

# Head to Toe



***KinderCorner 2nd Edition Plus Theme Guide:  
Unit 4***

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pitney bowes  ★ macy's



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# Why *Head to Toe*?

By kindergarten, children have experienced five years of life: five years of observing, of developing understanding, of acquiring facts and vocabulary. Most likely, these kindergartners also have developed some misconceptions about the human body's functions. Children's innate curiosity about their own and others' bodies prompts them to verify, discuss, and build upon their existing knowledge.

*Head to Toe* provides a systematic approach to presenting accurate information and vocabulary about the major systems of the human body, the five senses, and how they all interrelate. Your students will learn through engaging instructional experiences. They will examine skin under a magnifier, listen to hearts and lungs, inflate and deflate balloons to simulate lungs, identify objects by using multiple senses, and make body portraits for an art project.

Students will learn how to give "I" Messages in which they tell how they feel and why. They will learn to use the sentence framework "I feel \_\_\_\_\_ because \_\_\_\_\_." to tell others about their feelings. They will use their senses to think about what they do and do not like, and they will mark their feelings on the Feelings Thermometer.

Topics that some may find uncomfortable regarding the human body and everyday life will likely arise in group and casual conversation during this unit and at various times throughout the year. Students' questions about sensitive topics need to be honored and handled with care. Advising parents to ask their children about their existing knowledge and perceptions—for example, "Tell me what you already know about that topic"—is often a good place to start. Remind parents that each child's understanding of concepts will be limited by his or her level of development.

Attention focused on the five senses will naturally bring up the topic of being physically challenged. For example, students may wonder what it is like to function without sight or hearing. An emphasis on one's ability to compensate with other senses will encourage the children to see that having a disability does not make one less of a human.

Should some of your students be physically challenged, you might consider consulting with their parents to inform them of the upcoming unit and to learn the student's comfort level with and preferences for class discussions. Some students may welcome full conversations and easily field classmates' questions, while others may prefer that little attention be drawn to their physical issues. Your sensitivity and consideration of each student's physical and emotional needs will be a powerful model for all of your students.

It is anticipated that during these two weeks students will further develop an essential foundation of knowledge about the human body and how it works. Your kindergartners will be able to view their own and others' bodies with greater appreciation and confidence!

# Head to Toe *daily focus*

- My body is marvelous. My brain controls what my body does, how I feel, and what I think.
- My muscles and bones move my body.
- My stomach is inside my body. It digests my food.
- My lungs are inside my chest. I breathe air into and out of my lungs.
- My heart is inside my chest. It moves blood to all the parts of my body.
- I have five senses that help me learn about my world: I hear with my ears, I see with my eyes, I smell with my nose, I taste with my tongue, and I touch with my skin.

## Creative Domain

Students will:

- pretend with objects.
- experiment with musical instruments.
- participate in singing and chanting activities.
- take on dramatic roles.
- create theme-related works of art.

## Cognitive Domain

Students will:

- make inferences and draw conclusions about stories heard.
- observe and make discoveries.
- discriminate among different visual, auditory, tactile, olfactory, and gustatory stimuli.
- play Brain Games to develop working memory and response inhibition.

## Emotional/Personal Domain

Students will:

- make increasingly independent decisions.
- assume classroom chores independently.
- show increasing competence with self-care routines.
- follow classroom rules and routines.
- indicate their feelings on the Feelings Thermometer.

## Language/Literacy Domain

Students will:

- speak with clear diction.
- participate in collaborative group conversations.
- hear initial sounds in words.
- demonstrate an increasing awareness of the sounds of the language.

### Mathematical Domain

Students will:

- rote count to 10.
- develop numeric awareness.
- demonstrate an awareness of counting to determine quantity.
- develop number concepts and vocabulary.
- create and name sets of six, seven, eight, nine, and ten objects.
- recognize the numerals 1–10.
- count by 5s and 10s.
- build, read, and interpret graphs.
- describe measurable attributes such as height.

### Social Studies Domain

Students will:

- recognize human similarities and differences.
- demonstrate an awareness of the roles people play in society.

### Science Domain

Students will:

- explore science tools to discover what they do.
- expand knowledge of body parts and explain their functions.
- explore properties of solids and liquids.
- collect, describe, and record information through a variety of means.

### Interpersonal Domain

Students will:

- participate in group activities.
- negotiate effectively with peers.
- give “I” Messages to communicate and explain their feelings.
- participate in problem-solving scenarios.
- use active-listening skills.

### Physical Domain

Students will:

- manipulate small objects with precision.
- engage fine-motor skills.
- throw, kick, or roll an object in the intended direction.
- catch a ball.
- play cooperative games.
- use physical movement to respond to verbal cues.

# Vocabulary

Background Words			
Body Parts and Sensory Words		Health-Related Words	Animals and Insects
bitter	mouth	doctor	butterfly
body	nose	nurse	cat
bone	ribs	patient	caterpillar
bumpy	rough	General	dog
chest	salty	balloon	egg
ears	see	cake	fly
eyes	shoulders	cup	frog
feel	smooth	fan	mouse
finger	soft	feather	wolf
flavor	sour	fork	Transportation
hand	sweet	key	bike
hard	taste	king	bus
head	toes	ribbon	car
heart	tongue	rope	
knees		rug	
		teddy bear	
		umbrella	
		undershirt	
		up	

Students will encounter background vocabulary words in natural ways throughout the unit. You will have a variety of opportunities to help students acquire these basic words that many students already know when they arrive in kindergarten.

Theme-Related Words	
brain	saliva
breathe	sight
control	skeleton
digest	skin
hear	smell
lungs	stethoscope
muscles	stomach
noise	taste buds
nostrils	touch
pair	

The theme-related vocabulary words are explicitly taught each day. Encourage your students to use them whenever possible throughout the theme.

Math Words
eight (8)
nine (9)
seven (7)
six (6)
ten (10)















Through Math Mysteries and 15-Minute Math activities, students will learn important mathematical vocabulary that will help them to communicate the new concepts that they are developing in math.



STaR Words
clever
cocoon
delicious
foolish
hungry
ill
noise
quiet
stomachache
village
wise





















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

# Peek at the Week 1

Lesson Component	Day 1	Day 2
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Feelings Thermometer Brain Game: Five Questions	Skill lesson: "I" Messages
 Theme Exploration	Discover functions of the brain. Introduce the sight word "my."	Learn about muscles, bones, and movement.
 Rhyme Time	"Head to Toes" Identify rhyming words.	"Head to Toes" Blend sounds to make words.
 STaR	<i>Mabela the Clever</i> Focus: purpose for reading	Dramatize a retell of <i>Mabela the Clever</i> . Retell <i>Mabela the Clever</i> through dramatization.
 Dramatic Play Lab	Doctor's Office: Role-play a visit to the doctor.	Doctor's Office
 Blocks Lab	Me Tower: Build towers.	Me Tower
 Art Lab	Creation Station: Create with various art materials.	Hungry Caterpillar Foods: Cut out and decorate foods.
 Classroom Library Lab	Free Reading: Read self-selected books.	Free Reading
 Literacy Lab	Play School: Review the shapes of "p," "g," and "o."	Play School: Make playdough letters.
 Math Lab	Puzzle Time: Assemble theme-related puzzles.	Puzzle Time
 Computer/Media Lab	Free Exploration: Use available media.	Free Exploration
 Sand/Water Lab	Back in Circulation: Explore the properties of water movement.	Back in Circulation
 Science Lab	Looking Closely: Examine skin, nails, and hair with magnification.	Looking Closely: Make observations and share findings.
 Writing Lab	Free-Choice Writing: Use available materials to write.	Free-Choice Writing
 15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Create and eat graham-cracker people. Play "Strut, Miss Mary."	Create and eat muffin faces. Play ball.
 Stepping Stones	Read <i>My Brain</i> . Focus on orientation of the book, reading left to right.	Begin to recognize the sound and shape of "c." Read <i>My Brain</i> with partners.
 Math Mysteries	Create and name sets of six, and write the numeral 6.	Create and name sets of seven, and write the numeral 7.
 Let's Daydream	"A Circle of Sun"	"Loose and Limber"
 Write Away	Introduce strategy: Copy a word. Write about things the brain tells the body to do.	Write about how the body moves.
 Let's Think About It	Read <i>From Head to Toe</i> .	Review muscles, bones, and movement.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: "I" Messages	"I" Message Play Five Questions.	Class Council
Learn about the digestive system.	Learn about the respiratory system.	Learn about the circulatory system.
"Head to Toes" Segment words into sounds.	"Head to Toes" Blend sounds to make words.	"Head to Toes" Blend onset and rimes for single-syllable words.
<i>The Very Hungry Caterpillar</i> Focus: Relate story plots to reality.	Dramatize a retell of <i>The Very Hungry Caterpillar</i> .	Free Choice
Doctor's Office	Doctor's Office	Doctor's Office
Me Tower	Me Tower	Me Tower
Body Tracings: Draw and decorate body tracings.	Body Tracings	Body Tracings
Free Reading	Free Reading	Free Reading
Play School: Decorate "c" shape.	Play School: Determine whether words start with "c" or "k."	Play school.
Hungry Caterpillar Graphs: Create and graph sets of fruit.	Hungry Caterpillar Graphs	Hungry Caterpillar Graphs
Free Exploration	Free Exploration	Free Exploration
Back in Circulation	Back in Circulation	Back in Circulation
Looking Closely	Looking Closely	Looking Closely
Free-Choice Writing	Free-Choice Writing	Free-Choice Writing
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Recite "Head and Shoulders, Baby."	Discuss digestion. Focus on breathing while playing.	Discuss the human body. Continue to play games from this week.
Begin to recognize the sound and shape of "k." Read <i>Checkup</i> . Focus on reading left to right and capitalization. Introduce the sight word "the."	Begin to recognize the sound and shape of "u." Read <i>Checkup</i> with partners.	Review /c/, /k/, and /u/. Free choice with concepts-of-print book.
Create and name sets of eight, and write the numeral 8.	Review numbers 6–8, and practice writing numerals 6, 7, and 8.	Review numbers 1–8.
"Noodles"	"Bubble"	"Running Song"
Write about something you like to eat.	Write about body parts.	Write about body parts.
Review the digestive system.	Review the respiratory system.	Review the circulatory system.

