for snow or cold weather	Why is Curiosity wearing mittens, boots, and a hat?
Page 5	Playing in the snow	What are Curiosity and the boy doing?
Page 7	Sledding	What is Curiosity sitting on? This is a sled. Children use sleds to slide over the snow. Would you like to use a sled to slide on the snow? Why (or why not)?
Page 10	Making snowballs	Look at the ball of snow in front of Curiosity. What will she do with that?
Page 11	Warming up after playing in the snow	Curiosity has a warm drink when she goes back inside. Why does she want something warm to drink?
Page 14	What happens to snow as the weather warms	What happened to the snow?



- Play the “Hero Guy: Snowman” video.



Wonderful Word

Show the Wonderful Word picture card for “snow.”

Our Wonderful Word today is “snow.” Soft white flakes that fall from the sky are snow.



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

Snow falls from the clouds in the winter.

- Point out that some letters in the message reach way up high.

Letter Links

- Have Curiosity show the letter card for “Ww.”
- 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 “w” by playing the “W: Waffle” video.



Have children stand and recite “Come Sing a Song of Winter” as a transition to Getting Along Together.

Getting Along Together

Active Instruction



- Review how to share by showing the “Learning to Share—Part 1” video.

What problem does Arielle have? How will Arielle solve her problem?

- Have children tell someone sitting next to them how they think Arielle will solve the problem. Invite a few children to share their ideas. Then show the “Learning to Share—Part 2” video.

Arielle asked nicely if she could play, and Allen shared the blocks so they could build something together. They were able to share, and both children were happy. When you want to ask someone to share, remember to say the person’s name and ask nicely. Use good manners, and say “Please” and “Thank you.”

Partner Practice

- Have children complete a building challenge to practice sharing. Show a model tower made of three different colored linking cubes.

We will practice sharing by having a building challenge. You have to work with your partner to build a tower that looks just like this one. It has to have exactly three linking cubes, and the cubes have to go exactly in this order.

- Distribute a baggie of cubes to each partnership. Ask children to look carefully at the cubes in their baggies.



T-P-S: Is everybody ready to build a tower? What problem have you noticed? *We don't have the right colors of blocks.* **How could you solve that problem?** *Share blocks with other partnerships.*

For all the partnerships to meet this challenge, we will have to share blocks. Some of you will find that you are missing a block of one color, and some of you will have extra blocks. To share, we will ask politely when we need a block from someone else. And if you have more blocks than you need, give one to another partnership. We want all partnerships to complete the challenge!

- After children complete the challenge, talk about what was easy and hard about sharing.

T-P-S: What did you do to complete this challenge? *We listened to one another, we looked at the groups next to us, we gave blocks to other groups, and we asked politely when we needed something.*

You did a great job sharing with your friends today. Giving to our friends is an important part of working together at school.



- Award paw points when you see children sharing and giving to a friend as they work together throughout the day.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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

See day 2 for small-group activity instructions.



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

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



STaR word(s):
adventures

The Snowy Day

Author and illustrator: Ezra Jack Keats

Peter wakes up one winter morning to find that it snowed overnight, covering everything as far as he can see. He bundles up in his snowsuit and goes outside for a full day of adventures. Peter relives the day's fun as he takes his bath before bed. He dreams that the snow melts but is surprised when he awakens to find new snow falling.

Interactive Story Reading

Before Reading

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

The title of our story today is *The Snowy Day*. That’s the name of the story. The author and illustrator is Ezra Jack Keats. He wrote the words and drew the pictures for the story.

Ezra Jack Keats has written many books for children. Hold up the books *Whistle for Willie* and *A Letter to Amy*, and point to Peter on the cover of each book. We’ve read other books of his about a boy named Peter.

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



Look at the front cover of this book. T-P-S: Who do you think this child might be? Why do you think it might be Peter?

T-P-S: What do you think this book will be about? What do you see that makes you think that?

Let’s see if the title gives a clue about the story. The title is *The Snowy Day*. T-P-S: What does the title tell you about the story?

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

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Pages 6 and 7: Point out the two lines on page 6. **Peter made two tracks with his feet.** Point out the three lines on page 7. T-P-S: **What do you think made the new track?**
 - Page 11: Point to the tracks that Peter makes on page 11. **Peter is making more tracks.** T-P-S: **What do you think will happen next?**
 - Page 18: T-P-S: **What do you think will happen to Peter’s snowball when he goes inside? Why do you think that?**
 - Page 22: **Peter’s snowball isn’t in his pocket.** T-P-S: **What did you think would happen to the snowball when he came into his warm house? That’s right. The snowball melted because snow turns into water when it is warm.** T-P-S: **What could Peter do to keep a snowball from melting?**

After Reading

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

T-P-S: What adventures do you think Peter and his friend will have today?

When Peter takes his bath after playing in the snow, he thinks about his adventures. T-P-S: What do you think the word “adventures” means?

Peter had many adventures doing exciting things in the snow. T-P-S: What adventures did Peter have?

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



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

Math Moments

Math word(s):

crescent
diamond
heart
shape



Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction

- Introduce the new shapes.

We have been learning about circles, squares, rectangles, and triangles. Today we will learn about some new shapes.

- Present the heart picture.

WGR: What is this shape called? A heart. This is a heart. Let’s use our hands to draw a big heart!

- Invite children to stand and use their hands to make a heart shape in front of them. Move your hand slowly around the heart picture so children can follow along to make a heart shape.
- Present the diamond picture.

This is a diamond. Let’s use our hands to make a diamond!

- Invite children to use their hands to draw a diamond shape in the air. Move your hand around the diamond picture to model.
- Present the crescent picture.

T-P-S: What is this shape called? A moon. It looks like the moon, and it is called a crescent. Can you make a crescent?

- Invite children to use their hands to draw a crescent shape in the air. Move your hand around the crescent picture to model.



Partner Practice

- Display all three shape cards where all children can see them. Use Think-Pair-Share to have partnerships identify each shape.

T-P-S: Which shape is made of only straight lines? The diamond.

T-P-S: Which shape has two curvy lines that go in opposite directions and look the same on each side? The heart.

T-P-S: **Which shape has two curvy lines that go in the same direction, one inside of the other?** *The crescent.*



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



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that in some parts of the world, it snows in the winter.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “snow.” Remember that snow is white flakes that fall from the sky in very cold weather. T-P-S: When did we hear the word “snow” today?



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

Theme Learning Extension

- Introduce the concept of weather forecasting. Invite children to predict the weather for tomorrow. Will there be snow or no snow?

There are people whose job it is to tell what the weather will be. You may have seen them on television. They tell how hot or cold it will be and whether there will be rain, sun, wind, or snow. Let’s pretend that we’re the people who tell what the weather will be. We’ll tell whether we think there will be snow tomorrow.

- Have children talk with their partners about whether they think there will be snow tomorrow and why.

Talk to your partner about what you think the weather will be tomorrow. Tell him or her whether you think there will be snow or no snow. Tell your partner why you think this.

- Have the Snow/No Snow graph where all children can see it. Distribute a snowflake to each child. Invite children to place their snowflakes in either the “snow” or “no snow” column of the chart to indicate their predictions. Determine whether more children think there will be snow or no snow tomorrow.
- Post the chart where all children will see it tomorrow when they come to school.

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

Snowflakes come in many different shapes.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Snow/No Snow graph (from Question/Reflection, day 3) CC Activity Card: Wonderful Word picture card for "snowflake" CC Activity Card: Letter card for "Ww"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Snowy Day</i> by Ezra Jack Keats
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Shape Pictures set Climbing Shape Mountain game board and a set of game cards (appendix) for each partnership or group of four children Counting bears to use as game pieces
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: lamb

Day 4


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Wiggle Worm "W"

- Same as day 2

Math Lab: Linking Cube Patterns

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: In the Winter...

- Same as day 1

Art Lab: Blanketed in Snow

- Same as day 1

Science Lab: Investigating Ice

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In the story *Slippery Steps*, the twins and their mother fall on the steps.
T-P-S: **Why are the steps so slippery?** *There is ice on the steps.*



- 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. Make a special connection between the weather and the snow predictions from day 3.

Cool Kid

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



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



Move It!

- Introduce the activity.

Today we will learn a new song and dance called “The Horse Stood Around.” Let’s watch this video to learn how to sing and dance to this song.



- Play the “The Horse Stood Around” video, inviting children to sing and dance to the song as they feel comfortable.



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



Clues & Questions

Theme-related word(s):

snowball
snowflake*

Basic word(s):

slide
tracks



Curiosity's Clues

- Have Curiosity join the group with the Snow/No Snow chart.

Teacher: **Curiosity, I see you have our snow-prediction chart.**

Curiosity: **Yes, because it reminds me of what we will learn about today.**

Teacher: **Hmmm. So will we learn about weather forecasting?**

Curiosity: **No, that's not it. Maybe the boys and girls can guess. T-P-S: What do you think we're going to learn about today? Snow.**

Learning with Curiosity

- Engage children in conversation with their partners about snow.

Yesterday we read books about Curiosity and Peter and some of the things they do when it snows. T-P-S: How does all the snow get on the ground so they can make snowballs, slide on sleds, and make tracks and snow angels?

- Use children’s responses about where snow comes from to expand their knowledge about snow and snowflakes.
 - Snow starts as water up in the clouds. When it is very cold, the water freezes and falls as snowflakes instead of rain.
 - Each snowflake is different from every other snowflake.
 - When the snowflakes fall from the sky and land on the ground, they pile up on top of one another. That’s where the snow comes from.

Now that we know more about snow, let’s look at our predictions about whether there would be snow or no snow today.

T-P-S: Which has more votes, snow or no snow? More people thought there would be (snow or no snow) today. WGR: What is the weather today, snow or no snow? Which prediction was right?

- Play the “Winter, Fall, What Are Rainy Days For?” background video.



Wonderful Word

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

Our Wonderful Word today is “snowflake.” A snowflake is a tiny piece of snow.

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

Snowflakes fall from the sky in the winter.

- Point out the length of the message, and count the words.

The first word in our Daily Message is a long word. The others are shorter. Let’s count the letters in the word “snowflakes.”

Letter Links

- Have Curiosity show the letter card for “Ww.”
- 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 “w” by playing the “Play Inside: The Letter W” video.



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

Rhyme Time

Say the Rhyme



- Have children sing “Come Sing a Song of Winter” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Phoneme Substitution

- Review the New Sound game from day 1 in which you substitute a new sound (phoneme) for one that is repeated in the rhyme. Invite children to sing “Come Sing a Song of Winter” with you emphasizing the /s/ at the beginning of the words “sing,” “song,” and “snowing.”



Today we’re going to play the New Sound game with our song again. T-P-S: What sound do you hear at the beginning of the words “sing,” “song,” and “snowing” in this song?

The words “sing,” “song,” and “snowing” all begin with /s/. We’re going to sing the song again, but this time we will say /w/ instead of /s/ in the words that start with /s/.

- Sing the song with children using the phoneme substitution.

**Come wing a wong of winter,
of winter, of winter.** (Sway side to side.)
**Come wing a wong of winter.
The cold days are here.** (Hug yourself and shiver.)

With wowing (Pronounce to rhyme with the word “snowing.”) **and
blowing** (Shake fingers as you bring hands down and then move them
quickly to the side.)
And rosy cheeks glowing, (Circle cheeks with fingers.)
Come wing a wong of winter. (Sway side to side.)
The cold days are here. (Hug yourself and shiver.)

- Continue playing the game, substituting other initial sounds for the alliterative words in the rhyme. You may want to use the following suggestions: /d/, /f/, /g/, and /l/.
- If children are successful with phoneme substitution in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the rhyme with their substitutions to a partner.
- Award paw points if children successfully substituted phonemes.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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



Provide five- and three-minute warnings before the end of Plan & Play. Then sing 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):
adventures

The Snowy Day

Author and illustrator: Ezra Jack Keats

Review

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

We read this story yesterday. Let's see if we can remember the title. The title of our story is *The Snowy Day*. That's the name of the story. Ezra Jack Keats is the author and illustrator of this story. He wrote the words and made the pictures.

- Review the story vocabulary that you introduced yesterday.



We heard the word “adventures” in the story yesterday. Peter does many fun and exciting things in the snow. T-P-S: What adventures would you like to have in the snow?

Story Retell

- Hold up the story *The Snowy Day*, and tell children that they will pretend to be Peter and do the things he does in the story. Encourage children to spread out so they have enough room to do the actions described in the story without bumping into one another.

Yesterday we read about the adventures Peter had in the snow. Today when I read, you will pretend to be Peter and act out the things he does.

- Read the story, pausing for children to dramatize Peter’s adventures. The following are suggestions for dramatization.
 - Page 5: **Walk like Peter, pointing your toes out and then pointing them in.**
 - Page 7: **Walk slowly, dragging your feet and a pretend stick.**
 - Page 14: **Pretend to make a snowman.**
 - Page 15: **Pretend to make snow angels.**
 - Page 18: **Pretend to make a snowball and place it in your pocket.**
 - Page 23: **Pretend to sleep.**
 - Page 27: **Pretend to wake up excited to see more snow.**
- Conclude this activity by having children tell the part of the story they liked best.

Make sure children spread out before making snow angels to avoid bumping into one another.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction



- Review the shapes learned by holding up a picture of each one and having the class say the name in unison. Then show the “Lightning Bug Shapes” video.