# Peek at the Week 2

Lesson Component	Day 6	Day 7
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Brain Game: What Is Missing?	Skill lesson: "I" Messages
 Theme Exploration	Learn about the sense of hearing.	Learn about the sense of sight.
 Rhyme Time	"My Five Senses" Produce rhyming words.	"My Five Senses" Blend sounds to make words.
 STaR	<i>Too Much Noise</i> Focus: Making predictions during story	Retell <i>Too Much Noise</i> with puppets.
 Dramatic Play Lab	Doctor's Office: Continue role-play from week 1.	Doctor's Office
 Blocks Lab	Build It!: Build to support imaginary play.	Build It!
 Art Lab	Making Music: Make musical instruments.	Making Music
 Classroom Library Lab	Free Reading: Read self-selected books.	Free Reading
 Literacy Lab	Play School: Make letter shapes for "c," "g," or "o" from pipe cleaners.	Play School
 Math Lab	The Right Number: Make sets of 1–5.	Free Exploration
 Computer/Media Lab	Free Exploration: Use available media.	Free Exploration
 Sand/Water Lab	Free Exploration: Explore the properties of sand (or water).	Free Exploration
 Science Lab	Using My Five Senses: Make and record observations.	Using My Five Senses
 Writing Lab	Free-Choice Writing: Use available materials to write.	Free-Choice Writing
 15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Describe sounds of foods. Explore your senses.	Use sight to describe color, shape, and size of foods. Play with ball/beanbag.
 Stepping Stones	<i>A Nature Walk</i> : Focus on capitalization and punctuation.	Begin to recognize sound and shape of "r." Read <i>A Nature Walk</i> with partners.
 Math Mysteries	Create and name sets of nine, and write the numeral 9.	Create and name sets of ten, and write the numeral 10.
 Let's Daydream	"Ears Hear"	"Until I Saw the Sea"
 Write Away	Write about something you like to hear.	Write about something you like to look at or watch.
 Let's Think About It	Review the sense of hearing. Be sound detectives.	Review the sense of sight. Play I Spy.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: "I" Messages	"I" Message Play What is Missing?	Class Council
Learn about the sense of smell.	Learn about the sense of taste.	Learn about the sense of touch.
"My Five Senses" Segment words into sounds.	"Silly, Silly Sammy" Identify initial sounds.	"Silly, Silly Sammy" Recognize alliteration.
<i>Little Red Riding Hood: A Peaceful Adaptation</i> Focus: Critiquing a Story	Retell <i>Little Red Riding Hood: A Peaceful Adaptation</i> using sequencing	Free Choice
Doctor's Office	Doctor's Office	Doctor's Office
Build It!	Build It!	Build It!
Making Music	Making Music	Make finger paint.
Free Reading	Free Reading	Free Reading
Alphabet Bingo	Alphabet Bingo	Alphabet Bingo
Number Bingo	Number Bingo	Number Match
Free Exploration	Free Exploration	Free Exploration
Free Exploration	Free Exploration	Free Exploration
Using My Five Senses	Using My Five Senses	Using My Five Senses
Free-Choice Writing	Sequencing Little Red Riding Hood: Create a personal book by sequencing illustrations.	Sequencing Little Red Riding Hood
Continue counting and number-awareness activities	Introduce Our-Favorite-Ice-Cream Graph.	Continue counting and number-awareness activities.
Discuss observations from the science lab. Play Statues.	Taste a variety of foods. Unstructured play	Talk about food textures. Play ball
Begin to recognize the sound and shape of "b." Read <i>What Smells?</i> Focus on quotation marks.	Begin to recognize sound and shape of "f." Read <i>What Smells?</i> with partners.	Review /r/, /b/, and /f/. Free choice with concepts-of-print book.
Review numbers 9 and 10, and practice writing the numbers.	Recognize numbers 1–10, and play Number Match with numbers 1–10.	Make a 10 Little Fingers Booklet.
"Be Glad Your Nose Is on Your Face"	"Spinach"	"Tent"
Write about your favorite smell.	Write about something you like to taste.	Write about something you like to feel.
Review the sense of smell.	Review the sense of taste.	Review the sense of touch.

# You Will Need





## Supplied by SFAF:

<b>Books</b>	<b>STaR</b>
S	<p><i>Mabela the Clever</i> by Margaret Read MacDonald</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>Too Much Noise</i> by Ann McGovern</p>
	<b>Concepts of Print</b>
	<p><i>My Brain</i> by Sally Francis Anderson (SFAF) teacher and student copies</p> <p><i>Checkup</i> by Barbara Wasik (SFAF) student copies</p> <p><i>A Nature Walk</i> by Barbara Wasik (SFAF) student copies</p> <p><i>What Smells?</i> by Barbara Wasik (SFAF) student copies</p>
	<b>Theme Exploration</b>
	<p><i>I Wonder Why I Sleep</i> by Brigid Avison</p> <p><i>From Head to Toe</i> by Eric Carle</p>
M	<b>Other</b>
	<p><i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky</p>
<b>Media</b>	
M	<p>KinderCorner 2nd Edition Plus Media and Software flash drive (SFAF)</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 4</p> <p><i>Getting to Know Myself</i> by Hap Palmer</p>
	<b>Cards/Card Sets</b>
C	<b>KinderCorner Phonics Picture Cards</b>
	<p><b>Key cards:</b> "a," "b," "c," "d," "f," "g," "i," "k," "l," "m," "n," "o," "p," "r," "s," "u"*</p> <p><b>Upper and Lowercase Letter Cards:</b> "Bb," "Cc," "Ff," "Kk," "Rr," and "Uu"*</p> <p><b>Picture cards:</b> balloon, bike, bus, cake, car, cup, fan, feather, fork, key, king, kite, ribbon, rope, rug, umbrella, undershirt, up*</p>
	<b>KinderCorner Activity Cards</b>
	<p><b>Rhyming Pair Picture Cards:</b> cat, mouse, teddy bear, fly, frog, dog (unit 8)</p>
	<b>KinderCorner Rhyme Cards</b>
	<p>"Head and Shoulders, Baby" rhyme card</p> <p>"Strut, Miss Mary" rhyme card</p>
O	<b>Other</b>
	<p>Ear and mouth cards</p> <p><b>Letter-Blending deck:</b> "a," "b," "c," "d," "f," "g," "i," "k," "n," "o," "p," "r," "s," "t," "u"*</p>

<b>Posters</b>		
	Feelings Thermometer poster*	
<b>Math Kit Items</b>		
	Bear counters Dot Set Recognition Cards 1–10, one set for the teacher and one set per pair Number cards for 1–10, one set per pair Graphing Mat	Ten-frame cards 1–10 Transparent spinner Our-Favorite-Ice-Cream graph Ice Cream Scoopers sheet Number Recognition Circle 6–10
<b>Other SFAF Items</b>		
	Cool Kid certificates KinderCorner Weekly Record Forms for unit 4, weeks 1 and 2 (generate with data tools) <i>Little Red Riding Hood</i> flannelboard set Puppets: KinderRoo, Joey, and Alex Partner Practice Booklets—unit 4 Read & Respond bookmarks Transparent color counting chips (for pocket points) <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher’s Manual)</i> Home Link animal hand stamps and ink pad	

\*Interactive-whiteboard users do not need to gather this material.

**Teacher Acquired:**

Food		
	Graham crackers, two large per student (not broken) English muffins, one per student Spread (hummus, cream cheese, butter) Olives with pimentos or carrot sticks Slices of red or green pepper Carrot sticks Bell pepper wedges, red, yellow, green (optional)	Fruit yogurt, two different flavors Sugar or something sweet Salt or something salty Unsweetened chocolate or something bitter Lemon or something sour Vanilla Vinegar
Office/Craft Supplies		
	Cotton balls, at least five per student Homework folders, one per student Index cards, one per student Hole punch Tape	Stapler Paper (craft), large enough to trace each student's body Yarn
General		
	Props for medical office Pamphlets from doctor's office or clinic Water-play accessories: meat baster, pumps (from detergent or hand lotion bottles), liquid soap Balloons, at least one per student Magazines, store circulars Tray (or box lid) Cloth (large enough to cover tray or box lid) Bells, sticks, other sound-making instruments Boxes or canisters (oatmeal) String Mirrors, small, several Spoon, large, wooden or plastic	Water pitcher Ice Scented markers Beads, variety of colors Bags, two opaque Shaving cream Food coloring Bowl or empty egg cartons Stirring implements Yarn Beanbags and target Felt or magnetic board Pattern blocks
Optional Items		
	Bathroom scale Objects for /c/ (cat, cap, cup, or other common /c/ objects), /k/ (kitten, kite, key, or other common /k/ objects), /r/ (ring, ribbon, or other common /r/ objects), /b/ (ball, button, box, or other common /b/ objects), /f/ (fan, football, or other common /f/ objects) Stethoscope (real or toy)	

**To Be Prepared:**

Day 1	
GRW	• Create sign-in sheets with students' first and last names, one for each day.
TE	• Make thematic vocabulary word cards for "brain" and "control."*
MM	• Duplicate 6 on a Stick sheet, one per student (appendix).
	• Fill plastic bags with twelve to fifteen buttons each.
LTAI	• Duplicate theme-introduction letter for unit 4, one per student (appendix).
LL	• Duplicate letter sheets for "p," "g," and "o," one per student (appendix).
WA	• Make a copy of the writing strategy icon for Copy a Word from the teacher's manual (optional).
Day 2	
TE	• Make thematic vocabulary word cards for "muscles" and "skeleton."*
MM	• Create small paper cups with ten bicolored counters in each, one per student.
	• Duplicate Head to Toe Workmat, one per student (appendix).
LL	• Duplicate Hungry Caterpillar sets (appendix).
Day 3	
TE	• Make thematic vocabulary word cards for "stomach" and "digest."*
MM	• Duplicate Shopping Cart Workmat, one per student (appendix).
	• Gather grocery store circulars or magazines with pictures of food.
LL	• Duplicate graphing grids (appendix).
	• Duplicate letter sheets for the letter "c" (appendix).
Day 4	
TE	• Make thematic vocabulary word cards for "breathe" and "lungs."* Gather Hungry Caterpillar Sets (from art lab, day 2) or scarves/colored fabric or paper, one per student, or newspaper, enough for each student to have several pieces.
STaR	
MM	• Sheet of white paper, one per student
	• Small paper cup with ten bicolored counters, one per student
	• Duplicate Count the Body Parts page, one per student (appendix).
Day 5	
TE	• Make thematic vocabulary word cards for "stethoscope."*
Day 6	
TE	• Make thematic vocabulary word cards for "hear" and "noise."*
SS	• Make word wall word cards for "The" and "the."
MM	• Fill small plastic bags with twenty linking cubes each, one bag per partnership.
LL	• Duplicate the Right Number Cards (appendix), five sets.