Partner Practice

- Introduce the Climbing Shape Mountain game.

We are going to play a new game today called Climbing Shape Mountain. In a moment, each of you will get a game board and some shape cards like these. Hold up samples. You will select a counting bear and place it at the bottom of the mountain.

When it's your turn, you will draw a shape card. Name the shape on the card. Then you can move to the next place on the mountain road where you see that shape.

When you get to the top of the mountain, you can pretend to slide your bear down the mountain on a sled. If you get to the top before our time is over, you can start up the mountain again.

- Distribute the materials to each partnership or team of four, and assist as children play the game as needed.



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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Snowflakes are very small, and each one is different from other snowflakes.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “snowflake.” Remember that a snowflake is a tiny piece of snow. T-P-S: When did we hear the word “snowflake” today?



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

Theme Learning Extension

- Invite children to demonstrate the uniqueness of individual snowflakes as they pretend to be snowflakes falling from the sky.

We learned that each snowflake is unique. They are all different. When we learned about ourselves, we learned that each of us is unique, not like anyone else. So each of us will pretend to be a snowflake in our own unique way.



- Use My Turn, Your Turn to teach the rhyme “Snowflakes.” Invite children to find their own ways to fall to the ground.

Snowflakes

**Snowflakes twirling all around,
All around, all around,
Till they cover all the ground.**

We’re going to pretend to be snowflakes. While we say the rhyme, you will pretend to be snowflakes that start up in the sky and fall gently and quietly to the ground.

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 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

There are many outdoor activities that people like to do in the snow.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>The Snowy Day</i> by Ezra Jack Keats Math Lab: one to three sets of Climbing Shape Mountain game boards, game cards, and counting bears (from Math Moments, day 4)
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> CC Activity Cards: Numeral cards 1–10
Clues & Questions	<ul style="list-style-type: none"> Child-sized sled or other snow toy (optional) CC Activity Cards: Winter Activity pictures set CC Activity Card: Wonderful Word picture card for “sled” CC Activity Card: Letter card for “Ww”
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> <i>Snow</i> by Cynthia Rylant or other storybook for free choice Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Seven paper lunch bags, each labeled with a shape (square, rectangle, triangle, circle, heart, diamond, moon) Note for Curiosity (See To Be Prepared.) Class treat (pretzels, candy, or small toys) inside the bag labeled with a square
Question/Reflection	<ul style="list-style-type: none"> Trade book: <i>The Snowy Day</i> by Ezra Jack Keats SFAF book: <i>Curiosity and the Snowy Day</i> by Sally Francis Anderson Peter and Curiosity Venn diagram (See To Be Prepared.) Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *The Snowy Day* to the lab. Encourage children to dramatize the story as they did in the retell on day 4. Reinforce the use of theme-related vocabulary.

Letter Lab: Wiggle Worm "W"

- Same as day 2

Math Lab: Climbing Shape Mountain

- Invite children to play the Climbing Shape Mountain game alone or with friends.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: In the Winter...

- Same as day 1

Art Lab: Blanketed in Snow

- Same as day 1

Science Lab: Mitten Match

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle



Welcome Activities

Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In the letter section of last night's show, two children find a wand. They use the wand to wish for words that start with the letter "w." "Wand" and "wish" start with "w." T-P-S: What is another word that starts with the letter "w" that is shown on the video? *Wings, wigs, wind, wagon, watermelons, whale, and wave are other "w" words that are shown on the video.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Invite children to stand and join you. Introduce the game, Jumping Bean. Remind children how to play the game.

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

- Allow children to play Jumping Bean for several minutes.



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

Clues & Questions

Theme-related word(s):

ice skating
sled*
snowball
snowman



If you don't have a sled, have Curiosity take a picture of a sled from her bag.

Curiosity's Clues

- Place Curiosity on a sled, and pull her over to join the group.

Curiosity: **Hi, boys and girls. T-P-S: Can you guess what I'm going to do today? Yes, I have a sled, and I'm going to slide on the snow with this sled.**

Teacher: **What do you think we'll learn about today?**

Learning with Curiosity

- Engage children in identifying other activities besides sledding that people like to do in the winter. If children have little or no experience with cold-weather winter activities, you may want to offer pictures of people engaging in activities such as ice skating, building snowmen, or sitting in front of a fire in a fireplace.

I see that Curiosity has a sled, and she is going to use it to slide on the snow. I wonder what else Curiosity might like to do in the winter.

- After children name activities associated with winter, invite them to talk with their partners about which, if any, of these activities they would like to do.
- Play the “Elmo’s World: Weather” video.



Wonderful Word

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

Our Wonderful Word today is “sled.” A sled is something you can sit on to slide over the ground or down hills covered with snow.

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



Daily Message

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

People can do many fun things in the snow.

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

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

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



- Reinforce the sound and shape of the letter “w” by playing the “Fireflies: W” video.



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

Rhyme Time



- Have children recite “Come Sing a Song of Winter” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonemic Awareness—Phoneme Substitution

- Review the New Sound game from day 1 in which you substitute a new sound (phoneme) for one that is repeated in the rhyme. Invite children to sing “Come Sing a Song of Winter” with you emphasizing the /s/ at the beginning of the words “sing,” “song,” and “snowing.”



Let’s play the New Sound game again today with the song “Come Sing a Song of Winter.” T-P-S: What sound do you hear at the beginning of the words “sing,” “song,” and “snowing” in this song?

The words “sing,” “song,” and “snowing” all begin with /s/. We’re going to sing the song again, but this time we will say /p/ instead of /s/ in the words that start with /s/.

- Sing the song with children using the phoneme substitution.

**Come ping a pong of winter,
of winter, of winter.** (Sway side to side.)

Come ping a pong of winter.

The cold days are here. (Hug yourself and shiver.)

With powing (Pronounce to rhyme with the word “snowing.”) **and blowing** (Shake fingers as you bring hands down and then move them quickly to the side.)

And rosy cheeks glowing, (Circle cheeks with fingers.)

Come ping a pong of winter. (Sway side to side.)

The cold days are here. (Hug yourself and shiver.)

- Continue playing the game, substituting other initial sounds for the alliterative words in the rhyme. You may want to use the following suggestions: /j/, /n/, /v/, and /z/.
- If children are successful with phoneme substitution in this rhyme, ask them to think of other sounds they can substitute. Invite them to recite the rhyme with their substitutions to a partner.



- Award paw points if children successfully substituted phonemes.

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



Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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



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

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



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



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



Math word(s):

circle
crescent
diamond
heart
rectangle
shape
square
triangle



Basic word(s):

moon

Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Problem Solving

- Bring out Curiosity and the mystery bags.
- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity needs to solve a mystery. She brought you a special treat today, but someone took it and hid it inside one of these bags. The person left this note.

- Read the note. As you read, take away bags as they are eliminated based on the clues.

Dear Curiosity,

You may only open one of the bags, or the special treat will disappear. Use these clues to figure out which bag to open.

- 1. The shape on the bag is made of only straight lines.**
- 2. The shape on the bag has four corners.**
- 3. The shape on the bag has sides that are all the same length.**



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

T-P-S: **Which bag should Curiosity open?** *The bag with the square on it.*

- Provide time for partners to share their thoughts with each other. Read the clues aloud a second time before calling on a partnership to share their response.



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses. Open the bag, and distribute the treats!



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



Remind children that What’s the Magic Word? is a game that will help them to focus.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. There are many activities that people like to do in the winter.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “sled.” Remember that a sled is something that you sit on to slide on the snow. T-P-S: When did we hear the word “sled” today?



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

Theme Learning Extension

- Have Curiosity join the group and invite children to compare the activities that she and Peter do in the books *The Snowy Day* and *Curiosity and the Snowy Day*.

Curiosity: I had so much fun playing in the snow. I’m glad you could see the pictures of the things I did. When Peter had adventures in the snow, he did some of the same things that I did. Let’s see if we can remember some of the things we both did.

- Post the Venn diagram that you prepared. Use Think-Pair-Share to have children remember the characters’ activities in these stories.

When you think of something that Peter or Curiosity did, I will write it on this paper. If it’s something that just Peter did, I’ll put it in this part of the circle. Point to the part of the diagram under Peter’s name where the circles do not intersect. If it’s something that just Curiosity did, I’ll put it

here. Point to the part of the diagram under Curiosity’s name where the circles do not intersect. **If both Peter and Curiosity did it, I’ll write it in this part of the diagram.** Point to the space where the circles intersect.

- As children name activities, help them determine whether to write the activity in the part of the Venn diagram for Peter, Curiosity, or both. If children need help remembering which character engaged in an activity, take a Picture Walk through the books to help them determine where each activity belongs.

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

There are many indoor activities that people like to do in the winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Bags of hair gel (from day 1) • Art Lab: White playdough and other materials to decorate snowmen • Science Lab: CC Activity Cards: Mitten Match picture cards
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • Robe or pajamas for Curiosity • CC Activity Card: Wonderful Word picture card for "down" • CC Activity Cards: Letter cards for "Dd," "Bb," and "Pp"
Rhyme Time	<ul style="list-style-type: none"> • "The Snow Fell" rhyme card (optional)
Plan & Play	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Hibernation Station and Airport
STaR	<ul style="list-style-type: none"> • Trade book: <i>The Mitten</i> by Jan Brett • Large rubber band • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • CC Activity Cards: Shape Pictures set: square, circle, rectangle, triangle, crescent (moon), heart, diamond • Cube-shaped objects, one per partnership • Coffee stirrers, toothpicks, or straws, twelve per partnership • Miniature marshmallows, eight per partnership
Question/Reflection	<ul style="list-style-type: none"> • Concepts-of-print book: <i>Ice</i> by Sally Francis Anderson (class set) • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal hand stamp: goat

Day 6


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Gel Letters

- Same as day 1

Math Lab: Climbing Shape Mountain

- Same as day 5

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Snowflake Stories

- Invite children to write a story about a snowflake. You may want to provide a sentence stem to get them started, such as "I saw a snowflake...."

Art Lab: Snowmen

- Point out the addition of white playdough and other supplies in the Art Lab. Encourage children to create and stack balls of playdough to make snowmen.

Science Lab: Mitten Match

- Point out the Mitten Match picture cards in the lab. Encourage children to use their scientific observation skills to play a memory game with the cards. (See the Learning Labs Facilitation Guide for instructions.)

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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

Home Link Debrief



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

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



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



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



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



Clues & Questions

Theme-related word(s):
down*

Curiosity's Clues

- Have Curiosity join the group wearing a warm robe or pajamas.

Teacher: **Good morning, Curiosity. What are you wearing today?**

Curiosity: **I'm wearing my warm robe (pajamas).**

Teacher: **Are you going to go outside to play in your robe (pajamas) today?**

Curiosity: **Let's see if the children can guess what I'm going to do today.**

Teacher: **I think maybe Curiosity is wearing her robe (pajamas) to give us a clue about what we'll learn today. T-P-S: What do you think we'll learn about?**

We're going to learn about things people do in the winter when they can't go outside.

Learning with Curiosity



If you live in an area that doesn't get cold or snow and ice in the winter, you may use pictures that show severe weather conditions to prompt children's thinking about reasons for staying indoors in the winter. Or you may modify this component to reflect something that occurs in your area that keeps people indoors during the winter.

- Invite children to think of indoor activities that people can participate in during the winter when the weather prevents them from going outside.

Curiosity is wearing her warm robe as a clue today to let us know that she plans to stay inside on this winter day. T-P-S: Why do you think people would have to stay inside sometimes in the winter?

- Invite children to give a thumbs up/thumbs down to indicate whether they agree with the reasons given for staying inside in the winter.
- If necessary, ask guiding questions to help children focus on reasons such as very cold temperatures, a severe snowstorm, or icy streets and sidewalks.
- Ask children to think of activities they and Curiosity can do if they can't go outside because of bad weather.

T-P-S: What could you and Curiosity do today if you were going to stay inside because it is too cold (snowy, icy) to go outside?

- Tell children that they can use some of their ideas about activities to do inside during Plan & Play today.
- Play the "Winter" background video.





Wonderful Word

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

Our Wonderful Word today is “down.” Down is the opposite of up. We often hear the word “down” when we talk about something that falls. We’ve talked about snow falling from the sky. We have to play indoors sometimes when snow, cold rain, or ice is falling down from the sky.



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

It’s fun to watch snow fall down from the sky.

Letter Links

- Have Curiosity provide clues about the letter “d.” 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 “Bb,” “Dd,” and “Pp.”

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

- Both my uppercase and lowercase shapes are tall.
- Both of my shapes have a straight line and one curved line.
- My uppercase letter shape has only one bump.



WGR: What letter am I? “D” “D” 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 “d” by showing the “Worms in Space: D” video.



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

Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about snow. It’s called “The Snow Fell.” When we say this rhyme, listen carefully to the words because we will play the Nonsense game with it.

- 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.



The Snow Fell

The snow fell while I slept last night

(Wiggle fingers while lowering hands; then lay head to the side on hands with palms together.)

And made the world all clean and bright.

(Open arms.)

The snowplow came along today,

(Place hands on floor in front of you.)

And pushed, and pushed, and pushed the snow away.

(Simulate pushing.)

Develop Phonological Awareness—Word Manipulation

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

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

- Invite children to close their eyes so they can listen carefully while Curiosity recites “The Snow Fell.” Have Curiosity repeat the rhyme as if correct, switching the words “snow” and “night” so the line reads, “The night fell while I slept last snow.”

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

The night fell while I slept last snow

And made the world all clean and bright.

The snowplow came along today,

And pushed, and pushed, and pushed the snow away.

That’s nonsense!

- If children don't recognize the incorrect word order, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switch occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the rhyme, alternating between switching words in various lines and saying the lines correctly. You may want to use the following suggestions.
 - And made the bright all clean and world.
 - The today came along snowplow,
 - And snow, and snow, and snow the pushed away.
- If children successfully identified the switched words, recite the rhyme again, making additional switches. If children are able, invite them to think of words to switch in the rhyme.
- Award paw points if children were able to successfully identify the switched words.



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

Plan & Play

Scenario Review

- Review the scenarios for the unit. 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.

Hibernation Station: Point out the toy animals in the blocks area. **You can pretend that these animals are ready to hibernate for the winter. They will need your help in building some caves!**

Airport: **Many people like to travel during the winter. They might go to visit family over a holiday or fly to a place where they can ski down a mountain. They might fly to get away from the winter weather and visit a warmer place! You can pretend to play airport. Where will the customers fly today?**

Scenario Selection

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

Plan

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

Play

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

Coaching

- Encourage children to become engaged in any new scenarios that you have added this week by joining in the play. Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.

EXAMPLE:

Airport: Are you selling tickets? I would like two tickets to Mexico, please. I need to go somewhere warmer! I have one suitcase to check.



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

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



STaR word(s):

decided
stretched

The Mitten

Adapted and illustrated by: Jan Brett

This is a story about a mitten, lovingly knitted by a boy’s grandmother, and what happens to it when the boy temporarily loses it in the snow. Jan Brett’s adaptation of this Ukrainian folktale provides warm, rich illustrations along with a touch of humor to the text.

Interactive Story Reading

Before Reading

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

The title of our story today is *The Mitten*. That’s the name of the story. This is a special kind of story called a folktale. A folktale is a story that

has been told to children for many years and changes a bit each time it is told. Sometimes different people write a folktale in their own way. The person who wrote *The Mitten* used her own way of telling it, so we say it is adapted by Jan Brett. She also illustrated, or drew the pictures for, the story.

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



Look at the front cover of this book. T-P-S: What are all the animals looking at?

All these animals are looking at a white mitten. The title of the book is *The Mitten*, so maybe the story is about this mitten. T-P-S: What do you think these animals will do with a mitten? How does the title of the book help you know what the story will be about?

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

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 5: **Nicki dropped one of his white mittens in the snow. T-P-S: Do you think he will be able to find it? Why (or why not)?**
 - Page 10: **T-P-S: Why do the mole and the rabbit make room for the hedgehog?**
 - Page 14: **T-P-S: What might happen if any more animals want to get in the mitten?**
 - Page 20: Point out Nicki in the mittens on the sides of the larger illustration. **T-P-S: What do you think Nicki is thinking?**
 - Page 26: **T-P-S: What do you notice about the mitten that Nicki is trying to catch? Why do you think it is bigger than the mitten he is holding in his other hand?**

After Reading

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

T-P-S: Do you think Nicki would have found the mitten if the bear hadn't sneezed and sent it into the sky? Why (or why not)?

In the story, the animals decided to go in the mitten to stay warm.

T-P-S: What do you think the word "decided" means?

In school, you decide, or make choices about, things all day long. What is something you decided to do today?

As all the animals got into the mitten, it stretched. T-P-S: What do you think the word "stretched" means?

Use a rubber band to demonstrate the meaning of the word "stretched."

T-P-S: What happened when I pulled this rubber band? It stretched. It got bigger. This is what happened to the mitten when the animals climbed inside. The mitten stretched and got bigger.

T-P-S: **Do you think Nicki can still wear the mitten after it got stretched? Why (or why not)?**

- 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):

cube



Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction



- Introduce the concept of three-dimensional shapes.

We’ve been learning about shapes. WGR: What are some of the shapes we have studied? *Square, circle, rectangle, triangle, crescent (moon), heart, diamond.*

- Show the picture cards as children name the shapes. Then hold one of the cards flat.

We know that these shapes are the same in many ways and different in others. One thing they all have in common is that they are flat, like a piece of paper.

This week we will talk about new kinds of shapes that are not flat. They are fat shapes, or we can call them solid shapes. They take up space.

- Hold up a cube.

Our first solid shape is called a cube. You can see that it is not flat like a piece of paper. Let’s examine a cube.

- Give a cube-shaped object to each partnership. Ask questions to guide them as they explore the cube’s properties.

Look at your cube. Can you find a flat shape on your cube? What shape did you find? *A square. How many squares are there?* *Six.*

Partner Practice

- Distribute the coffee stirrers and marshmallows to each partnership. Have partners work together to create two squares by connecting the sticks with marshmallows. They can then use the remaining sticks to connect the two squares to create a cube.



- Reinforce the concept of three-dimensional shapes by playing the “3-D Shapes: It’s a Cube” video.



TRANSITION

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

Brain Game: I Spy

Select a child to find an object that can be seen from where the game is being played. The child provides a clue, such as its color or size, for others to guess what the object is. The child says “I spy, with my little eye, something (descriptive word).” Children work with their partners to find objects that match the clue. Then they ask questions, such as “Is it the clock?”

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about things that people do inside when they can’t go out in the winter.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “down.” Remember that “down” is a word we use to describe something that falls. T-P-S: When did we hear the word “down” today?



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

Theme Learning Extension

- Introduce a reread of the concepts-of-print book *Ice*.

Today we talked about some reasons people stay inside in the winter. One reason people would want to stay inside is if it is so cold that the sidewalks and streets are covered with ice. T-P-S: Why do you think it’s a good idea to stay inside if things are covered with ice? Yes, ice is slippery, and you can fall and get hurt when you walk on ice.

- Distribute a copy of the book *Ice* to each child.

Let’s look at this book again. We will see that some places are so cold in the winter that there is ice everywhere.

- When you come to the final pages of the book, ask children whether they think these pages are about winter and why.

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

Day 7 | Ready, Set

Learning Focus

We wear different clothing in the winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Letter Lab: Letter “D” Activity Pattern sheet (appendix), one per child; glue; glitter, sequins, or other shiny material • Math Lab: Coffee stirrers, toothpicks, or straws and miniature marshmallows (or playdough) • Science Lab: Ice cubes, several; mittens, several; Which Melts Faster? graph (See To Be Prepared.); marker
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> • Large, opaque bag • Winter clothing: a coat, mittens, and boots (or pictures from the CC Activity Cards: Winter Clothing set) • Trade book: <i>The Jacket I Wear in the Snow</i> by Shirley Neitzel • CC Activity Card: Wonderful Word picture card for “coat” • CC Activity Card: Letter card for “Dd”
Getting Along Together	<ul style="list-style-type: none"> • Chilly puppet
Plan & Play	<ul style="list-style-type: none"> • Scenario cards for new scenarios (if applicable) • Small-group instruction: Precut mitten pattern for the mitten book (appendix)
STaR	<ul style="list-style-type: none"> • Trade book: <i>The Mitten</i> by Jan Brett • Large paper mitten • STaR story retell cards for <i>The Mitten</i>
Math Moments	<ul style="list-style-type: none"> • Paper square • Cube-shaped object • Ball • Playdough, enough for each child to make a small ball
Question/Reflection	<ul style="list-style-type: none"> • Suitcase (or box) • Winter clothing: a coat, boots, gloves or mittens, a scarf, a hat, etc. (or pictures from the CC Activity Cards: Winter Clothing set) • Cool Kid certificate and marker • Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Dazzling "D"

- Point out the letter "d" sheets and items to decorate them in the lab. Invite children to use the materials to decorate a dazzling "d." Encourage children to focus on the /d/ sound at the beginning of the words "decorate" and "dazzling."

Math Lab: Shape Builders

- Invite children to use the stirring sticks and marshmallows (or balls of playdough) to create flat and solid shapes.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Snowflake Stories

- Same as day 6

Art Lab: Snowmen

- Same as day 6

Science Lab: Icy Predictions

- Point out the ice cubes and mittens in the lab. Ask children to predict whether the ice will melt faster in their bare hands or when they wear mittens. Have them test their predictions. Encourage them to graph the results by coloring a section in the appropriate column of the graph.
- Children may also continue to play the Mitten Match memory game from day 1.

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

Last night's math video was about the shape of a cube. T-P-S: Can you find something in our classroom that is shaped like a cube? A box or a block.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity.

Today we will sing and dance to a new song called "Skip to My Lou." Follow along as we watch the video.



- Play the "Skip to My Lou" video, and encourage children to sing and move their bodies as they watch it.



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

Clues & Questions

Theme-related word(s):

boots
coat*
mittens

Curiosity's Clues

- Have Curiosity join the group with the bag of winter clothing.
Teacher: **Curiosity, what do you have in your bag?**
Curiosity: **I will show you.**
- Remove the items of winter clothing, and have children name each one as it is revealed.



T-P-S: Curiosity has a warm hat, mittens, and a pair of boots. What do you think we'll learn about today? *Winter clothing.*

Learning with Curiosity

- Point out that people wear different clothing in the winter, like the items Curiosity brought in her bag. Introduce the story *The Jacket I Wear in the Snow*. Point out that “jacket” is another word for “coat.”

Curiosity brought a coat, mittens, and boots to show us that we'll be learning about the special clothing that people wear in the winter when it is very cold.

I have a story about a child who puts on a lot of warm clothes to go outside and play in the snow. While I read, listen carefully for all the different clothes that the child wears to play outside in the winter.

- As you read the story, pause for children to name various items of clothing as they are introduced.
- After reading, engage children in naming the various articles of clothing that the child wears. Place the story in the Plan & Play area for children to use as a reference as they pretend about dressing to go outside.
- Play the “Ookyook Song” video.



We are going to watch a video about a girl who dresses to go outside in a very, very cold place called Alaska. Watch to see how her clothes were made to keep her very warm.



Wonderful Word

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

Our Wonderful Word today is “coat.” A coat is something people wear over their clothes in the winter to keep warm.



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

Daily Message

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

What warm clothing do you wear in the winter?

- Point out that the Daily Message asks a question.

Our Daily Message today asks a question. Point to the question mark. We know that it asks something because there is a question mark at the end

instead of a period. Let's see how you will answer the question in the Daily Message. T-P-S: What warm clothing do you wear in the winter?

Letter Links

- Have Curiosity show the letter card for “Dd.”
- 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 “d” by showing the “Theater D Dark” video.



Have children stand and recite “The Snow Fell” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
help

Active Instruction

- Introduce the conflict solver, get help.

We have been learning to do lots of new things in school. When we learn to do something and we are good at it, we feel good. But sometimes learning something new is really hard. It can be frustrating when you try to do something and you are not good at it.

- Take out the Chilly puppet.

Chilly is not very good at puzzles. He is still learning how to do them.



T-P-S: What can Chilly do when he is doing a puzzle and he gets stuck and doesn't know what to do next? *Chilly can ask a friend or his teacher for help.*

Yes, Chilly can ask for help. Get help is one of our conflict solvers that we can use in our classroom. We all have different things we are good at and other things that we are still learning. We can help one another learn new skills. We can get help!

How can Chilly ask a friend who is good at puzzles for help? *Chilly can say, “Can you help me?” or “Will you show me how to do this?”*

How can Chilly ask the teacher for help? *Chilly can raise his hand and say, “I need help.”*

Partner Practice

- Have children think about something they are really good at doing.

I want you to think of something that you are really good at doing. Think of something that you can help others in our class learn to do. Maybe you are really good at counting, doing puzzles, writing letters of the alphabet, making a paper airplane, or zipping your coat. Tell your partner something that you can do well. Pause while children share what they are good at doing with their partners.

- Invite children to think of something they are still learning to do and may need help with at school.

T-P-S: Now think of something that you are still learning to do. What is something that you may need help with? Pause while children think, and then have them draw a picture of their ideas.

- Use the sharing sticks to select a partnership to share something that one of them is still learning to do. Then invite the partnership to come to the front of the room. Have the child who shared pantomime doing the thing (tie his or her shoe, zip his or her coat, ride a bike). Then have him or her ask the partner for help. Provide assistance as needed.

There are many different things that we are still learning. We can get help by asking other people to show us what they know how to do. We will practice ways to get help tomorrow. We will cooperate and work together to help one another.



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.



Our Mitten Class Book

- Have blank pages for the Our Mitten class book where children can see you write on them.

Today we're going to make our own book about the things we wear when it is cold. Point out the precut blank pages. **What shape are the pages for the book?** *Replies. Yes, they look like mittens.* **On each page, I will write one thing that you wear in the winter, and each of you may illustrate a page for the book.** T-P-S: **What do you think the word "illustrate" means?** *Replies. That's right; it means to draw a picture of something, like the illustrators draw the pictures in the stories we read.* **So we will be the authors and illustrators of Our Mitten class book.**

- Invite each child to name an article of winter clothing. Write the name of each type of clothing on a different mitten-shaped page.
- Have each child illustrate the page that has the name of the winter clothing that he or she provided.
- Tell children that when everyone in the class has a chance to make a page for the book, you will put it together and read it to the class.