Day 7	
TE	<ul style="list-style-type: none"> <li>• Make thematic vocabulary word cards for “sight” and “pair.”*</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Duplicate <i>Too Much Noise</i> retell cards, one set for every four or five students (appendix).</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Fill small plastic bags with twelve manipulatives (mixed) each, one per student.</li> </ul>
LL	<ul style="list-style-type: none"> <li>• Duplicate the Pizza Workmat (appendix), one per student.</li> <li>• Duplicate the eye chart (appendix).</li> </ul>
Day 8	
TE	<ul style="list-style-type: none"> <li>• Make thematic vocabulary word cards for “smell” and “nostrils.”*</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepare two plastic bags for each partnership. Label one bag with the number “1,” and place a cotton ball lightly soaked or scented with vanilla or mint extract or another scent that students will identify as good. Label the other bag with the number “2,” and place a cotton ball soaked with vinegar or another odor that students will identify as bad.</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Prepare <i>Little Red Riding Hood: A Peaceful Adaptation</i> story pieces by attaching felt or magnetic strips to back.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the How Many Noses? cards (appendix), one set per partnership.</li> </ul>
	<ul style="list-style-type: none"> <li>• Fill small plastic bags with ten linking cubes each, one bag per student.</li> </ul>
LL	<ul style="list-style-type: none"> <li>• Duplicate and cut apart the ABC Bingo cards, one set (appendix).</li> <li>• Duplicate and cut apart the Number Bingo Cards (appendix). Laminate if possible.</li> <li>• Fill small plastic bags with ten bicolored counters, one bag per student.</li> </ul>
Day 9	
TE	<ul style="list-style-type: none"> <li>• Make thematic vocabulary word cards for “taste buds” and “saliva.”*</li> </ul>
	<ul style="list-style-type: none"> <li>• Make a large drawing of a tongue on chart paper.</li> </ul>
STaR	<ul style="list-style-type: none"> <li>• Duplicate and cut out <i>Little Red Riding Hood: A Peaceful Adaptation</i> sequencing cards, one per student for the writing lab, plus one set for every four or five students (appendix).</li> </ul>
15-MM	<ul style="list-style-type: none"> <li>• Before students arrive, remove the Number Recognition Circle 1–5 from the 15-Minute Math bulletin board.</li> </ul>
	<ul style="list-style-type: none"> <li>• Duplicate Ice Cream Scoops (appendix).</li> <li>• Attach the Our-Favorite-Ice-Cream Graph to the bulletin board. Arrange the ice cream scoopers as labels on the graph. (See sample bulletin boards in the <i>KinderCorner 2nd Edition Plus Teacher’s Manual</i>.) Prepare the materials for the graph by making copies of the Ice Cream Scoops in the appendix, one for each student. Place the scoops of ice cream in a plastic bag near the bulletin board.</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Fill plastic bags with Ten-Frame Cards, Dot-Set Recognition Cards, and Number Cards for 1–10, one bag per partnership.</li> </ul>
Day 10	
TE	<ul style="list-style-type: none"> <li>• Make thematic vocabulary word cards for “touch” and “skin.”*</li> </ul>
MM	<ul style="list-style-type: none"> <li>• Duplicate the 10 Little Fingers Booklet (appendix), one per student. Fold and staple the pages to form booklets.</li> </ul>


\*Interactive-whiteboard users do not need to prepare this material.

# Day 1 | Ready, Set...

## Focus

My body is marvelous. My brain controls my body.

Materials	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Sign-in sheets that include students' first and last names for them to copy</li> <li>• Classroom Library Lab: STaR books and other books provided for unit 4, theme-related books about how the human body works, ear and mouth cards</li> <li>• Literacy Lab: Materials for tactile letter activities, such as zipper-closure baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc., and key cards for "p," "g," and "o"</li> <li>• Math Lab: Linking cubes or counters for making sets of 1–5</li> <li>• Writing Lab: A variety of writing instruments and paper, students' writing journals</li> <li>• Theme-related puzzles and games</li> <li>• KinderCorner Weekly Record Form for unit 4, week 1</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Feelings Thermometer poster or IWB access</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>I Wonder Why I Sleep</i></li> <li>• Thematic vocabulary word cards for "brain" and "control" or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Mabela the Clever</i></li> <li>• Feelings Thermometer poster</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Graham crackers, two large (not broken down) crackers per student</li> <li>• Feelings Thermometer poster</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book (teacher and student copies): <i>My Brain</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• 6 on a Stick page (appendix), one per student</li> <li>• Crayons</li> <li>• Scissors</li> <li>• Glue</li> <li>• Plastic bags with twelve to fifteen buttons in each bag, one bag per pair</li> </ul>

Materials	
Let's Daydream	<ul style="list-style-type: none"> <li>• “A Circle of Sun,” page 4 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> <li>• Writing Strategies Bank</li> <li>• </li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• Trade book: <i>From Head to Toe</i></li> <li>• Feelings Thermometer poster</li> <li>• Read &amp; Respond forms for the week</li> <li>• Home Link animal hand stamp: parrot</li> </ul>

## Learning Labs

General
<ul style="list-style-type: none"> <li>• Writing journals or paper and pencils for lab plans</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
Dramatic Play Lab   Doctor’s Office
<ul style="list-style-type: none"> <li>• Books depicting health care workers</li> <li>• Props to suggest a medical office—e.g., white shirts and/or jackets, scrub suits and caps (or shower caps), empty eyeglass frames, adhesive bandages, cloth bandages, fabric for slings, cotton balls, small crutches, clipboard(s), notepads, pens, pencils, telephone(s), a growth chart, an eye chart, posters on health and nutrition, chairs for a waiting area, empty medicine containers, etc.</li> <li>• A box containing materials for students to make their own props</li> </ul>
Blocks Lab   Me Tower
<ul style="list-style-type: none"> <li>• Blocks</li> <li>• Writing materials (on a clipboard or in a file folder if possible)</li> <li>• A bathroom scale (or other item that students can stand on to serve as a pretend scale)</li> </ul>
Art Lab   Creation Station
<ul style="list-style-type: none"> <li>• Open-ended materials, such as construction paper, wrapping paper, glue, scissors, paint, paint brushes, an easel, smocks, yarn, sequins, markers, crayons, etc., that students can use to create art pieces</li> </ul>

**Classroom Library Lab | Free Reading**

- Books that support the theme (including STaR books that have not yet been introduced)
- Pamphlets from a doctor's office or medical clinic (preview content for acceptability)
- Ear and mouth cards

**Literacy Lab | Play School: Playdough Letters**

- Playdough
- /p/, /g/, and /o/ outline pages (appendix)

**Math Lab | Puzzle Time**

- Puzzles that depict body parts, health care workers, and other theme-related concepts

**Computer/Media Lab | Free Exploration**

- CD: Hap Palmer's *Getting to Know Myself*, cued to the song "Touch"

**Sand/Water Lab | Back in Circulation**

- Water table: a meat baster, pumps—e.g., recycled from large detergent or hand cream bottles (appropriate size and level of difficulty for your group)
- Sand table: cups, sifters, shovels

**Science Lab | Looking Closely**

- Magnifying glasses
- Paper and pencil, tape recorder and blank audiotapes or a digital recording device (optional)

**Writing Lab | Free-Choice Writing**

- A variety of writing instruments and paper
- Students' writing journals



## Day 1


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Sign In**

- Provide sign-in sheets this week that include students' first and last names for them to copy.

**Available Activities**

## Classroom Library Lab

- Include new theme-related books about how the human body works.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

## Literacy Lab

- Place the key cards for “p,” “g,” and “o” in the lab so students will be encouraged to use the tactile letter-formation materials to practice their letter formation.

## Math Lab

- Have linking cubes or counters available for students to practice making sets of 1–5.

## Computer/Media Lab

- Let students know that the computer/media lab is open. Turn on the computers if necessary.

### Writing Lab

- Let students know that the writing lab is open. Students may continue writing about their family portraits from last week, or they may freely write whatever they want.
- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Students' writing journals should also be easily accessible.
- Allow students to freely write whatever they want.

### Other

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



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Assign classroom jobs for the week.
5. Assign partnerships for the week. Have students move to sit with their partners.
6. Select this week's first Cool Kid.

### Partner Challenge

Award pocket points throughout the day as you observe students successfully demonstrating Getting Along Together skills.

**Now it's time to work on our Getting Along Together skills. These skills help us to be good friends and to solve problems. We'll start today with our Partner Challenge.**

- Display the Feelings Thermometer poster, or refer to the Feelings Thermometer on the interactive whiteboard. Explain the challenge.

**Our Partner Challenge this week is to share where we would mark on the Feelings Thermometer to show how strongly we feel about different things.**

**Today you and your partner will tell where you would mark on the Feelings Thermometer to show how excited you would feel if you found out that you had a tuna sandwich to eat for lunch.**

- Provide a moment for students to share their initial reactions to the question with their partners. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.
- Remind students that the Cool Kid will be helping us to use the Feelings Thermometer and other things that we have learned such as practicing active listening, using Say-It-Back, and asking questions.

## Brain Game

- Explain the game.

**We've been playing brain games each day to help us exercise our mind muscles. Today we will learn a new game called Five Questions. The game Five Questions helps with remembering.** Demonstrate the Remember signal. (Massage your temples with your fingers.) **In today's game, we will ask questions about things that one of our classmates feels happy about.**



- Use the sharing sticks to select a student to stand in front of the class. Ask the student to think of something that makes him or her feel happy, but not to say it aloud.
- Use Think-Pair-Share to have partners think of questions that they could ask to help them guess the answer. Use the sharing sticks to select students to ask their questions. Award pocket points if the class is able to guess the answer before they've asked more than five questions.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day



- Distribute the mouth and ear cards if your students still need them for Think-Pair-Share. Otherwise, use peanut-butter-and-jelly assignments to manage the Think-Pair-Share process.

**We are starting a new theme today. Many of you noticed some new books, games, or other things in our classroom. What do you think we will talk about for the next two weeks?**

**Our new theme is called Head to Toe. We will learn lots of things about how our bodies work. Each day we will focus on a different part of the body. Watch as I write our Daily Message, which will tell us what we will learn about our bodies today.**



Unless you have a very small group, do not have individual students come up to the message to circle letters, etc. while the others watch. The goal is to keep all students actively engaged for as much of the lesson as possible.



## Daily Message

My body is marvelous. My brain controls what my body does, how I feel, and what I think.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **The word “my” is a word from the word wall. It occurs twice in the sentence.** Underline both words.
  - **Why is “My” written with an uppercase “m”?** *Because it is the first word in each sentence.*
  - T-P-S: Have students identify the other words that begin with the /m/ sound. Circle the “m”s in these words. Repeat this activity with the /b/ sound.
  - Read each sentence slowly, and have students count after you say each word.

**Let’s count the words in each sentence. I’ll point to each word as I read it. You count each time you hear me say a word. Ready? Listen: “My [one] body [two] is [three] marvelous [four].” How many words are in the first sentence? [Four.] Yes. There are four words in the first sentence. Now let’s count the words in the second sentence. Repeat with the second sentence.**

## Theme Learning

- Explain the content of the Daily Message.
 

**Let’s talk about what our message means. When we talked about ourselves, we recited a rhyme that began, “Me! Let me tell you about me! /Magical, marvelous, magnificent me!” We are marvelous (Circle the word “marvelous.”) and magnificent! Our bodies—yours, mine, and everyone’s—are marvelous and magnificent, and our brains are amazing too.**

**Our brains make all the other parts of our bodies work. That’s what the word “control” means—to make something happen. Brains control bodies. Our brains make our bodies work. They control the things our bodies do and even how we feel and what we think. It’s your brain that makes you feel happy or unhappy about being at school today.**

T-P-S: **Where is your brain—in what part of your body?**

- Use page 6 of the book *I Wonder Why I Sleep* to show where the brain is located inside the body.

**We will use this book over the next two weeks to help us learn lots of things about our marvelous bodies. On this page, we can see what the brain looks like. Your brain is inside your head.**

Read the section under the question “What is inside my head?” on page 6. Explain to students that you will read other parts of the book over the next two weeks, but it will be in the classroom library for them to look at in the morning or during Learning Labs each day.