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):

decided
stretched

The Mitten

Adapted and illustrated by: Jan Brett

Review

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

We read this story yesterday. The title of our story is *The Mitten*. That’s the name of the story. Jan Brett wrote this folktale in her own way and illustrated it.

- Review the story vocabulary that you introduced yesterday.



When Nicki lost his mitten, the mole decided to stay in it. T-P-S: Why did the mole decide to stay in the mitten?

The mitten stretched as all the animals crawled inside it. It got bigger as each animal got in. T-P-S: Have you ever stretched something to make it bigger? What did you stretch?

Story Retell

- Hold up *The Mitten*, and tell children that they will act out the story. Place the paper mitten in a place where all children can pretend to enter it as you read.

Today you will be the animals in the story *The Mitten* and act it out as I read.

- Distribute an animal card to each partnership. Invite partners to look at their animal card and name the animal on it.

Look at the card that you and your partner have. Tell your partner which animal is on your card. Review the cards that partnerships have to make sure they correctly identified their animals.

When I read the part of the story about your animal, you will go over to the mitten and pretend to get inside. You will need to make room for the other animals when they come in, just like the animals in the story did.

- Read the story, allowing time for children to move to the mitten and act out their parts of the story. When you get to the part of the story in which the bear sneezes, remind children that they need to be careful when they scatter so they don't hurt one another.
- Conclude this activity by having children tell whether they think this is a true story.



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

Math Moments

Math word(s):
sphere



Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction

- Use the paper square and the cube-shaped object to review the concept of solid shapes.

Yesterday we learned that some shapes are flat, like this square, and some shapes are fat, or solid, like this cube. This cube is really made of lots of squares put together in a way that is not flat.

- Hold up the ball.

Today we will learn about a new solid shape. It is the same shape as this ball. It is called a sphere. This ball has a sphere shape. It has no flat sides at all.

Partner Practice

- Move to tables if children do not have access to a flat surface where they currently are. Give a piece of playdough to each child. Ask children to make a ball with the playdough. Show them how to roll the playdough under their flat palm to make a perfect ball shape if necessary.

You have each made a sphere with the playdough.

- Select one child from each partnership to press his or her ball flat to make a circle.

Now compare the sphere and circle shapes. How are they the same? They are both round. How are they different? One is flat, and one is fat (solid).



- Reinforce the concept of three-dimensional shapes by showing the “3-D Shapes: It’s a Sphere” video.



Remind children that I Spy is a game that will help them to focus.



Question/Reflection

Basic word(s):

clothes
pack
suitcase
trip

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. People wear heavy clothing in the winter to keep warm when they go outside.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “coat.” Remember that a coat is something people wear over their clothes to keep warm when it is cold outside.

T-P-S: When did we hear the word “coat” today?

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



Theme Learning Extension

- Invite children to pack a suitcase for a winter trip.

Let’s pretend that we are going on a trip to a place where it is cold. We will stay for several days. We will need to put our clothes into something to take them with us. We can use a suitcase. The clothes we need to pack are right here.

- Distribute the various pieces of winter clothing so each child has one item (even if it is just one glove or mitten) to put in the suitcase (or box). Invite children to tell their partners the name of the item of clothing they have.

- Explain the game.

Each of you will pack something in the suitcase. When you put your clothing in the suitcase, you will tell what it is.

- Model how to play by placing the first item of clothing in the suitcase.

I’ll go first so you will know what to say. I am going on a winter trip, and I need to pack my hat. Place the hat in the suitcase.

- Invite children, one at a time, to add their pieces of clothing to the suitcase and use the sentence stem, “I am going on a trip, and I need to pack my _____.”

- When the suitcase is packed, thank children for their help.

If you don’t have enough items for each child, distribute one item per partnership, and have partners work together, or use the picture cards instead.

If the sentence stem is too long for children to remember, you can shorten it to “I need to pack my _____.”

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 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

Some animals sleep all winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: <i>The Mitten</i> by Jan Brett
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Toy bear (optional) CC Activity Cards: bear and snake from the Animals picture set CC Activity Card: Wonderful Word picture card for "hibernate" CC Activity Card: Letter card for "Dd"
Getting Along Together	<ul style="list-style-type: none"> Chilly and Curiosity puppets
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Time to Sleep</i> by Denise Fleming Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Ball Cube-shaped object Cone-shaped item(s) Hidden Cones sheet (appendix), one per partnership
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Add the STaR story *The Mitten* to the lab along with the large paper mitten and *The Mitten* animal sequencing cards. Invite children to dramatize the story by choosing animal cards and entering the paper mitten according to the sequence in the book.

Letter Lab: Dazzling "D"

- Same as day 7

Math Lab: Shape Builders

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Snowflake Stories

- Same as day 6

Art Lab: Snowmen

- Same as day 6

Science Lab: Icy Predictions

- Same as day 7

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

How did you move during the song “The Horse Stood Around?” *We stomped our feet, jumped, and hopped.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

- Invite children to come up and join you. Tell children that you will play Animal Movements. Remind them how to play the game.

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

- Pick different theme-related animals, such as a bear, a bird, and bugs, for children to imitate. Remind children to lie down before you say another animal name.



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



Clues & Questions

Theme-related word(s):

hibernate*

Basic word(s):

bear

bird

fur

sleep

snake

squirrel

Curiosity's Clues

- Have Curiosity and the teddy bear join the group. The teddy bear should be lying flat as if he's asleep.

Teacher: **Hello, Curiosity! Who's this?**

Curiosity: **Good morning! This is my good friend Teddy.**

Teacher: **Hi, Teddy. It's nice to meet you.**

Teddy: (Make a snoring sound.)

Teacher: **What's wrong with Teddy? Is he asleep?**

Curiosity: **Yes, he is our clue today.**

Teacher: **Did he stay up too late last night?**

Curiosity: **No, Teddy is a bear, and it's wintertime. A bear is one of the animals that sleep a lot in the winter. We are talking about animals that sleep a lot, or hibernate, during the winter.**

Learning with Curiosity

- Use the bear that Curiosity brought with her to introduce hibernation.
Different animals do different things during the winter. Today we'll learn about animals that hibernate like bears.
- Display the bear, and engage children in conversation about where he might be.



Let's look at Curiosity's friend Teddy. T-P-S: What do you notice about Teddy that might help him in the cold winter weather?

Yes, Teddy has a fur coat to help him stay warm. But Curiosity can't find Teddy outside where he usually is. T-P-S: Why do you think Curiosity can't find Teddy?

Teddy has fur to keep him warm in the winter, but animals such as bears, frogs, and some bugs sleep all winter long. They do this because food is hard for them to find in the winter. In the fall when there is a lot of food, they eat and eat and eat. They get so full that they don't need to eat until springtime. So they hibernate, or go to sleep, for the whole winter.

T-P-S: Where do you think Teddy will sleep so he doesn't get cold and wet when it snows?

Bears sleep in caves. They can stay warm and dry in a cave in the winter. Other animals find warm safe places to sleep in the winter too. Frogs hide under logs or leaves in the bottom of a pond. Bugs find places to sleep in tree bark.



- Show the picture of the snake.

WGR: What animal is this? A *snake*. The snake is another kind of animal that hibernates in winter. Some snakes hibernate like bears, and others sleep for a long time but wake up occasionally. All snakes find a warm place to stay, such as a hole in the ground, until winter passes.

Wonderful Word



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

Our Wonderful Word today is “hibernate.” “Hibernate**” means to sleep for a long time. Some animals hibernate all winter.**



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

Daily Message

If possible, leave today’s message posted. Tomorrow you can write the new Daily Message beneath this one and let children compare the two messages.

- 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 animals hibernate in the winter.

- Circle the letter “s” at the end of the word “animals.”

This is the letter “s.” It makes the /s/ sound. Many times, when I see an “s” at the end of a word, I know the word is talking about more than one thing. The word says “animals.” The “s” tells me that we’re not talking about just one animal.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “d” by playing the “Fun Factory Letter D” video.



Have children stand and recite “The Snow Fell” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review the conflict solver, get help.

Last time we talked about the conflict solver, get help. We talked about things that we are good at and things that we are still learning and may need help with.



T-P-S: What can you say to a friend or teacher when you want to get help? *I can say, “I need help.” And I can ask, “Can you help me?” Or I can ask, “Will you show me how to do that?”*

- Use the Chilly and Curiosity puppets to illustrate that sometimes friends may need to get help to solve a problem. Take out both puppets.

I will tell you about a time when Chilly and Curiosity needed to get help. Chilly and Curiosity were going to have a snack, and there was only one cookie left.

Chilly: I want the last cookie!

Curiosity: No, I want the last cookie!

Chilly: There is only one cookie, so we can’t share it.

Curiosity: Well, I think I should get the cookie.

Chilly and Curiosity both wanted the cookie, but they didn’t know how to share it. They were both frustrated and didn’t know what to do. What should Chilly and Curiosity do? Invite a few replies.

Yes, Chilly and Curiosity could get help. Sometimes, you can’t figure out how to solve a problem with a friend, so you need to get help.

Partner Practice

- Ask for two volunteers to come up and show Chilly and Curiosity how to get help.

Since Chilly and Curiosity can’t solve their problem, they need to ask the teacher for help. Can I have two volunteers to show Chilly and Curiosity how to get help? Guide children, as needed, to say, “We need help,” and “Can you help us?” Have Chilly and Curiosity repeat what children say.

T-P-S: How can Chilly and Curiosity solve their problem? *Chilly and Curiosity can break the cookie in half, and each of them can take half of the cookie. Both of them will get some and be happy.*

It's OK to ask for help. Sometimes the teacher or a friend can help you solve a problem. Let's all practice asking for help together. Say the following, and have children repeat each phrase or question after you:

- **I need help.**
- **Can you help me?**
- **Will you show me how to do that?**

Remember to get help if you need it today. We work together to help one another grow and learn.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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

See day 7 for small-group activity instructions.



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

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



STaR word(s):
news

Time to Sleep

Author and illustrator: Denise Fleming

Bear smells winter in the air, but before she settles down, there is something that must be done. Bear sets off to tell Snail to get ready for winter, and this sets off a chain of events in which each animal tells another that it’s time to prepare for their winter rest until the message gets back to an already sleeping bear. As one animal informs the next, we find out about each animal’s winter habits.

Interactive Story Reading

Before Reading

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

The title of our story today is *Time to Sleep*. That’s the name of the story. The author and illustrator is Denise Fleming. She wrote the words and drew the pictures for the story.

- Have children preview the story. Guide them as they make predictions about the story based on the cover illustration and the title. Take a Picture Walk through the book, stopping occasionally to allow children to focus on what’s happening on some of the pages.



Look at the front cover of this book. T-P-S: What do you see? It looks like this bear is asleep.

Let's see if the title gives a clue about the story. The title is *Time to Sleep*. We can see a sleeping bear on the cover, and the title tells us it's time to sleep, but that doesn't tell us much about the story. Let's look at some of the pages to see if we can get some ideas about what happens in the story.

- After previewing the pages, ask children what ideas they have about the story.

T-P-S: When you looked at the pictures in the story, what ideas did you have about what happens?

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

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
 - Page 8: T-P-S: **What do the animals see that lets them know it is time to sleep?**
 - Page 16: **When Woodchuck says, “My skin is so tight I could not eat another bite,” that means he is very full because he has eaten so much food. T-P-S: Why do you think Woodchuck ate so much?**
 - Page 24: **Ladybug wakes Bear up to tell her that winter is on its way. T-P-S: What does Ladybug see that lets her know winter is coming?**

After Reading

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

T-P-S: When will the animals wake up? Why? Restate children's responses, and correct any misconceptions.

The animals in this story tell one another the news that winter is on the way. T-P-S: What does the word “news” mean?

News is important information. T-P-S: Why is it important for the animals to know that winter is on its way?

- 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):

cone
curved



Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction

- Use the ball and the cube-shaped object to review spheres and cubes. Then introduce the cone-shaped object.

Our new solid shape is called a cone. Let’s look closely at the cone to see how we might describe it.

- Pass the cone around so all children can see it. Distribute more cone shapes if you have them.



T-P-S: We found squares on the sides of our cube. Can you find a flat shape on the cone? *It has a circle on the bottom. What are some ways to describe the cone?* *It has a point on the top, curved sides, and a circle on the bottom.*

T-P-S: Can you think of some things that are shaped like a cone? *Snow cone cups, ice cream cones, traffic cones, a megaphone, a funnel, a tornado, a party hat, etc.*

Partner Practice

- Distribute a Hidden Cones sheet and two crayons to each partnership. Have them work together to find and circle the cones in the picture.
- Use the sharing sticks to select children to share what they found. Award paw points for correct identification of cone-shaped objects.
- Reinforce the concept of three-dimensional shapes by showing the “3-D Shapes: It’s a Cone” video.



Remind children that I Spy is a game that will help them to focus.



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Bears and some other animals sleep all winter when it is hard for them to find food.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “hibernate.” Remember that “hibernate” means to sleep for a long time. Some animals hibernate all winter.

T-P-S: When did we hear the word “hibernate” today?



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

Theme Learning Extension

- Invite children to pretend to be bears as they get ready for their winter sleep.

We're going to pretend that we are bears getting ready to hibernate.

T-P-S: What do you think bears do so they can sleep all winter long without waking up?

Bears have to eat a lot of food so they don't get hungry and wake up during the long winter. Let's wander around the forest and eat a lot of berries to fill up our tummies for the winter.

Now that you are full, you need to find a place to sleep. T-P-S: Where can bears sleep so they will stay warm and dry when the snow comes?

Bears need to look for a cave to sleep in so they will stay warm and dry all winter. Let's search for a cave.

Show me what you will do now that you have a cave to keep you warm and dry. Encourage children to stretch and curl up for a long sleep.

Now it's time to go to sleep, bears. Enjoy your long winter sleep. I'll see you in the spring.

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

Some animals move to a warmer place during the winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Ball
Clues & Questions	<ul style="list-style-type: none"> CC Activity Card: bird from the Animals picture set CC Activity Card: Wonderful Word picture card for "migrate" CC Activity Card: Letter card for "Dd"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Time to Sleep</i> by Denise Fleming STaR story retell cards for <i>Time to Sleep</i>
Math Moments	<ul style="list-style-type: none"> Cans (e.g., tomato sauce or soup), one per partnership Trade book: <i>Cubes, Cones, Cylinders, and Spheres</i> by Tana Hoban
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker Home Link animal stamp: cow

Day 9

Greetings, Readings,
& Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 8

Letter Lab: Dazzling "D"

- Same as day 7

Math Lab: Shape Builders

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Snowflake Stories

- Same as day 6

Art Lab: Snowmen

- Same as day 6

Science Lab: Icy Predictions

- Same as day 7

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

Last night's show talked about the word "hibernate." The video shows a bear hibernating in the winter. T-P-S: What do animals do when they hibernate? They sleep.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

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

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

- Allow children to play Silent Ball for several minutes.



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



Clues & Questions

Theme-related word(s):

migrate*
south

Basic word(s):

fly

Curiosity's Clues

- Have Curiosity join the group alone.

Teacher: **Curiosity, I see that you did not bring any animal friends with you today.**

Curiosity: **Well, I wanted to bring my friend Birdy. She's a bird.**

Teacher: **Oh, why didn't you bring her? We'd love to meet her.**

Curiosity: **She's my clue about what we're learning today.**

Teacher: **She is your clue, and she couldn't come?**

Curiosity: **Yes, she flew to a warmer place for the winter. Today we are talking about animals that move to a warmer place during the winter.**

Learning with Curiosity

- Introduce migration.

Curiosity wants us to learn what her friends like Birdy do in the winter.

- Show the bird picture, and engage children in conversation about where Birdy might go for the winter.



This is a picture of Curiosity’s friend Birdy. Let’s look at her carefully.

T-P-S: What do you notice about Birdy that might help her find a new home during the winter?

Birdy has wings to help her fly. Some birds fly to a new home in the winter. When it gets cold and food is hard to find, birds fly to a warmer place where they can find food. And when the winter is over and spring comes, the birds fly back.

T-P-S: Where do you think Birdy will fly so she can find food?

Many birds fly from places where it is cold in the winter to places where it is warm all year long.



- Play the “Celebrity Vocabulary: Hibernate” video.

We have learned about two different things that animals do in the winter. Some animals migrate to a warmer place. Others sleep all winter, or hibernate. This video is about hibernation.

Wonderful Word



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

Our Wonderful Word today is “migrate.” “Migrate” means to travel from one place to another.



- Play the digital dictionary video for “migrate.”
- Remind children that they can earn paw points when they use or hear the word “migrate” 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.
- Write today’s message beneath the message from day 8 so the words align as shown.

Some animals hibernate in the winter.

Some animals migrate in the winter.

- Help children discover the similarities between the two messages.

Let’s look at the Daily Messages from yesterday and today. T-P-S: What do you notice about them?

These two Daily Messages look almost exactly alike. They both start with the words “Some animals” and end with the words “in the winter.” The first message tells us what some animals, such as bears, do in the winter, and the second one tells us what other animals, such as birds, do in the winter.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “d” by showing the “Telly and the Letter D” video.



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

Rhyme Time



Say the Rhyme

- Have children recite “The Snow Fell” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

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

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

- Invite children to close their eyes so they can listen carefully while Curiosity recites “The Snow Fell.” Have Curiosity repeat the rhyme as if correct, switching the words “world” and “clean” so the line reads, “And made the clean all world and bright.”

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

**The snow fell while I slept last night,
And made the clean all world and bright.
The snowplow came along today,
And pushed, and pushed, and pushed the snow away.**

That's nonsense!

- If children don't recognize the incorrect word order, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switch occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the rhyme, alternating between switching words in various lines and saying lines correctly. You may want to use the following suggestions.
 - The snow slept while I fell last night.
 - The along came snowplow today,
 - And away, and away, and away the snow pushed.
- If children are successful at identifying the switched words, recite the rhyme again, making additional switches. If children are able, invite them to think of words to switch in the rhyme.
- Award paw points if children successfully identified the switched words.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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



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

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



STaR word(s):

news

Time to Sleep

Author and illustrator: Denise Fleming

Review

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

We read this story yesterday. Let's see if we remember the title. The title of our story is *Time to Sleep*. That's the name of the story. Denise Fleming is the author and illustrator of this story. She wrote the words and made the pictures.



- Review the story vocabulary that you introduced yesterday.

We heard the word “news” in the story yesterday. The animals tell one another the news that winter is on the way. T-P-S: Why is this information important?

Story Retell

- Hold up the book *Time to Sleep*, and tell children that they will help you retell the story today by using pictures from the book.

Yesterday we read about animals telling their friends that winter is coming. Today when I read, you will pretend to be the animals and act out what they do in the story.

- Place children in six groups. Distribute the animal picture cards, one per group. Invite children to name the animal in their group’s picture. Tell them that you will read the story, and when you read the part about the animal on their card, they will act out what the animal does.

Look at the picture on your group’s card. T-P-S: Which animal do you have?

While I read the story, look at the picture on your card. When you hear the part of the story about the animal on your card, you will move the way your animal does to tell the next animal in the story that winter is on its way. Let’s practice the way your animal moves. The following are suggestions for practice.

<u>Animal</u>	<u>Action</u>
bear	crawl; children crawl on hands and knees
snail	slither; children slide on their bellies
skunk	digging; children dig with hands held like claws
turtle	ramble; children walk slowly on hands and feet
woodchuck	eating; children pretend to eat with hands
ladybug	perched on a branch; children sit on a chair or other low piece of furniture
bear	sleeping; children curl up on the floor, snoring

- Read the story. Pause after you read about each animal telling the next one that winter is coming so children can act out that part of the story.
- Conclude this activity by having children name an animal in the story and tell the way it moves.



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



Math Moments

Math word(s):
cylinder



Although the name of the shape is a cylinder, children may use the word “can” to refer to items of this shape. Since this is an introduction to solid shapes, children are not expected to use the term “cylinder.”

Count with Curiosity

- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Active Instruction

- Introduce the cylinder shape.

We have a new solid shape today. It’s the shape of these cans.

- Distribute a can to each partnership, and invite children to examine the shapes. Invite children to share their observations of the can. Point out that the can is curved, with a flat circle-shaped top and bottom.

Partner Practice

- Use the book *Cubes, Cones, Cylinders, and Spheres* to show solid shapes from all around our environment. Invite children to find and name the shapes in the photographs on each page of the book.
- Reinforce the concept of three-dimensional shapes by showing the “3-D Shapes: What’s Next?” video.



Remind children that I Spy is a game that will help them to focus.



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Some animals, such as Curiosity’s friend Birdy, fly to a warmer place in the winter.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “migrate.” Remember that “migrate” means to travel to a new place. T-P-S: When did we hear the word “migrate” today?



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

Theme Learning Extension

- Invite children to pretend to be birds flying south for the winter.

Today we will pretend that we are birds flying south to a warmer place for the winter.

T-P-S: What do we need to do before we start on our trip?

Let's eat some food so we'll have the energy we need to fly a long way. Now that you're full, let's get ready to fly.

T-P-S: Do you think birds use a map to get where they want to go? How do birds know where to go?

If we fly together in a group, we will all stay together, and we won't get lost.

- Have children pretend to fly around the room for a while. Ask them what they will do when they get tired.

We've been flying for a long time. Your wings are probably getting tired.

T-P-S: What should we do now?

We should probably rest now. Let's settle down on those tree branches over there. This looks like a good place to spend the winter. We're in a nice warm place where we can stay until the spring.

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 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

Some animals adapt to changes that occur during the winter.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>Time to Sleep</i> by Denise Fleming
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> CC Activity Card: squirrel from the Animals picture set CC Activity Card: Wonderful Word picture card for "flock" CC Activity Card: Letter card for "Dd"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> SFAF book: <i>Curiosity and the Snowy Day</i> by Jill Crawford or other storybook for free choice Leaf for story tree
Math Moments	<ul style="list-style-type: none"> CC Activity Cards: Shape Pictures set
Question/Reflection	<ul style="list-style-type: none"> Our Mitten class book (created during Plan & Play small-group instruction) Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR story *Time to Sleep* and the STaR retell picture cards to the lab. Encourage children to use the picture cards from day 9 to retell the story.

Letter Lab: Dazzling "D"

- Same as day 7

Math Lab: Shape Builders

- Same as day 7

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Snowflake Stories

- Same as day 6

Art Lab: Snowmen

- Same as day 6

Science Lab: Icy Predictions

- Same as day 7

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities

Welcome



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

Attendance

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

Partners

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

Home Link Debrief



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

The story last night was about a squirrel named Dash and a rabbit named Scamper. Dash told Scamper to hide and take cover. T-P-S: What flew down at Scamper from the sky? A hawk flew down toward Scamper.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity, the Boogie Shoes game.

Today we will play Boogie Shoes. Remember, we will 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!

- After each time that you hold up your hand for children to stop moving, remind them to lie down again.
- Play several times, changing the shoes to jumping shoes, skipping shoes, etc.



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

Clues & Questions

Theme-related word(s):

flock

Curiosity's Clues

- Have Curiosity come out alone.

Teacher: **Good morning, Curiosity. Do you have a clue for us today?**

Curiosity: **Yes, I do. We learned what Teddy the bear and Birdy the bird do during the winter. WGR: Boys and girls, do you remember what bears do in the winter? WGR: What do many birds do in the winter?**

Teacher: **We know that Teddy is sleeping and Birdy flew south where the weather is warmer. So what is your clue today?**

Curiosity: **My clue is my friend Squeaky the squirrel.**

Teacher: **But Squeaky's not here. Is he hibernating? Did he migrate?**

Curiosity: **No, squirrels do not hibernate or migrate. They do something else.**



Teacher: **Curiosity, you have given us a clue about what we will learn today. We will learn what animals like Squeaky do in the winter if they don't hibernate or migrate.**

Learning with Curiosity

- Use the squirrel picture card that Curiosity brought with her to introduce the concept of adaptation to winter. Show the squirrel picture, and engage children in conversation about what squirrels might do during the winter.

Let's look at this picture of a squirrel. Squirrels don't hibernate or fly away during the winter.



T-P-S: Do you think he can stay warm? What do you notice about the squirrel that might help him stay warm when it is cold?

The squirrel has fur on his body that helps him stay warm when it gets cold in the winter. But he doesn't run around in the winter like he does when it is warm.

T-P-S: Where do you think he stays when it is cold?

In the winter, he stays in his nest in a tree.

T-P-S: The other day we learned that animals have a hard time finding food in the winter. How do you think the squirrel gets food to eat in the winter?

In the fall, he found many acorns and put them in a nest or buried them nearby to save them for winter.



- Play the "Cold Snowmen" video.

We have learned what many animals do in the winter if they live where it gets very cold outside. This video is about some cold snowmen.



Wonderful Word

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

Our Wonderful Word today is "flock." A flock is a group of birds. When birds migrate, they travel in a flock.



- Play the digital dictionary video for "flock."
- Remind children that they can earn paw points when they use or hear the word "flock" 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.
- Write today's message beneath the messages from days 8 and 9 so the words align as shown.

Some animals hibernate in the winter.

Some animals migrate in the winter.

Some animals find a place to stay warm in the winter.

- Help children see the similarities in the three messages.

Let's look at these three Daily Messages. T-P-S: What do you notice about them?

These Daily Messages look a lot alike. They all start with the words "Some animals" and end with the words "in the winter." The first message tells us what animals such as bears do in the winter, the second one tells us what some birds do in the winter, and the last one tells us what animals like Squeaky do in the winter when it gets cold.

Letter Links

- Have Curiosity show the letter card for "Dd."
- 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 "d" by showing the "Splashmation: Letter D Dolphin" video.



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

Rhyme Time



Say the Rhyme

- Have children recite “The Snow Fell” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

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

We are going to play the Nonsense game with Curiosity. She will say a line from our rhyme, and you will tell her whether she said it correctly. If it’s correct, say, “That’s right!” If not, say, “That’s nonsense!” Are you ready, Curiosity?
- Invite children to close their eyes so they can listen carefully while Curiosity recites “The Snow Fell.” Have Curiosity repeat the rhyme as if correct, switching the words “came” and “along” so the line reads, “The snowplow along came today.”