T-P-S: **What things do you think your brain helps your body do?**

Share the following ideas if students do not name them as they share:

- Your brain makes your heart beat all the time.
- Your brain makes your arms and legs move when you want them to.
- Your brain is where your thoughts, ideas, feelings, and imagination come from.
- Your brain helps your eyes to see and your ears to hear.
- Your brain helps you speak and learn.
- Your brain makes you breathe, even when you are asleep.



- Play the digital dictionary videos for “brain” and “control.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard as you discuss each one.

**Our two new words for today are “brain” and “control.”**

**The brain is the part inside your head that makes your body think, feel, and do things. I can make a sentence with the word “brain.”**

**My brain tells my legs to run.**

**The word “control” means to make something happen. I can make a sentence with the word “control.” I am thinking about how the crossing guard in front of the school makes the cars stop so students can cross the street. My sentence will be:**

**The crossing guard can control the traffic.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme title.

**Today we will begin to learn a new rhyme about all the amazing things our bodies can do. The first time we hear the rhyme, I’d like you to listen carefully for rhyming words.**



- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.

**Head to Toes**

**My body is amazing from my head (Point.) to my toes.** (Touch toes.)

**My head (Point.) holds my brain, eyes (Point.), mouth (Point.), ears (Point.), and nose.** (Point.)

**My arms (Hold up.) have elbows (Point.), wrists (Point.), and hands.** (Hold up and shake.)

**My fingers spread wide (Spread apart.) to do some handstands.** (Spread hands flat on the floor.)

**My legs (Point.) have knees (Point.), ankles (Point.), and feet.** (Point.)

**My feet have toes that tap to keep a beat!** (Tap toes as if tapping a beat.)

**My trunk (Point to whole torso.) holds my stomach (Point.), lungs (Point with both hands to upper chest.), and my heart.** (Put hand over upper center part of chest.)

**My skin keeps my body from coming apart!** (Sweep hands over entire body.)

**My bones and muscles help me dance around.** (Dance around.)

**My body is amazing from my head to the ground!** (Touch head and then ground.)

**My body is amazing from my head to the ground!** (Touch head and then ground.)

**Develop Phonological Awareness—Identify Rhyming Words**

- Review the concept of rhyming words.

**We’ve been learning about rhyming words. Rhyming words are words that sound the same at the end. Today we will use the rhyme to help us find rhyming words.**

- Reread the poem, two lines at a time.
- Ask students to say the rhyming words, or words that have rhyming parts at the end, in each set of lines.
- Help students make the connection between saying the rhyming words and the movements in their mouths.



**Now turn to face your partner. We’re going to say the rhyming words. As we say them, look at your partner’s mouth to see that it looks the same when he or she says both words.**



**We'll use My Turn, Your Turn. Ready?**

<b>Teacher:</b> toes      nose	<b>Students:</b> <i>toes</i> <i>nose</i>
<b>What did you see? Was your partner's mouth open both times? Did your partner's mouth open or close the same way at the end of both words?</b>	

**What did you see? Was your partner's mouth open both times? Did your partner's mouth open or close the same way at the end of both words?**

- Continue in this manner with the remaining words.

hands              handstands  
 feet                beat  
 heart              apart  
around            ground



- Celebrate success by adding pocket point chips to KinderRoo's pouch.



Sing the song "Let's Read Together" with students.



**TIMING GOAL:** 20 minutes

**STaR Words:**

clever  
 foolish

**Mabela the Clever**

*Retold by Margaret Read MacDonald  
 Illustrated by Tim Coffey*

The Cat invites all the mice in the village to join the secret Cat Society to learn all the secrets of the Cat. As the mice march innocently into the forest, they sing the secret song that tells them to never look back. The Cat follows the mice, scooping them one by one into a bag. Mabela, the smallest mouse, remembers her father's advice and uses her senses and her wit to foil the Cat's plan.

**Interactive Story Reading**

**Before Reading**

- Introduce the title, author, and illustrator of the story. Have students identify the author's and illustrator's roles and the purpose of the title.



Point to the title. **The title of this book is *Mabela the Clever*. What does the title tell us about a book?** *The title tells the name of the story. It helps us know what the story will be about.*

Point to the words “Retold by.” **This story is special because instead of telling us who the author is, it says that it was retold by Margaret Read MacDonald. That means that this story has been told over and over by different people for many years. Margaret Read MacDonald is the person who wrote the words down to make this book.**

**The illustrator is Tim Coffey. WGR: What does the illustrator do?**  
*The illustrator draws or paints the pictures.*

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



**I see a cat and a mouse on the cover. What do you know about cats and mice? Are they usually friends?**

**Do you think the cat and mouse in the cover illustration will be friends in this story? Why or why not?**

- Introduce the story vocabulary words.

**You will hear some new words in our story today. One word is in our title. The word is “clever.” Our title tells us that Mabela is clever. That means she is a good thinker. She is good at using her brain to make decisions.**

**T-P-S: Which of the animals on the cover of our book do you think looks clever? Why did you choose that animal?**

**Another new word that we will learn in this story is foolish. Foolish is the opposite of clever. It describes someone who does not use his or her brain to make good decisions.**

- Introduce the good-reader skill for today.

**Good readers have a purpose for reading. They know why they want to read something. Maybe it’s to learn something, or maybe it’s just to relax and have fun. Why do you think we are going to read this book today?**



Purpose for reading

### During Reading



- Use Think-Pair-Share or Whole Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Page 2:** T-P-S: **What advice did Mabela’s father give her that will help her to use her brain to make good decisions?** *Always use her ears to listen, always use her eyes to look around, pay attention to what she says when she speaks, and move fast if necessary.*
  - **Page 4:** T-P-S: **Why do the mice go to the Cat’s house on Monday morning?** *They have been invited to join the secret Cat Society. How could we show on the Feelings Thermometer how excited the mice feel about being invited to join the secret cat club?*
  - **Page 15:** T-P-S: **What does Mabela hear when she stops and listens?** *That there is not a long line of mice behind her and that the Cat’s voice is getting closer each time they sing “Fo Feng!”* WGR: **Is Mabela being clever or foolish when she stops to listen?** *Clever.*
  - **Page 16:** T-P-S: **What does Mabela see when she turns her head just a little?** *A short line of mice; the Cat is very close.* WGR: **Is Mabela being clever or foolish when she stops to look?** *Clever.*

- **Page 20:** WGR: **How do you think Mabela feels when she sees that the Cat is right behind her?** T-P-S: **If you were Mabela, where on the Feelings Thermometer would you mark to show how (feeling that students named) you were feeling?**
- **Page 22:** WGR: **Mabela remembers that her father said, “If you have to move, move fast.” How does Mabela move fast to get away from the Cat? *She dives into the thorns.* Show me how you would move if you were Mabela.**
- **Page 28:** WGR: **Why do you think Limba parents are still telling this story to their children? *To keep them safe.***

#### After Reading

- Make summary statements about the story that reinforce the STaR vocabulary. Guide students to make up sentences with the words.

**It’s a good thing that Mabela used her father’s advice, or she and all of her friends would have been eaten by the Cat!**

**T-P-S: That makes me think of our new word “clever.” Let’s make a sentence together using the word “clever.” Talk to your partner about ideas that you have for our sentence.**

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the word “foolish.”
- Review students’ responses about their purpose for reading this story. Ask them if the purpose was met.



Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.



**TIMING GOAL:** 40 minutes

#### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the child’s paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

## Dramatic Play Lab | Doctor's Office

Description:

- The dramatic play area will be a doctor's office.

Purpose:

- Participation in this lab will help students develop cognitive skills through role-play and the creative use of props. It will also help to develop oral language.

When You Tour:



- Explain that today the dramatic play area will be a doctor's office. Use Think-Pair-Share to have students identify the different roles they could play in a doctor's office [*doctor, nurse, receptionist, patient, patient's family members, etc.*]. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the different props they will find in the area. Invite students to share their ideas about how they could use the props provided or make others.

Facilitate Learning:

- Ask questions that will help students develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario. For best results, jump in and join the play as you interact with students.

**Examples:**

- **I need to see a doctor. I think my arm is broken. Who should I talk to, or where should I go?**
- **Excuse me, are you a nurse here? I'm a new nurse, and I don't know where to find a thermometer. We don't have one? Maybe I can make one.**

## Blocks Lab | Me Tower

Description:

- The blocks lab today serves as an extension of the doctor's office that will be used in the dramatic play lab. In the blocks area, patients will have their height measured. Nurses will build block towers to determine the height of each patient and then record the block height of the patient on an information sheet.

Purpose:

- Participation in this lab will help students develop fine-motor skills and cognitive skills through role-playing, and it will help to develop oral language. It will also provide opportunities to practice measuring with nonstandard units and to use writing to record data.

When You Tour:

- **T-P-S: What are some of the things that happen when you go to the doctor? What do the nurses do before you see the doctor?** *Guide students' responses to identify being weighed and measured as two things that happen.*

- Explain that today students will weigh and measure one another as a part of their doctor’s appointments. For weighing, they can stand on the scale (or a pretend scale). For measuring height, they can use the blocks to build a tower that is the same size as the patient. Then they can count the blocks and write the number next to the patient’s name.
- Ask students to identify the roles that would be played in this lab. *One role will be the person who records the heights and weights; another could build the block towers, etc.*

Facilitate Learning:

- Ask questions that will help to reinforce measurement and counting objectives, reinforce theme-related vocabulary, and facilitate general oral-language development.

**Examples:**

- If students are using different sizes of blocks for different patients, ask, **“How can James be twenty-five blocks tall and Maria only ten blocks tall? Maria is taller than James.”**
- **How did you know that using the larger blocks on the bottom would make your tower stronger?**
- Allow students to create a tower to measure your height. Make comments to reinforce the theme-related vocabulary as they work. **You used your brain to place the blocks in a good order so they wouldn’t fall down.**

## Art Lab | Creation Station

Description:

- Students will use open-ended materials to freely create.

Purpose:

- This lab will provide the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:

- Point out any new materials that you have added to the lab.

Facilitate Learning:

- When interacting with students about their creations, try to focus on the techniques or materials that students have used rather than on the products.

**Examples:**

- **You used lots of different colors here.**
- **I can see that you were really thinking about different ways to paint with the sponge.**
- **You really took your time with this part.**
- **What I notice first about your painting is...**
- **Which part did you do first?**

## Classroom Library Lab | Free Reading

### Description:

- Students will have the opportunity to explore books independently or with a friend. Theme-related books will be added to the regular classroom library.

### Purpose:

- This lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading. The lab also provides an opportunity for students to learn more about their bodies.

### When You Tour:

- Point out any new books or pamphlets that you have added to the lab. Remind students that if they would like to read one of the books with a friend, even if they are just pretending, they can use the ear and mouth cards to help them take turns reading and listening.

### Facilitate Learning:

- Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form.

## Literacy Lab | Play School: Playdough Letters

### Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to practice making letter shapes for the letters introduced in unit 3 (“p,” “g,” and “o”) with playdough.

### Purpose:

- This lab provides students with an opportunity to develop cognitive skills through role-playing and the creative use of props. It will also help to develop oral language and literacy skills. The playdough activity will also help students to develop fine-motor skills and will reinforce letter shapes.

### When You Tour:

- Briefly explain that students can use the playdough to practice making the letter shapes that are displayed as they play school today.

### Facilitate Learning:

- To refrain from interrupting the play, interact with students in this lab through role-playing. Announce who you are (a new student, the principal, a parent, the teacher next door), and then join in. In this character, ask students questions such as:
  - **How did you shape this letter? Can you help me make the letter “p”/“g”/“o”?**
  - **How do you know what the letter should look like?**

## Math Lab | Puzzle Time

Description:

- Students will have the opportunity to put together puzzles that depict body parts, health care workers, etc.

Purpose:

- This lab helps students develop fine-motor skills and spatial skills.

When You Tour:

- Highlight the puzzles that you have added.

Facilitate Learning:

- Use the following prompts to facilitate oral-language development.
  - **Tell me how you knew that these two pieces would fit together.**
  - **What do you like about this puzzle?**
  - **Why did you choose to work on this part of the puzzle first?**

## Computer/Media Lab | Free Exploration

Description:

- Students will explore educational software or listen to music with computers, CD players, or other digital devices.

Purpose:

- This lab provides students with an opportunity to explore technology, reinforce literacy concepts in a new context, or enjoy music.

When You Tour:

- Remind students of the software or websites that they may use on the computers, and identify the available music CDs or stories on tape that you have placed in the listening area.

Facilitate Learning:

- Encourage students to listen to the song “Touch” from Hap Palmer’s *Getting to Know Myself* CD, and do the actions that are described.

## Sand/Water Lab | Back in Circulation

Description:

- Students will use pumps, basters, cups, and other equipment to experiment with various ways to move water or sand.

Purpose:

- This lab will help students become familiar with the physical properties of water and sand. This will help to build background knowledge in preparation for day 5's focus, the circulatory system.

When You Tour:

- Identify the tools available, and explain that the purpose is to explore ways to make the water or sand move.

Facilitate Learning:

- Use the following prompts to facilitate oral-language development:
  - **Show me one of the ways that you can move the water/sand.**
  - **With which tools were you able to move more water/sand?**

## Science Lab | Looking Closely

Description:

- Students will use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

Purpose:

- This lab provides students with opportunities to explore the human body closely.

When You Tour:

- When you explain the use of the magnifying glasses, point out the writing materials and/or the audio recording device, and encourage students to write about or record their findings.

Facilitate Learning:

- Use the following prompts to reinforce scientific concepts and to facilitate oral-language development.
  - **When you use the magnifying glass, what do you notice about your fingernails (hair, skin) that you didn't notice without it?**
  - **Look at a knuckle on your hand when you move your finger. What do you notice about the skin?**
  - **Choose a hair on your arm to examine. Find the base of the hair, where it comes out of your skin. What do you notice?**

## Writing Lab | Free-Choice Writing

Description:

- Students will use the writing instruments and paper or journals to write about a topic of their choice.

**Purpose:**

- This lab provides students with an opportunity to freely express themselves in writing.

**When You Tour:**

- Briefly explain that students can use whichever materials they want to write about whatever they would like.

**Facilitate Learning:**

- Ask students to read their writing to you. Give specific feedback about the content of what they have written. Acknowledge any writing strategies that they have used.

**Examples:**

- **I really love the part at the end! That’s a funny story.**
- **You used a lot of the letters that we have learned in your story! I see an “s” right here and an “m” to stand for “marshmallow.”**



Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities:

### Calendar

- Have students recite the months of the year, name the current month, recite the days of the week, and state today’s day, month, and date.

### Days of the Week

- Reveal today’s date card; place the Today card behind it.

**What day is it today?** *Today is (day), the (date) of (month).*

- Place the Yesterday card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week).

### Days-of-School Tape

- Determine which number to write and why, write the number, read the number, and state how many days you have been in school.

## Hundreds Chart

- Determine with students which number to color in, read the numbers that have been colored, and point out the number of completed rows and additional squares.



If today is Monday, add two dots to the ten-frames for Saturday and Sunday before students arrive.

## Ten-Frames

- Add a dot in the appropriate place, and state how many dots there should be. Point to and count them aloud with students.

## Number-Recognition Circle 1–5

- Remove the clothespin. Tell students that you are going to clip the clothespin to one of the sections and that they are going to clap the same number of times as is shown in that section. For example, if the clothespin were clipped to the section of the circle with the number 4, students would clap four times.
- Move the clothespin to the section of the circle with the number 3. **How many times should you clap?** *Three times.* Ask students to clap three times. Continue in the same manner with the numbers 1, 2, and 4.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.



TIMING GOAL: 30 minutes

## Snack

- Serve two large graham crackers to each student.
- Use the snack to reinforce thematic concepts.

**Since each cracker breaks evenly into four rectangles, you could use them to make boxy body shapes. If one half of a cracker serves as the body's trunk, how could the other cracker pieces be broken so they could represent the arms, legs, and head?**

As students make and eat the shapes, ask what their brains are telling their bodies to do. Lead them to some of the following responses. *Replies: Think about body shapes, chew, taste, swallow, talk, breathe, keep the heart beating, move the hand muscles, listen and hear, etc.*

- Review the Partner Challenge of the day.

**Our Partner Challenge today is to tell where you would mark on the Feelings Thermometer to show how excited you would feel if you had a tuna sandwich to eat for lunch.**



**What are some of the things we can do to show our partners that we are listening to them when they share their ideas with us?** *Use the active-listening posture, use Say-It-Back, and ask questions. When you talk to each other and use active listening, that will help you remember what your partner tells you so you can tell us at the end of the day.*

- Invite students to talk with a partner about the Partner Challenge. Monitor students' conversations, providing guidance with the Feelings Thermometer as needed. When students indicate where on the Feelings Thermometer they would mark, distribute pocket point chips for them to place in KinderRoo's pouch.

## Outside/Gross-Motor Play

- Lead a game of Strut Miss Mary.

Students may form a circle or two lines that face each other. The adult leader struts around the inside of the circle or down the center of the lines as he or she sings or chants with an upbeat rhythm.

### **Strut, Miss Mary**

*(Tune: "Mama's Little Baby Loves Shortnin' Bread")*

**Strut, Miss Mary, strut, Miss Mary**

**Strut, Miss Mary, all day long.**

**Strut, Miss Mary, strut, Miss Mary**

**Strut, Miss Mary, all day long.**

- Ask volunteers to demonstrate what they think the word "strut" means. Encourage many kinds of imaginative strutting. Once various leg movements have been tried, suggest that students add arm, hand, and head variations.
- Change "Miss" to "Mister," and vary the names used in the chant to include students' names. Encourage students to choose partners and strut together.
- Invite additional students to imitate movements as they follow a leading strutter down the line or around the circle. Change the chant to:

**Here comes another one—just like the other one**

**Here comes another one—all day long.**



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

## Beginning Phonics

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.
- Show the Animated Alphabet segments for /t/, /i/, and /n/.

## Emergent Reading

### Story Introduction

- Show the cover of *My Brain*. Because of the lesson activity, do not introduce the title, author, or illustrator at this time.

**We've been learning about our brains today. Now we are going to read a book about our brains. It tells about things that our brains tell our bodies to do, or how our brains control our bodies.**

- Introduce a game that will review many of the concepts of print and book conventions that have been introduced so far.

**Today we are going to play the What's Wrong? game. I will read the story to you, and I want you to watch for things that I am doing wrong. If you see something, raise your hand! When I ask, "What's wrong?" you can tell me, all together aloud.**

- Begin the game. Hold up the book with the back cover facing the class. **OK, I am ready to start reading.** Hopefully they will notice that you are showing the back cover. When you see hands raised, ask, **"What's wrong?"** and correct your behavior. Repeat this procedure with the following steps:
  - Show the front cover of the book, but hold it upside down.
  - Point to the author's name. Introduce the author as the title. **The title of our story is *Sally Francis Anderson*.**
  - Open the book to the last page to begin reading.
  - Track the text of the first page from right to left, but read the words correctly, as they are written (e.g., **"Here comes the ball!"**).
  - Track the picture as you read the correct words on page 2.
  - Say the wrong noun when you read page 3 (e.g., **"Here comes a car!"**).

## Guided Group Reading

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.
- Remind students that they will remember what the page says by looking at the picture.



Invite students to sing "March to Math" to signal that it is time for Math Mysteries.



# Math Mysteries

TIMING GOAL: 25 minutes

## Show What You Know



- Ask students to count to 5 with their partners.
- Use the sharing sticks to select a student to count to 5 for the class. Award pocket points if the student is able to count to 5 successfully.
- Remind students that they have been learning about the numbers 1, 2, 3, 4, and 5. **What do you remember about the numbers 1, 2, 3, 4, and 5?**
- Acknowledge what they have learned. **We know how to count to 5, make sets of 1, 2, 3, 4, and 5, and write the numbers 1, 2, 3, 4, and 5.**

## Active Instruction



- Introduce the concept of the number 6. Help students reflect on what they know about the number.

**Today we are going to talk about numbers as we learn about the number**

**6.** Write the numeral 6 in the middle of a piece of chart paper, or point to it on the interactive whiteboard. T-P-S: **What do you know about the number 6?**

*I am six years old; an insect has six legs; 6 comes after 5.* Generate a written list with your students. Then read the list to them.

- Invite students to look around the room to see if they can see the number 6. Select a few students to point to where they found the number 6. *On the calendar, on the clock, on the door.*

T-P-S: **What does the number 6 look like?**

- Invite students to draw a number 6 in the air. Model how to draw the numeral in the air. Remind them to start at the top. Say, **Down, around, and in.**
- Ask students to practice writing the numeral 6 in the air, on one another's backs, and on the rug.
- Guide partners to make sets of six buttons.

**I am going to give you and your partner a bag of buttons to share. I'd like each of you to please take six buttons from the bag and place them in front of you.**

Give each pair of students a bag of buttons. When each student has six buttons in front of him or her, ask, **How many buttons do you have? How do you know?**

- Ask students to touch and count the buttons as you count them aloud together. Have them count the buttons aloud again as they put them back into the bag.

## Partner Practice



- Explain the activity. Show the 6 on a Stick page.

**Today we are going to make pictures of ants on a tree branch. Six ants belong on the tree. WGR: Are there only six ants at the bottom of the page? No. No, there are more than six ants at the bottom of the page. First, you will need to color six ants. Then, you will cut those six ants from the bottom of the page and place them where you would like them on the tree branch. Do not glue them down yet.**

- Provide time for students to color, cut, and place the ants on their papers without glue. Then ask students to count the ants on their trees.
- When students are done, ask them to count the ants on their partners' trees. Once students are confident that there are six ants on each tree, they may glue the ants to the paper.
- Encourage students to write the numeral 6 on the tree. They may also use crayons to decorate their trees.

## Recap

- Show a few examples of different ways to represent the number 6.