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

**The snow fell while I slept last night,
And made the world all clean and bright.
The snowplow along came today,
And pushed, and pushed, and pushed the snow away.**

That’s nonsense!

- If children don’t recognize the incorrect word order, repeat the rhyme slowly so they can hear the mistake. Emphasize the line in which the switch occurs, and pause for children to respond. If necessary, guide them to the realization that there is something wrong with the way Curiosity said the rhyme, and help them identify the mistake.
- Continue in this manner with the other lines of the poem, alternating between switching words in various lines and saying lines correctly. You may want to use the lines with switched words from previous days or the following suggestions.
 - The I fell while snow slept last night,
 - And made the bright all clean and world.
 - Today snowplow came along the.
- If children are successful at identifying the switched words, recite the rhyme again, making additional switches. If children are able, invite them to think of words to switch in the rhyme.
- Award paw points if children successfully identified the switched words.



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



Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

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

Small-Group Instruction

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



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

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



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



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



Count with Curiosity



- Play the “Count with Curiosity: 10s to 50” video. Invite children to count by 10s to 50 with Curiosity.

Problem Solving

- Have Curiosity and Chilly join the group.
- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity and Chilly were playing I Spy the other day, and Chilly gave a clue that Curiosity couldn’t figure out! Maybe we can help her.

Chilly, what was your clue?

Chilly: **I spy with my little eye, something with a (shape of an item in your classroom) shape.**

T-P-S: Talk to your partner about what you think Chilly sees.

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



Have children play this week’s brain game, I Spy.

I Spy is our brain game this week, so we can keep playing. Today when we play, we will be sure to include the shape of the object in our clues.



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Animals who don't hibernate or migrate find different ways to live in the cold winter.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “flock.” Remember that a flock is a group of birds. T-P-S: When did we hear the word “flock” today?



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

Theme Learning Extension

- Read the book that children created during small-group instruction this week.



This book is called Our Mitten class book. That is the title. WGR: Who wrote this story? Who made the pictures? This book has many authors and illustrators. This week each of you had a chance to make a page for this book, so everyone in our class is an author and an illustrator for our class book.

Let's see what we wrote about the clothing we wear in the winter.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Give a copy of the concepts-of-print book *Ice* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to a family member.
- Remind children to complete their Read & Respond today with a family member.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.

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Learning Labs Facilitation Guide

Week 1

 Classroom Library Lab	Enjoy a Story Children explore books related to the winter season and other books in the classroom library.
Engage all children:	Invite each child to compare the book that he or she is exploring with another book. How are the pictures in these books the same or different?
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:	Is the weather in this book similar or different to the weather where we live? How is it the same or different?
 Letter Lab	Gel Children experiment with writing letters by pressing their fingers on flat large baggies of gel.
Engage all children:	To show how the letter is written, trace your finger on a letter card as children watch. Then invite them to form the letter next to you as you each write one on your own gel bag.
Offer support:	Gently hold the child's hand as you form the letter together.
Challenge:	If the child is adept at forming letters in the gel, challenge him or her by inviting him or her to try writing the letter on paper.
Tip: Letter writing in preschool is for exposure and experimentation.	
 Letter Lab	Wiggle Worm "W" Children decorate "w" shapes with yarn.
Engage all children:	Invite children to make their own unique "w" worms.
Offer support:	Model taking a length of string or yarn and gluing it to the "w" pattern from the left to right ends of the letter.
Challenge:	Encourage children to name words that begin with the /w/ sound as they work.
 Math Lab	Linking Cube Patterns Children create and extend patterns with linking cubes.
Engage all children:	Have each child start his or her own pattern, and then have a friend try to extend it. Observe children as they create patterns to make sure that they have actually created a pattern that repeats before others try to extend it.
Offer support:	Encourage children to verbally explain their patterns to you. Make note of each child's ability to use color words to describe the pattern. Model, if necessary, with sentences like, "You created a red, red, blue, blue pattern. I can tell because the cubes are in order, red, red, blue, blue, and then it repeats red, red, blue, blue" and "If you want to extend your pattern, what color cube will you put after the blue one?"
Challenge:	Challenge children to create patterns other than those used in class so far (e.g., other than ABAB or AABB).
 Writing Lab	In the Winter... Children draw pictures or write about things they like to do in the winter.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

Week 1, cont.

 <p>Art Lab</p>	<p>Blanketed in Snow Children use paint to create snowy landscapes.</p>
<p>Engage all children:</p>	<p>As children paint, encourage them to experiment with ways to put paint on the paper to portray snow. Have they tried flicking the brush to create droplets of paint? Do they want to cover the entire paper with white paint to create a blizzard? What can they do to indicate buildings on the dark paper before they paint the snow?</p>
<p>Offer support:</p>	<p>Ask the child to describe his or her picture. Introduce new vocabulary words, such as “white” or “snow,” as needed.</p>
<p>Challenge:</p>	<p>Ask, If this were spring, would this picture look different? How? What if it were summer instead of winter?</p>
 <p>Science Lab</p>	<p>Mitten Match Children use their scientific observation skills to play a memory game with mitten picture cards.</p>
<p>Engage all children:</p>	<p>Teach children to play a memory game. Place cards face down in three rows of four cards each. Turn over two cards so all can see the mittens on them. Determine whether the cards match or are different. If they match, pick up both cards, and allow another player to take a turn. If the cards do not match, turn them back over, and have the next player take a turn. Continue in this manner until all the cards have been matched. As children become more comfortable with this game, add more pairs of mittens cards.</p>
<p>Offer support:</p>	<p>If children have difficulty, reduce the number of cards used in the game to only three or four pairs.</p>
<p>Challenge:</p>	<p>Encourage children to describe how a pair of mittens match. <i>They are both red with a blue stripe.</i> Assist with vocabulary as needed.</p>
 <p>Science Lab</p>	<p>Investigating Ice Children examine ice and observe what happens to it over time.</p>
<p>Engage all children:</p>	<p>Ask questions to spark children’s investigation of the ice in the lab, such as, “What do you notice about the ice?” and “What do you think will happen to the ice in our classroom?”</p> <p>If children observe the ice melting, ask questions like, “What do you notice when the ice melts?” “What did the ice feel like before it melted?” “What does it feel like after it melts?” “What do you notice about the size of the ice as it melts?” and “Is it getting bigger or smaller?” Ask children to predict what will happen to the ice if it is left in the lab until the end of the day. Record their predictions.</p> <p>Foster further language development and experimentation. Provide paper towels to absorb the water as the ice melts. Ask what happens when the paper towel is put under the ice as it melts. Introduce the words “solid” and “liquid.”</p>
<p>Offer support:</p>	<p>Ask children to describe the ice to you. Teach words like “cold” and “wet” if needed.</p>
<p>Challenge:</p>	<p>Encourage children to make some predictions about what may happen to the ice if it’s placed in locations that are warmer or colder than the main classroom. What might happen to the ice if you place it close to the heater, by the window, or outside on the playground?</p>

Week 2

 Classroom Library Lab	Enjoy a Story Children explore books related to winter and other books in the classroom library.
Engage all children:	Does this story take place in the winter? What do you see in the pictures that tell you it is winter?
Offer support:	What do you like best about this story (the pictures, the characters, or what happens in the story)?
Challenge:	If you could be one of the characters in this story, which one would you choose? Why?

 Letter Lab	Dazzling "D" Children decorate "D" shapes with shiny things like glitter or sequins.
Engage all children:	Encourage children to focus on the /d/ sound at the beginning of the words "decorate" and "dazzling" as they work.
Offer support:	Have children make the /d/ sound for you. Ask them to think about how their tongues touch the top of their mouths as they make the sound.
Challenge:	Ask children to name words that begin with /d/.

 Math Lab	Shape Builders Children use stirring sticks and marshmallows (or balls of playdough) to create flat and solid shapes.
Engage all children:	As children begin to make shapes, talk about how the sticks represent the sides of the shapes, and the marshmallows are the corners. Once multiple shapes are created, invite children to talk about how the shapes are the same and how they are different.
Offer support:	Ask children if they can name the shapes that they have created.
Challenge:	Challenge children to create a cone shape. Use a flat playdough circle, push the stirring sticks into the perimeter. Slant the top of the sticks toward the center so they meet at the top. These can be held together by a marshmallow or playdough ball.

 Writing Lab	Snowflake Stories Children write about what it might be like to be a snowflake.
To help children get started, encourage them to imagine themselves as snowflakes. <ul style="list-style-type: none"> • Can they imagine themselves as tiny snowflakes forming in a cloud and drifting quietly to the earth? • What would it feel like to do this? • Where would they land? Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	

Week 2, cont.

 Art Lab	Snowmen Children create and stack balls of white playdough to make snowmen.
Engage all children:	Allow children to use paper or other items from the Wonder Box to accessorize their snowmen. Talk with them about some of the things people can do in the snow.
Offer support:	Teach children how to make a ball, if necessary, by rolling a piece of playdough under their palms against a flat surface.
Challenge:	Encourage children to make various sizes of playdough balls, and then line them up in order from smallest to largest.
 Science Lab	Icy Predictions Children conduct an experiment to determine whether ice will melt faster in their bare hands or when they wear mittens.
Engage all children:	Ask children to predict whether the ice will melt faster in their bare hands or when they wear mittens. Have them test their predictions. Encourage them to graph the results by coloring a section in the appropriate column of the graph.
Offer support:	Point out that as ice melts it turns into water. The ice that melts faster will have more water around it.
Challenge:	Once a few children have graphed their results, ask them to describe what the graph shows. Are more classmates finding that the ice melts faster when they wear mittens or when they do not wear mittens?

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

- Hot chocolate
- Three-dimensional shape snacks
 - Cereal with marshmallows in various shapes (hearts, moons, diamonds)
 - Sphere-shaped cereal
 - Circle-shaped cereal
 - Cylinders: marshmallows, cheese sticks, or filled pretzel tubes
 - Cube-shaped pieces of cheese
- Snowflake macarons (recipe follows): If you have the ability to cook in your classroom, engage children in making these cookies during Learning Labs time so they will be ready to eat during snack time.

Snowflake Macaroons

Ingredients:

2 egg whites

1 cup rolled oats

1/2 cup liquid honey

1/2 cup coconut

Directions:

1. Wash hands.
2. Mix together rolled oats, honey, and coconut in a large bowl.
3. Put egg whites in a small bowl.
4. Beat egg whites with an eggbeater. (The children will begin this process but you may need to finish to make them stiff.)
5. Fold egg whites into other ingredients in large bowl. (Don't mix too much.)
6. Spoon onto greased cookie sheet.
7. Cook at 400 degrees until set and light brown around edges.

***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.

This Is the Way We Put on Our Hats

Sing the song, and invite children to act out the way they would put on each article of clothing.

This Is the Way We Put on Our Hats

(Tune: “Here We Go ‘Round the Mulberry Bush”)

This is the way we put on our hats,
(boots, coats, scarves, mittens, etc.)
Put on our hats, put on our hats.
This is the way we put on our hats,
Before we go outside.

For warmer climates, use the type of clothing that children wear for winter.

Repeat the activity as long as children are enjoying it. Children may come in and go out of the games as you repeat the song.

Shape Hopscotch

Bring some paper shapes or picture cards and a piece of chalk to the outdoor play area. Create a hopscotch board with chalk or on a mat with shapes in the spaces.

Model how to play the game. Children take turns drawing a shape from the bag and then hop to the corresponding shape on the hopscotch board. After their turn, have them place their shape in the appropriate container. Encourage children to use shape-related vocabulary as they play the game.

What Do Animals Do in Winter?

Play this circle game with children, encouraging them to act out each animal's winter behavior. Children are not expected to learn the song. It is enough for them to learn the repeated words "What do animals do in winter?" The verses are provided for the teacher or another adult to sing as children play the game.

What Do Animals Do in Winter?

(Tune: "Mary Had a Little Lamb")

What do animals do in winter, do in winter, do in winter?

What do animals do in winter, when it gets so cold?

Bears and chipmunks go to sleep, go to sleep, go to sleep.

Bears and chipmunks go to sleep, that is what they do.

(Rest head on hands.)

What do animals do in winter, do in winter, do in winter?

What do animals do in winter, when it gets so cold?

Squirrels and mice make a nest, make a nest, make a nest.

Squirrels and mice make a nest, that is what they do.

(Pretend to pile up leaves into a nest.)

Repeat:

What do animals do...

Birds and butterflies fly away, fly away, fly away.

Birds and butterflies fly away, that is what they do.

(Spread arms like wings and pretend to fly.)

Repeat:

What do animals do...

Snakes and reptiles hide in rocks, hide in rocks, hide in rocks.

Snakes and reptiles hide in rocks, that is what they do.

(Curl up on the ground like you're hiding in an opening in the rocks.)