**You have shown many ways that we can make six. While all our pictures look very different, they all show six ants in some way.**



- Award pocket points if several students are able to successfully represent the number 6 on their papers.
- Play the “Step Street 6” video to reinforce the concept of 6.
- Review today’s lesson by asking students to find the number 6 in the classroom. WGR: **What number comes after 5? 6.**



TRANSITION

Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “A Circle of Sun,” *The 20th Century Children’s Poetry Treasury*, page 4

### Introduce the Poem

**Today I’m going to read a poem called “A Circle of Sun.” The author has written a poem that lets you know that she feels just great about herself and her body and all that it can do. Listen to how she feels that she is an important part of the world. We are each an important part of the world. As you listen to her happy poem, think about all the things she is doing that her brain is helping her to do.**



Gather students in a place where you will model during Write Away.



## Write Away

Copy a Word

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we’ve been talking about things our brains can do. One thing our brains can do is tell our bodies to do things. You are going to write about something that your brain can tell your body to do. First let’s talk about some ideas that you may have.**



**What are some things that your brain can tell your body to do?**

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write using the example below, or other ways you have seen your students write.

**I think that I will write a sentence that says, “My brain tells my body to sleep.”**

Let's think about how kindergartners write. Some kindergartners write like this. Draw some scribble marks on the board or on chart paper. Say, "My brain tells my body to sleep," as you scribble. Other kindergartners do this. Say your sentence again as you draw a line of loops.



Some kindergartners are ready to use more grown-up writing. We have been learning about things we can do if we don't know how to write words the grown-up way.

- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, and write sounds that you know.*

**Today I will tell you about another thing that I can do. If I know where to find a word on the word wall, on the whiteboard, or in a book, I can copy that word.**

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

**Example:**

**I am ready to write my sentence. My sentence is, "My brain tells my body to sleep."**

- **The first word is "My." That's a word from the word wall, so I can copy it!** Walk to the word wall, if necessary, to illustrate that you are copying the word. **Because it's the first word in my sentence, I will write it with an uppercase letter.** Write the word on the first line.
- **"My brain tells my body to sleep." The next word is "brain." I can copy that word too! Where could I find it?** *In the theme-related vocabulary word list.* Copy the word.
- **The next word is "tells." Hmm...I think I know some of the sounds in that word, don't you? WGR: What sounds do you hear?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
- Touch each word that you have written so far, and read it aloud. **"My brain tells my..." I know how to write the word "my" now, but this time it is in the middle of my sentence, so I will write it with a lowercase letter.**
- **The next word is "body." I think I will just draw a picture for that word.** Draw a stick figure to represent the word "body."



- “My brain tells my body to...” “To.” /t/. I know how to write /t/. It’s like the tall tower. I’m not sure about the other part, so I will write /t/ to stand for “to.”
- “Sleep.” I hear some sounds that we have learned in Stepping Stones. WGR: What sounds do you hear? Repeat the word slowly if necessary. Write any letters that students say.

- Reread your sentence, touching each word, or word representation, as you do.



**Let’s watch Alpie use some strategies to write a sentence.**

- Play the Alpie Models Writing video segment.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.



Offer unlined paper for students who have not yet developed the fine-motor skills required for writing in confined spaces.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

### Sharing

- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

# Let's Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap

- Review the learning focus of the day.
 

**We have been talking about our amazing brains today and all the wonderful things our brains can do. Our brains control the way we move, feel, and think.**
- Introduce the book *From Head to Toe*.
 

**I am going to read this story, called *From Head to Toe* by Eric Carle today. But you will need to stand up because in this story, the characters use their brains to tell their bodies to move in different ways. We will see if you can move your body in the same way! Go ahead and stand up.**
- Read the story to students, encouraging them to mimic the movement described on each page after you read “Can you do it?” After they perform the motion, have them say, “I can do it!”
- After reading the story, reinforce the theme-related vocabulary words that have been introduced.

**You did a great job of using your brain to control your bodies!**

## Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and have students make connections to the contexts in which the word was used today.

**One of our new words today is “brain.” Your brain is the part of your body that controls the way you move, feel, and think. T-P-S: When did we see, hear, or use the word “brain” today?**

**Another word we learned was “control.” When you control something, you make something happen. Our brains control our bodies. T-P-S: When did we see, hear, or use the word “control” today?**

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

brain  
control

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Brain help think.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, My brain helps me think.</i>
The student responds in a complete, but not very elaborate, sentence. <b>My brain thinks.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>Can you tell us what your brain thinks about?</b>



- Award pocket points if the student is able to create a complete sentence.

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Your Partner Challenge today was to talk about where you would mark on the Feelings Thermometer to show how excited you would feel if you had a tuna sandwich for lunch. Would someone like to share his or her response with the class?**

- Allow one or two volunteers to come up and show where on the Feelings Thermometer they would mark. Encourage them to tell how they feel and why.
- Award pocket points if students are able to successfully show where on the Feelings Thermometer they would mark.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close you are to the reward line. Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter for unit 4 to each student. Tell students they will find today's Home Link show online when they click on the parrot.
- Read & Respond: **Share one of your KinderCorner books, such as *Families Together* or *Getting Dressed*, with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the parrot stamp to place an animal image on each student's hand to serve as a reminder to watch today's Home Link show.

# Day 2 | Ready, Set...

## Focus

My muscles and bones move my body.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of concepts-of-print book <i>My Brain</i>, trade book <i>Mabela the Clever</i>, and trade book <i>I Wonder Why I Sleep</i></li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>KinderRoo and Alex puppets</li> <li>Small blocks (five or six)</li> <li>Feelings Thermometer poster or IWB access</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>Thematic vocabulary word cards for “muscles” and “skeleton” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Mabela the Clever</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Snack supplies: English muffins, spread, olives with pimentos or carrot circles, slices of red or green pepper</li> <li>Balls (two or three, playground size)</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “c” or IWB access</li> <li>“Cc” Uppercase and Lowercase Letter Card or IWB access</li> <li>Letter blending cards (“c,” “a,” “p,” “g,” “o,” “t”) or IWB access</li> <li>KinderRoo puppet</li> <li>/c/ picture cards (cake, car, cup) or IWB access</li> <li>Common /c/ objects (optional)</li> <li>Stepping Stones Partner Practice Booklet for unit 4</li> <li>Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (teacher and student copies): <i>My Brain</i></li> </ul>

Additional Materials Needed Today	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Small paper cups, each containing ten bicolored counters, one cup per student</li> <li>• Head to Toe Workmat (appendix), one per student</li> <li>• Seven Bones (appendix), one per student</li> <li>• Paper, white or construction, one per student</li> <li>• Tissue paper, red</li> <li>• Glue</li> <li>• Crayons</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• "Loose and Limber," page 34 of <i>The 20th Century Children's Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book (student copies): <i>My Brain</i></li> <li>• Home Link animal hand stamp: monkey</li> </ul>

### Learning Labs—Additional Materials

Art Lab   Hungry Caterpillar Foods
<ul style="list-style-type: none"> <li>• Trade book: <i>The Very Hungry Caterpillar</i></li> <li>• Hungry Caterpillar sets (appendix)</li> <li>• Scissors</li> <li>• A variety of coloring materials (crayons, markers, etc.)</li> </ul>

## Day 2

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Display *I Wonder Why I Sleep* and *Mabela the Clever* in a prominent place in the library. Invite students to explore the books. Also place a few copies of *My Brain* in the library. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 1

## Math Lab

- Place a set of Making 5 cards into the lab so students can play the matchmaking game.

## Computer/Media Lab

- Let students know that the computer/media lab is open. Turn on the computers if necessary.

## Writing Lab

- Invite students to add illustrations or elaborate on their Write Away sentences, or they may freely write whatever they want.

## Other

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

## Observe Student Progress

- As you interact with students, ask several of them the following questions to measure their skill development as identified on the weekly record form. Document any demonstration of the skills on the form.

### Phonological Awareness: Rhyme Production

**We've been talking about words that rhyme. Can you think of a word that rhymes with "cat"? Can you think of a word that rhymes with "dog"?**

- Students must respond correctly to both questions to demonstrate mastery of the skill.

### Graphemes

- This week, you will check to see whether each student can produce the sounds and write the shapes for the letters "t," "i," and "n." As students work together in Stepping Stones Partner Practice Booklets, you will have many opportunities to collect this information.

### Beginning Reading

- Refer to the cover of a picture book, and point to the author's name. **The author of this book is** (author's name). **What does the author do?**
- This week, find out if your students can sound out the word "tin." You may observe students as they read the word in their Stepping Stones Partner Practice Booklets on day 5 or ask them to read the word at another time during the week.

### Emergent Writing

- When you conference with a student about his or her writing during Learning Labs planning or a Write Away lesson, record the code for the highest stage that he or she exhibits (before coaching) on the weekly record form.
  - **D** – Drawing
  - **S** – Linear Scribble
  - **LL** – Letterlike Shapes
  - **RL** – Random Letters
  - **AS1** – Initial Attempts at Approximated Spelling
  - **AS2** – Early Approximated Spelling
  - **AS3** – Intermediate Approximated Spelling
  - **AS4** – Advanced Approximated Spelling
  - **CS** – Conventional Spelling

### Math

- Arrange bear counters into random sets of three, four, and five. Ask students to show you which group of objects is a set of five. During Math Mysteries, there are also many opportunities to ascertain whether students can identify a set of five.

- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

## Gathering Circle

TIMING GOAL: 20 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Remind students about the responsibilities of the Cool Kid.

### Home Link Debrief

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

**T-P-S: The song at the end of last night's Home Link show was "Head, Shoulders, Knees and Toes." How did you move your body to this song?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of students' efforts.



### Active Instruction

- Introduce the Getting Along Together lesson.
 

**Today we will learn another Getting Along Together skill. KinderRoo and Alex are here to help us learn the skill.**
- Use the KinderRoo and Alex puppets to present the scenario.
 

Bring out KinderRoo, Alex, and some small blocks. Have KinderRoo build a tower with the blocks. Then pretend to talk to Alex, and have him accidentally back into KinderRoo's tower and knock it down. Make KinderRoo say, in an angry voice, **"Alex, look what you did! You knocked down my building!"**
- Facilitate a discussion to help students process the information from the scenario so far.
 

**WGR: How do you think KinderRoo feels? Angry.**



Hold up the Feelings Thermometer. T-P-S: **Where on the Feelings Thermometer would you mark to show how angry you think KinderRoo feels right now?**

Invite several partnerships to share their ideas. If there is a wide range of responses, guide students to a consensus of where to mark on the thermometer to indicate that KinderRoo feels very angry.

**We said that KinderRoo feels very angry and marked the Feelings Thermometer at the 5 (or 4) to show how angry we think she is.**

T-P-S: **What can happen when friends get angry with one another? When friends get angry, we sometimes call it a conflict. Sometimes a conflict can cause a fight. I wonder if KinderRoo and Alex will have a fight because of their conflict. Let's see what happens between KinderRoo and Alex.**

- Continue the scenario.

Have KinderRoo say, **“Alex, I feel very angry because you knocked down my tower.”**

- Use the last part of the drama to teach the “I” Message concept.