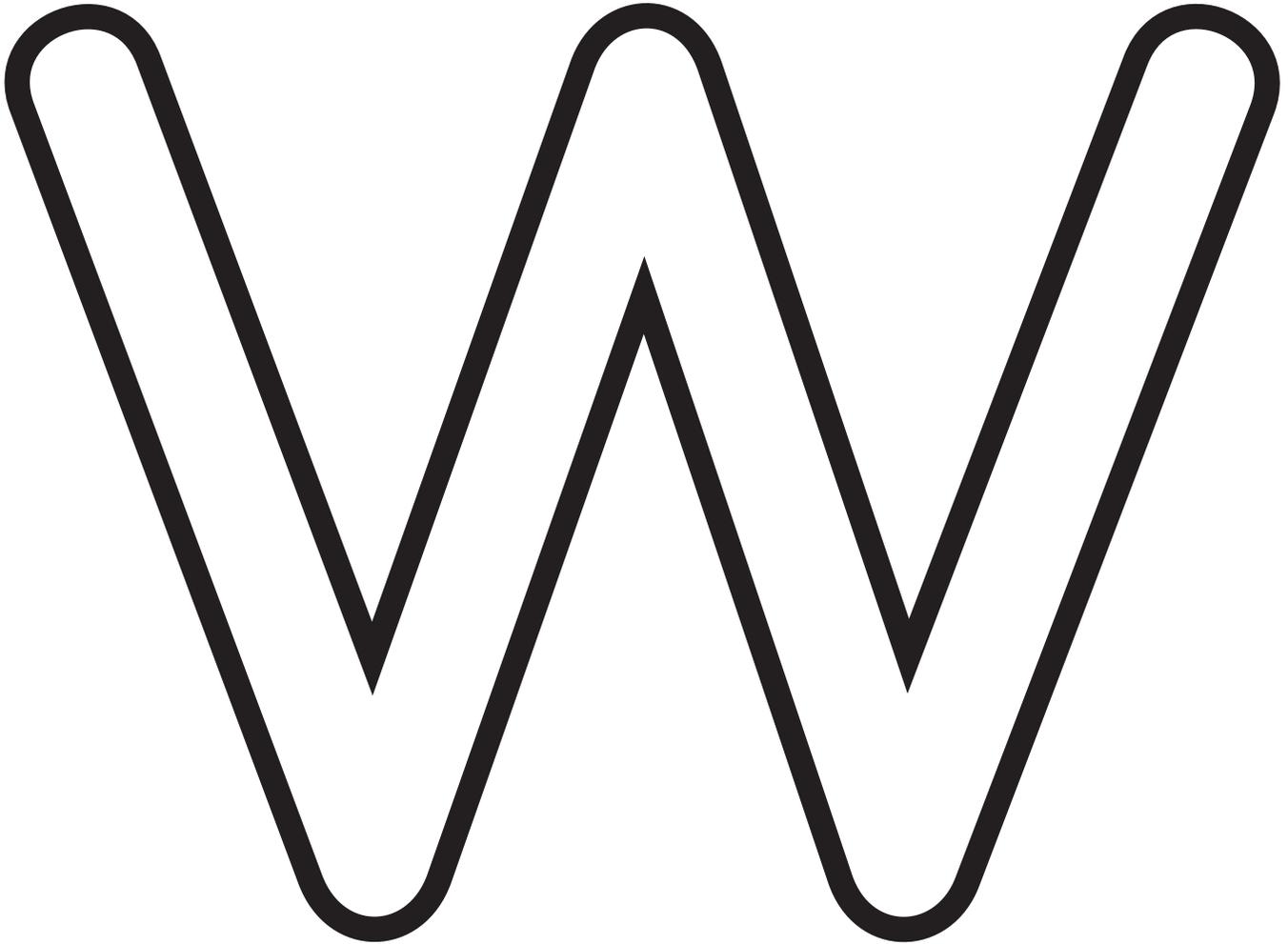
Snowflake, Snowflake, Ice

Invite children to sit in a circle. Explain how to play Snowflake, Snowflake, Ice.

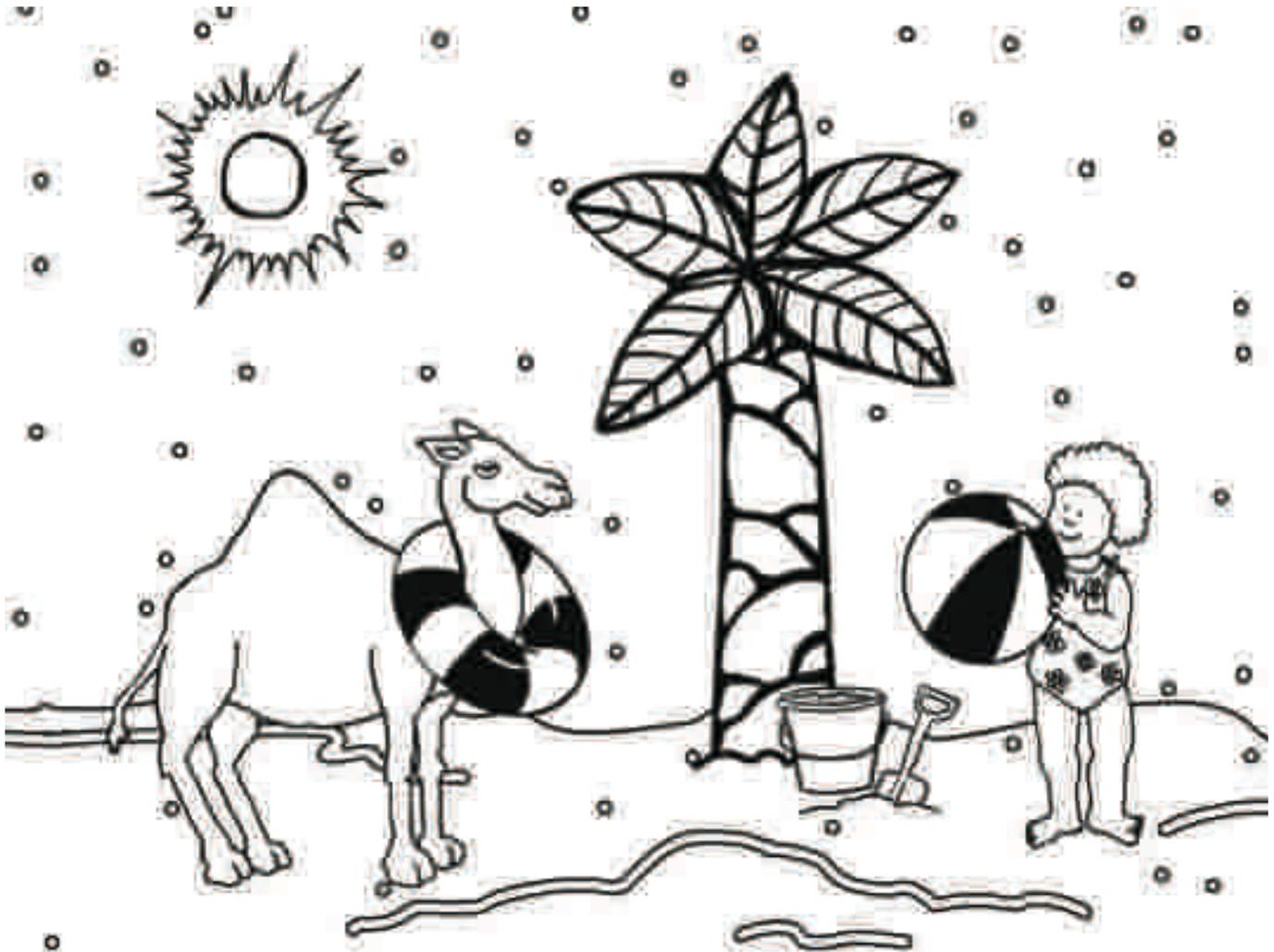
This game is just like Duck, Duck, Goose, except we will say, "Snowflake, snowflake, ice" instead. One person will be the Ice. The Ice walks around the outside of the circle, tapping each person gently on the head as he or she walks behind them. As you gently tap his or her head, say, "Snowflake." Choose one person to be the Ice. Tap him or her gently on the head, and say, "Ice!" That person then gets up and chases you around the circle. If he or she taps you before you sit down in his or her spot, you have to go into the middle of the circle.

Letter "W" Activity Pattern

Copy one per child.

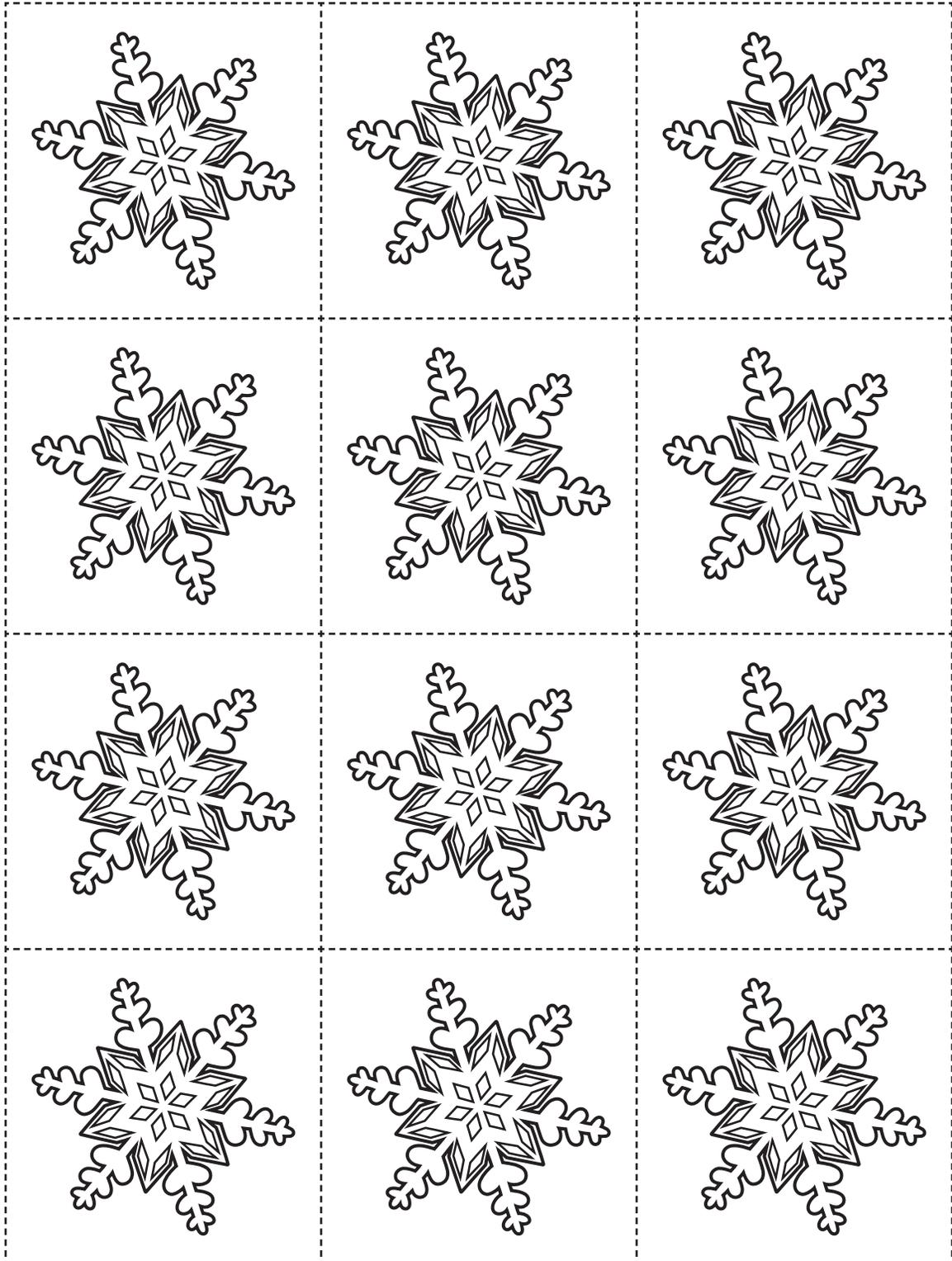


Silly Picture – Winter Scene



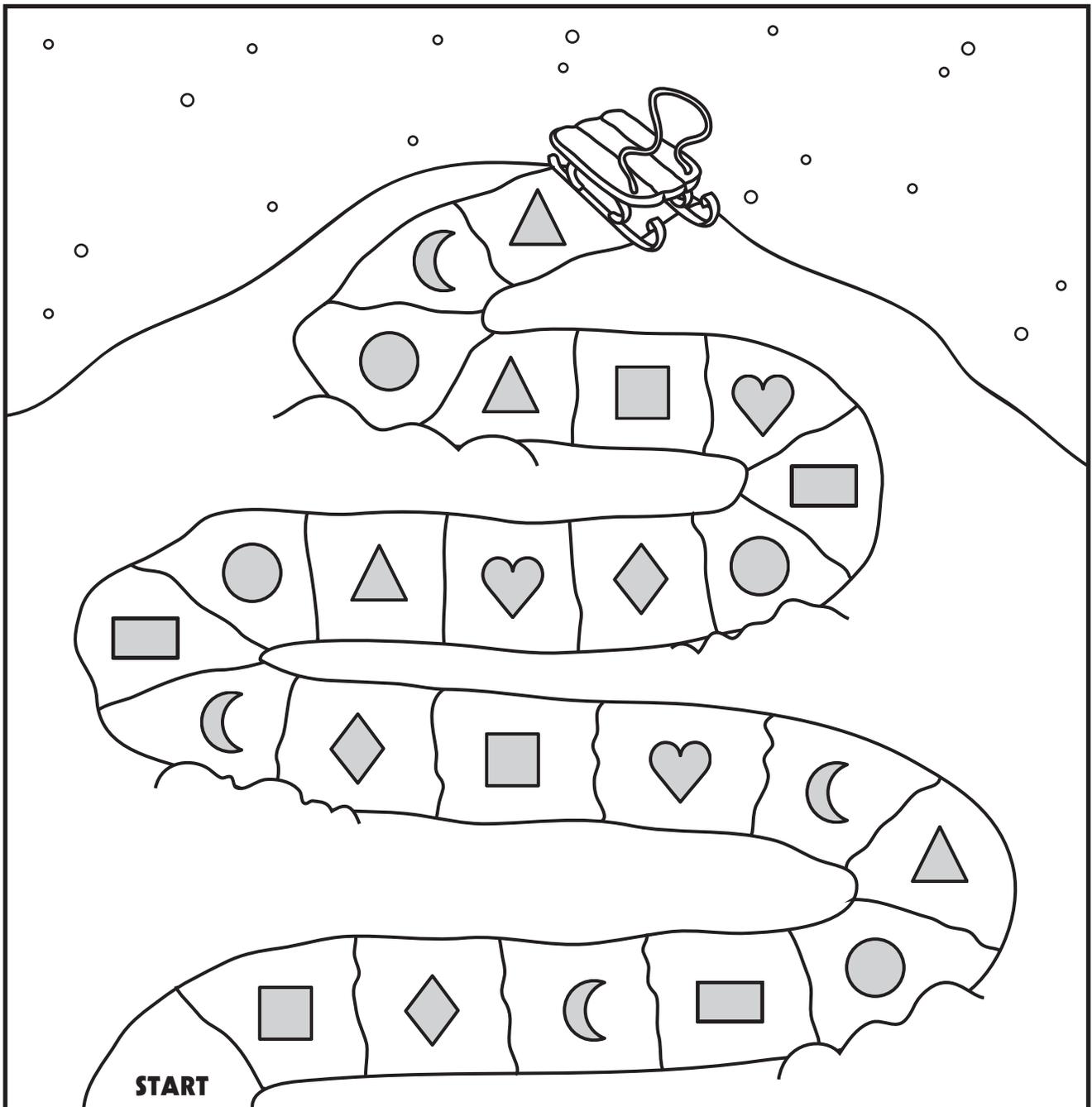
Snowflakes

Copy and cut one snowflake per child.



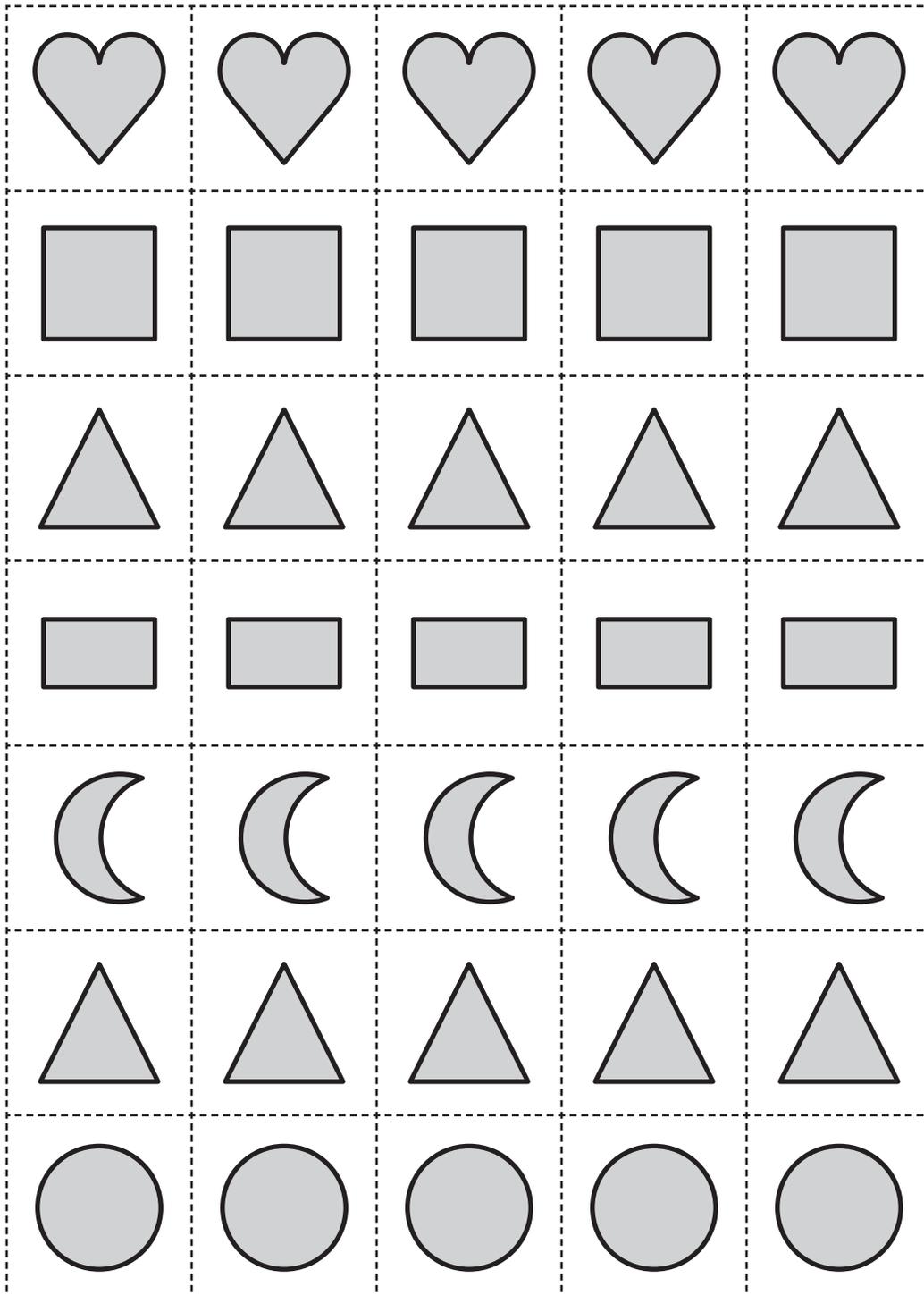
Climbing Shape Mountain

Draw a card, and name the shape. Move your bear to the next matching shape on Shape Mountain. When you reach the top, your bear can ride the sled down!



Climbing Shape Mountain Cards

Make a copy of this page, and cut along the lines to create one set of game cards.

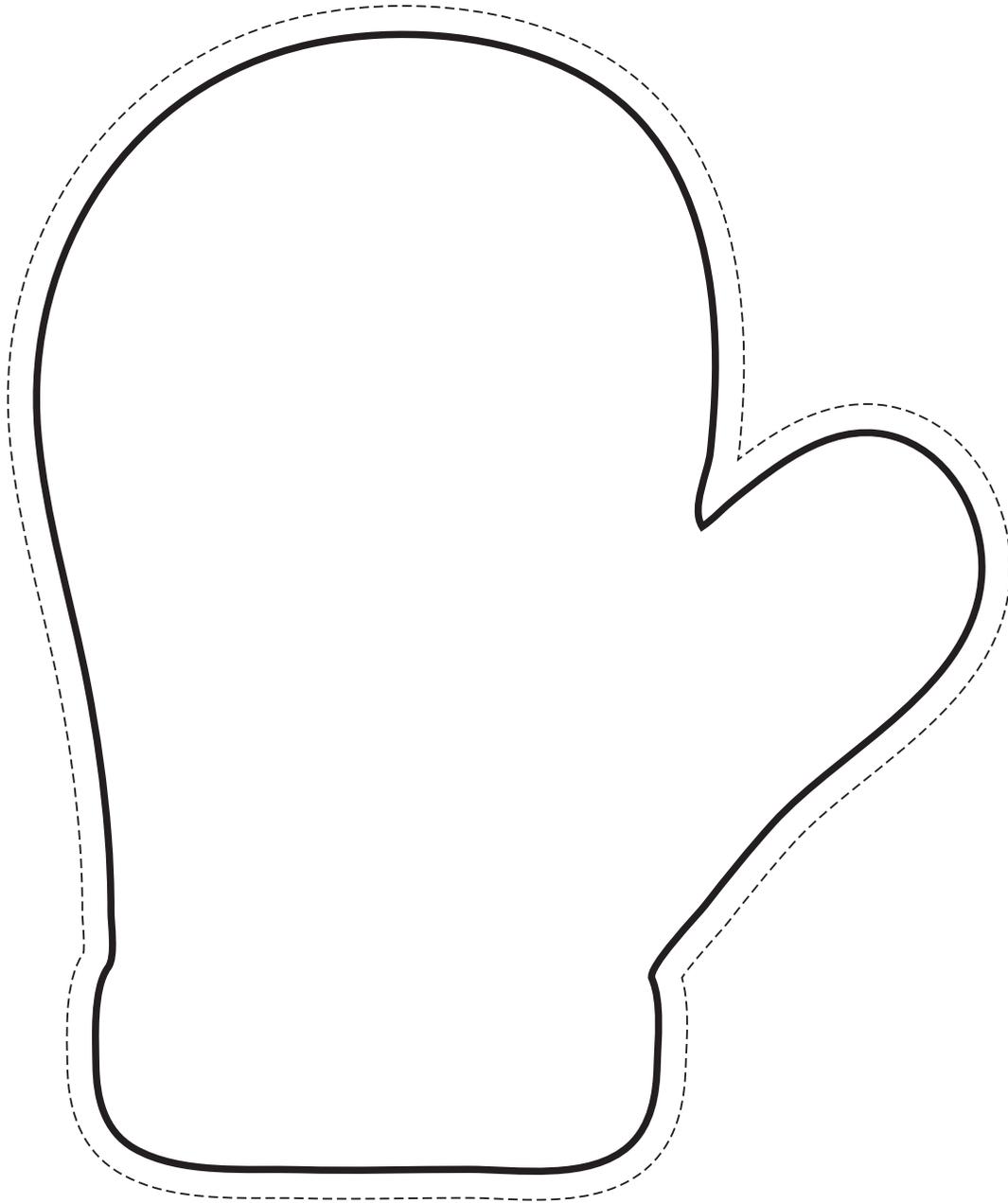


Letter "D" Activity Pattern

Copy one per child.



Mitten Pattern



Hidden Cones



Dear Family,

In the unit *Winter Wonders*, your child will learn about the changes in nature during the winter season. Even if you do not live in a northern climate, there may still be subtle seasonal changes that require careful observation to notice.

Children are fascinated with winter and the changes that it brings. They may experience a different climate, see changes in nature, wear different clothes, eat seasonal foods, and play different games. If you live in a warmer climate, your child will begin to recognize changes that occur in places where winter brings cold weather.

Your child will have the opportunity to explore the wonders of winter as he or she takes part in open-ended art activities in this unit, including making a winter scene with a variety of supplies. Your child will participate in writing and illustrating a book about the clothing people wear in the winter. He or she will use his or her observation skills to choose mates for mittens. This unit will build upon children's understanding of two- and three-dimensional shapes, and will help them relate shapes to their everyday experiences in life.

The classic children's stories in this unit are beautifully illustrated. Ask your child to tell you about some of the stories we read in class. You may be able to find copies of these books in your local library that you can bring home and share with your child so he or she can enjoy them over and over. If you live in an area that experiences snow, perhaps you and your child can do some of the same things that Peter does in the story *The Snowy Day* by Ezra Jack Keats. If your climate doesn't look like those portrayed in winter books, you might want to help your child enjoy an activity that signifies winter where you live.

Your child will bring home the concepts-of-print book *Ice* at the end of this unit. As you read it with him or her, invite comments about the various forms of ice and where your child might find them. Look at winter through the eyes of your child as an exciting time for new experiences. Enjoy *Winter Wonders*!



Estimada familia,

En el tema *Winter Wonders*, su niño aprenderá sobre los cambios en la naturaleza en el invierno. Aunque si no viven en un tiempo norteno, todavía hay pequeños cambios estacionales.

El invierno y sus cambios fascinan a los niños. Durante el invierno, los niños pueden sentir un tiempo diferente, ver cambios en la naturaleza, llevar otra ropa, comer comida estacional y jugar juegos nuevos. Si viven en un tiempo caliente, su niño puede reconocer los cambios que pasan por el invierno como una temperatura más baja.

Su niño explorará el invierno en una variedad de actividades como hacer un escenario del invierno con marcadoras, pinturas y mucho más. Su niño escribirá e ilustrará un libro sobre la ropa que la gente lleva en el invierno. Él usará sus destrezas de observación para escoger compañeros para mitones. En este tema su niño aprenderá sobre las formas de dos dimensiones y de tres dimensiones. Las actividades ayudarán con el reconocimiento de las formas en la vida.

Pida que su niño describa sobre unos cuentos de clase. Tal vez pueda encontrarlos en la biblioteca para leer muchas veces. Si vive en un lugar con nieve, su niño puede hacer cosas que Pete hace en el cuento *The Snowy Day* por Ezra Jack Keats. Si su ambiente no parece igual a lo de los cuentos, ayude a su niño a hacer algo en el invierno cerca de su casa.

Al fin de este tema, su niño llevará el libro *Ice*. Léalo con su niño, hable con su niño sobre las formas diferentes del hielo y donde lo puede encontrar. ¡Disfrute *Winter Wonders*!