**What does KinderRoo tell Alex?** Ask additional questions if students do not mention that KinderRoo tells Alex both *how* she feels and *why* she feels that way.

**KinderRoo tells Alex that she is very angry because he knocked over her building. When KinderRoo tells Alex this, she's giving an “I” Message. An “I” Message is what we say about how we feel and why. “I” Messages are important because they help us let others know how we feel. We can use an “I” Message to tell someone what our feelings are. When other people give us “I” Messages, it can help us to understand exactly how they feel.**

**An “I” Message is a great way for you to tell another person exactly how you feel and why you feel that way. We will learn more about giving “I” Messages to help us get along better with others.**

### Partner Practice

- Invite partnerships to practice giving an “I” Message.

**Let's practice giving an “I” Message. We can pretend that we are KinderRoo telling Alex how she feels about Alex knocking down her tower and why she feels that way.** Have the Peanut Butters pretend to be KinderRoo giving “I” Messages to tell how they feel about Alex knocking down the tower. Provide the framework “I feel \_\_\_\_\_ because \_\_\_\_\_.” Then have the Jellies pretend to be KinderRoo and give their “I” Messages. (The “I” Messages do not have to be the same as the one in the scenario above. This is an opportunity for students to practice saying how they feel and why using a modeled situation.)

### Partner Challenge

- Explain the challenge.

Yesterday we practiced marking the Feelings Thermometer to tell how we would feel about having a tuna sandwich for lunch. Today we learned about using “I” Messages to tell how we feel and why we feel that way.

Today for our Partner Challenge, we will put those two things together. You will give an “I” Message that tells how you would feel if you found out that you had a tuna sandwich to eat for lunch. Remember, there are two parts to an “I” Message. First you tell how you feel, and then you tell why you feel that way.

At any time today when someone gives an “I” Message, we will earn pocket points for KinderRoo’s pocket.

- Provide a moment for students to practice making an “I” Message about tuna sandwiches with their partners. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Present the question.



**Last night, many of you asked your family members to help you think of words that rhyme with “brain.” T-P-S: What are some words that rhyme with “brain”?** Possible responses include: “rain,” “cane,” “main,” “Wayne,” “strain,” “Shane,” “lane,” and “gain.”



- Award pocket points for correct answers even if the words rhyme, but are not real words.

**Yesterday we learned that our brains control our bodies. Today we will learn another marvelous thing about our bodies.**

### Daily Message

---

My body is marvelous. My muscles and bones move my body.

---



- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - Underline the word “my.” It occurs three times in the message.  
**Why does the last “my” begin with a lowercase letter?** *Because it is not the first word in the sentence.*
  - **One of our words starts with /i/ like the phrase the itchy insect. Tell your partner which word begins with /i/. Is.** Reread the message if necessary.

- Have students count the words in the sentences. Read each sentence slowly, and have students count after you say each word. Write the appropriate number above each sentence. Use Think-Pair-Share to have students identify whether the second sentence has more, less, or the same number of words as the first sentence. *The first sentence has four words. The second sentence has seven words. The second sentence has more words.*

## Theme Learning



- Explain the content of the Daily Message.

**Let’s talk about what our message means. Yesterday we talked about our brains. WGR: Where is your brain?**

**Our message tells us that our muscles and bones make our bodies move in different ways. Let’s look in our book to find out more about the muscles and bones.**

- Use *I Wonder Why I Sleep* to provide information about bones and muscles.

Use pages 8 and 9 to show where the bones are inside the body. Invite students to feel the bones in their arms and wrists and to make connections to the skeleton in the picture. Read the statement at the top of page 8 under the illustration of the green, squishy bag to emphasize the importance of bones.

**All of our bones together make up our skeleton. We can see a skeleton in this picture. If we were to take away all of your skin and muscles, we would find a skeleton like this inside you too!**

- Use pages 12 and 13 to show the muscles. Read the text that goes with the question “How do I move?” Explain that we have muscles all over our bodies. Our bones and muscles work together to help us move. Invite students to flex the muscles in their arms and to feel the difference between the flexed and unflexed muscle.



**In what ways can you move your body with the help of your bones and muscles?** Possible answers include: *run, jump, sit, stand, kick, skip, and dance.*



- Play the digital dictionary videos for “muscles” and “skeleton.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our two new words for today are “muscles” and “skeleton.”**

**The muscle is the part inside your body that works with your bones to help you move. I can make a sentence with the word “muscles.”**

**My muscles are big and strong.**

**All of our bones together make up the skeleton. I can make a sentence with the word “skeleton.”**

**My skeleton is made of bones.**



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



## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Have students recite “Head to Toes.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:

/n-o-se/	nose	/l-e-g-s/	legs	/h-ea-d/	head
----------	------	-----------	------	----------	------



- Award pocket points if students are able to successfully blend the sounds to make words.



TRANSITION

- Sing the song “Let’s Read Together” with students.



## STaR

Story Retell

TIMING GOAL: 20 minutes

### Review

- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?**

Mabela the Clever.

**The author is Margaret Read MacDonald. What does the author do?**

*The author thinks of the story, writes the words.*



**The illustrator is Tim Coffey. What does the illustrator do?** *The illustrator paints, draws, creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “clever.” What does “clever” mean?** *Good thinker, using your brain to make good decisions.*

**T-P-S: Can you think of a sentence that uses the word “clever”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “foolish.” *The word “foolish” means doing things without thinking about what might happen first.*

## Story Retell

- Assign roles for the dramatization. Choose one place in the classroom (such as on a rug, etc.) as the inside of the cat’s bag and another to represent the thorn bushes.

Characters:

Mabela

Mabela’s father

The cat

The remaining students will play the other mice.

- Read the story, and prompt students to say or repeat the dialogue as explained in the following suggestions.
  - **Page 2:** Have Mabela and her father stand in front of the class. Help the father to give Mabela advice.
  - **Page 4:** Have the cat announce to all the mice that they will get to be in the secret Cat Society.
  - **Page 6:** Help the cat to teach the “Fo Feng” song to all the mice.
  - **Pages 8–18:** Have all the mice walk around the room in a line. As you read the sections about the cat taking the mice, have the cat put the last student in the line in his bag (the place you designated as the bag). After the line gets down to just Mabela, have her run to the thorn bushes. Then have the cat pretend to be stuck in the thorns.
- Close the activity by reminding students that the cat tries to control the mice by giving them instructions. Mabela is able to save herself and all the other mice by using her brain to make good decisions about how to move her muscles. That’s why she’s called Mabela the clever.



Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.



## Learning Labs

TIMING GOAL: 40 minutes

### Routines

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student's paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

### Dramatic Play Lab | Doctor's Office

Description:

- Students will continue to use the dramatic play area as a doctor's office.

When You Tour:

- Remind students that the lab is open today.

### Blocks Lab | Me Tower

Description:

- Students who are pretending to be nurses will continue to use block towers to measure patients' heights in the doctor's office. Students will record the patients' block heights on an information sheet.

When You Tour:

- Remind students that the lab is open today.

### Art Lab | Hungry Caterpillar Foods

Description:

- Students will cut out the foods that the hungry caterpillar eats in the story *The Very Hungry Caterpillar*.

Purpose:

- Participation in this lab will help students to develop fine-motor skills, reinforce their knowledge of food names, and practice counting.

When You Tour:

- Show the book *The Very Hungry Caterpillar*. Tell students that they will get to hear this story in STaR tomorrow. In the art lab today, they can make some things that will help the class retell the story in a fun way.
- Model cutting a piece of fruit or other food from the story *The Very Hungry Caterpillar* following the bold outline. Encourage students to talk about the foods and tell which foods are good for them to eat as they cut them.
- Point out the materials available for coloring the various foods. Explain to students that they will use these foods in the math lab and for the story retell on day 4.

Facilitate Learning:

- Offer assistance with the cutting process if necessary.
- Use the following prompts to help facilitate oral-language development.
  - **Tell me about...**(which of these foods you like to eat, which foods are important to help you grow strong, etc.).
  - **I wonder...**(how many pieces of fruit there are all together).

## Classroom Library Lab | Free Reading

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

## Literacy Lab | Play School: Playdough Letters

Description:

- Students will practice making letter shapes with playdough for the letters introduced in unit 3.

When You Tour:

- Remind students that in their imaginary classroom today, they may make letter shapes or things that begin with /p/, /g/, or /o/ from playdough.

## Math Lab | Puzzle Time

Description:

- Students will continue to put together puzzles that depict theme-related concepts.

When You Tour:

- Remind students that the math lab is open today.

## Computer/Media Lab | Free Exploration

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the lab is open today.

## Sand/Water Lab | Back in Circulation

Description:

- Students will continue to explore different ways to move water.

When You Tour:

- Remind students that the lab is open today.

## Science Lab | Looking Closely

Description:

- Students will continue to use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

When You Tour:

- Invite students who have played in the lab this week to share some of their scientific findings. Encourage them to write about or record their observations.

## Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

### Hundreds Chart

- If today is the twenty-seventh day of school, point out that when you colored in the number 27, you completed 2 rows plus 7 squares on the Hundreds Chart. Then ask, **How many days until we fill in another row? 3. How do you know? I counted the squares that are not colored in the row.**

### Ten-Frames

### Number-Recognition Circle 1–5

- Move the clothespin to the section with the number 5. **What number is in this section of the circle? 5. How many dots are in this section? 5. Let's count the dots. 1, 2, 3, 4, 5.** Snap your fingers five times. **1, 2, 3, 4, 5.** Ask students to suggest something else they can do five times.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Suggest that students make faces on their English muffins using the spread, olives or carrot rounds, and pepper strips.

Discuss expressions they can make on their muffins' faces using the pepper strips. Suggest that they use the muscles in their faces to make a greater variety of expressions.

Invite students to feel their jaw muscles and bones as they chew.



- Invite students to talk with a partner about the Partner Challenge. **Our Partner Challenge is to give an “I” Message that tells how you would feel if you found out that you had a tuna sandwich to eat for lunch.** Provide students with the sentence frame “I feel \_\_\_\_\_ because \_\_\_\_\_,” for their “I” Messages.
- Use Think-Pair-Share to have students answer questions to review the parts of active listening that will help them with the Partner Challenge.

**Use active listening to talk to each other. This will help you to listen carefully so you will know if your partner remembers to tell how he or she would feel and why.**

### Outside/Gross-Motor Play

- Some students will need the freedom of exploratory play on the equipment, while others will play group games with the balls.
- Take out two or three balls for games of tossing and catching, rolling, and bouncing. (Choose those skills for which your students need practice.)

Gather each small group of students in a circle or in two rows facing each other. When a student receives the ball, he or she can call out which body part he or she will use to move it toward another student (e.g., “I’m going to bat it with my hand,” “I’m going to kick it with my foot,” or “I’m going to roll it with my elbow.”).

- If the weather prevents outside play, encourage students to do the motions as you reread *From Head to Toe* by Eric Carle.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /c/ – a bounced sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /o/.



## Introduce the New Sound

### Silly Sentence

- Present the KinderRoo puppet. Explain that KinderRoo has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /c/ sound at the beginning of each word by softly bouncing it.

**The curly caterpillar crawls.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “curly,” “caterpillar,” and “crawls”?**
- Explain that the /c/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /cuh/.



- Use My Turn, Your Turn to have students repeat each of the words that begin with /c/, softly bouncing the /c/ sound at the beginning of each word.

**Let’s practice that sound.**

<b>Teacher:</b> /c/ urlly	<b>Students:</b> /c/ <i>urlly</i>
<b>Teacher:</b> /c/ aterpillar	<b>Students:</b> /c/ <i>aterpillar</i>
<b>Teacher:</b> /c/ rawls	<b>Students:</b> /c/ <i>rawls</i>

### Mnemonic Picture

- Show the picture side of the key card for “c.” Explain that the picture we have to help us remember the sound /c/ is a caterpillar.



**Let’s watch our funny cartoon about /c/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /c/. Point out that the caterpillar makes the /c/ sound as it chews the leaf.

### People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /c/. Explain that KinderRoo has brought some pictures and objects that begin with /c/. Say the name of each picture or object as you present it, and emphasize the /c/ sound.

cake

car

cup

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.



### Making the Sound

- Ask students to think about what is happening in their mouths as they make the /c/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

### Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase cards next to the corresponding mnemonic picture on the wall frieze.



**How are the two letter shapes the same? How are they different?**

### Partner Practice

#### Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to the first page. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write their initials in the box at the bottom of Peanut Butter's page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write their initials in the box at the bottom of Jelly's page.

#### Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /c/, /a/, and /p/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “cap.” Repeat with the word “got.”

**We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**

**Alphie and his friends can use Stretch and Read to sound out words too. Let's watch.**



- Show the Sound and the Furry video segments.

**Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let's see who can figure out the words!**



- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.

## Forming the Letter

Introduce the Shape of /c/

- Explain that now you will show students how to write the letter that makes the /c/ sound. Trace the letter with your finger as you say the letter-writing cue “Curl left around the caterpillar.” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

### Example:

**What picture does this letter look like? *Caterpillar*. Yes, this letter looks like a curly caterpillar.**

Write /c/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.
- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the caterpillar. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /c/ several times, reciting the cue with them each time.
- Ask students to examine their partners’ letters for /c/ and circle the best one. Encourage them to tell their partners why they think it’s the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /o/ **Left around the octopus.**
  - /g/ **Left around the girl, down her braid (plait), and curl.**
- Include other review letters as needed by your students.

### Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

cap

got

- Collect the Partner Practice Booklets.

## Emergent Reading

### Story Review

- Briefly review the concepts-of-print book *My Brain*.

**Yesterday we read this story, and we played the What’s Wrong? game to help us remember lots of important things about books. The title of the story is *My Brain*, and the author is Sally Francis Anderson.**

- Review the focus skill.



Open the big book to reveal a few of the pictures. T-P-S: **What is something we can do to help us remember what each page says if we can’t read the words yet? Look at the pictures. Yes, when we read, the pictures can give us clues about what the words say. Good readers always look at the pictures when they read a book.**

### Partner Reading

**Today you will get to read the book with your partner.**

- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.



# Math Mysteries

TIMING GOAL: 25 minutes

## Show What You Know



- Invite students to write the numeral 6 in the air. Invite a few students to write the numeral 6 on the board.
- Award pocket points if several students are able to successfully write the number 6 on the board.

tps

rwe

**T-P-S: Think about what you learned during the last math time. What do you know about the number 6?**

**RWE: Yesterday we made sets of six. Let's count to 6. 1, 2, 3, 4, 5, 6. What number comes after 6? 7.**

## Active Instruction

tps

- Introduce the concept of the number 7. Help students reflect on what they know about the number.

**Today we are going to learn about the number 7.** Write the numeral 7 in the middle of a piece of chart paper, or point to it on the interactive whiteboard.

**T-P-S: What do you know about the number 7?** *My sister is seven years old; 7 comes after 6.* Generate a written list with your students. Then read the list to them.

- Invite students to look around the room to see if they can see the number 7. Select a few students to point to where they found the number 7. *On the calendar, on the clock, on the door.*

**T-P-S: What does the number 7 look like?**

- Invite students to draw a number 7 in the air. Model how to draw the numeral in the air. Remind them to start at the top. Say, **Across and down with a slant.**
- Ask students to practice writing the numeral 7 in the air, on one another's backs, and on the rug.
- Give each student a paper cup of counters and a Head to Toe Workmat. Tell them that they are going to fill the body with muscles.



- Ask students to place all of their counters on the table or desk. Then say, **We are going to pretend these counters are muscles. I want you to choose seven muscles and place them on the body.** Students should take seven counters and place them on the Head to Toe Workmat. Ask students to count as they place the muscles on the body, 1, 2, 3, 4, 5, 6, 7. **WGR: How many muscles did you put on the body?** *Seven.*

**Let's take the muscles off of the body one by one and put them back on the table. Count them as you take them out.** After students have put their counters back on their tables, ask them to return the counters to their paper cups, counting as they go.

## Partner Practice



- Explain the activity. Show the Seven Bones page.

**Today we are going to make pictures of 7. You will fill the numeral 7 with seven bones. WGR: Are there only seven bones at the bottom of the page? No. No, there are more than seven bones at the bottom of the page. First, you will need to color seven bones. Then, you will cut those seven bones from the bottom of the page and place them where you would like them in the numeral 7. Do not glue them down yet.**

- Provide time for students to color, cut, and place the bones inside the numeral 7 on their papers without glue. Then ask students to count the bones on their numeral 7 papers.
- When students are done, ask them to count the bones on their partners' papers. Once students are confident that there are seven bones inside each numeral 7, they may glue the bones to the paper.
- Encourage students to write the numeral 7 somewhere on their papers.

## Recap

- Show a few examples of different ways to represent the number 7.

**You have shown many ways that we can make seven. While all our pictures look slightly different, they all show seven bones in some way.**



TRANSITION

- Award pocket points if several students are able to successfully represent the number 7 on their papers.
- Play the “Seven Trucks” video to reinforce the concept of 7.
- Review today’s lesson by asking students to point to the number 7 somewhere in the classroom. Then prompt students to identify the number that comes after 6.

Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Loose and Limber,” *The 20th Century Children’s Poetry Treasury*, page 34

### Introduce the Poem

Today I will read a poem called “Loose and Limber.” Read the poem.

**As you rest, try to keep your muscles and bones very loose and still. Imagine that if I were to lift your arm or leg, it would be just as loose and heavy as if you had no bones and couldn’t move your muscles.**



Gather students in a place where you will model during Write Away.

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we’ve been talking about how our muscles and bones help our bodies move. You are going to write about one way that you can move your body.**



**Think about a way that you can move your body. What part of your body do you use to move that way?**

- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don’t know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, or copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.

- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

**Example:**

**I am ready to write my sentence. My sentence is, “I move my legs to jump.”**



- **The first word is “I.” I can copy that word because it is on the word wall. When we write the word “I,” it is always a capital, or uppercase, letter, like it is written on the word wall.** Write the word on the first line.
  - **The next word is “move.” Mmmmove. What sound do you hear at the beginning of “move”?** WGR: **That’s right. I’m going to write /m/ to stand for “move.”** Write “m.”
  - **“Mmmmy.” This is a word from our word wall! I will look at our word wall to see how to spell this word.** Write “m” on the third line.
  - **“Legs.” What sounds do you hear in the word “legs”?** Write any letters that students say on the fourth line.
  - **I move my legs to jump. “To” is the next word. I hear the /t/ sound. I’m going to write the letter that makes that sound. I’m not sure about the other letters, so I will just write /t/ to stand for “to.”** Write “t.”
  - **The next word is “jump.” I think I’ll draw a picture of somebody jumping for that word.** Draw a stick figure jumping on the last line.
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

### Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.



## Let's Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

Today we talked about our muscles and bones. Our bones give our bodies shape. All of our bones together form our skeleton. If we had no bones and only muscles, we would be like blobs of playdough, but blobs that could move! If we had only a skeleton, we would stand up straight and tall, but we could not move. We'd be just like statues! So we need both bones and muscles.

Tendons are like strong cords that attach our muscles to our bones. You can feel a big tendon behind your ankle above your heel. That tendon connects the muscles in your foot and leg to the bones in your ankle. Touch your tendon, and bend your ankle. Demonstrate.

- Reinforce the difference between bones and muscles.

Which are hard—bones or muscles? *Bones.* All the bones in our skeleton are hard. To keep them hard and strong, we need to drink milk or eat foods that have calcium in them such as yogurt, cheese, and other foods.

Are our muscles as hard as bones? *No.* No, our muscles are firm, but soft. To keep them strong, we need to eat foods that have protein in them such as fish, meat, and beans. We also need to exercise to keep our muscles and bones strong and working well.

- Invite students to form two rows and sing and play “Strut, Miss Mary,” as some of them may have done during outside play on day 1. Suggest that they strut as if they are floppy (with weak muscles), and then suggest that they strut in a stiff-legged and stiff-armed manner as if they cannot bend their elbows and knees.

**You did a great job of using your bones and muscles to move your bodies!**

### Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

One of our new words today is “muscles.” Your muscles are the parts of your body that work with your bones to help you move. T-P-S: When did we see, hear, or use the word “muscles” today?

Another word we learned was “skeleton.” All the bones inside your body make up your skeleton. T-P-S: When did we see, hear, or use the word “skeleton” today?



- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

Theme Vocabulary:  
muscles  
skeleton

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Muscles help move.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, <b>My muscles help me move.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>Muscles help me move.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us about some of the ways your muscles help you move?</b>



- Award pocket points if the student is able to create a complete sentence.

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to give an "I" Message that tells how you would feel if you found out that you had a tuna sandwich to eat for lunch.**



- Use the sharing sticks to select students and their partners to tell their "I" Messages. Award pocket points for each member of a partnership who gives a complete "I" Message.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned at school today.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the monkey for today's show.
- Read & Respond: Distribute the *My Brain* books. **You get to bring these books home with you today! Share *My Brain* or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the monkey stamp to place an animal image on each student's hand.

# Day 3 | Ready, Set...

## Focus

My stomach is inside my body. It digests my food.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>KinderRoo and Alex puppets</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>Joey puppet</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Thematic vocabulary word cards for “stomach” and “digest” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>The Very Hungry Caterpillar</i> (Number the pages; page 2 begins, “In the light of the moon....”)</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Any healthy snack</li> <li>“Head and Shoulders, Baby” Rhyme Time card</li> <li>Trade book: <i>I Wonder Why I Sleep</i> (optional)</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “k” or IWB access</li> <li>“Kk” Uppercase and Lowercase Letter Card or IWB access</li> <li>Letter cards (“k,” “i,” “t,” “g,” “a,” “p”) or IWB access</li> <li>KinderRoo puppet</li> <li>/k/ picture cards (key, king, kite) or IWB access</li> <li>Common /k/ objects (optional)</li> <li>Stepping Stones Partner Practice Booklets for unit 4</li> <li>Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>

Additional Materials Needed Today	
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Shopping Cart Workmat (appendix), one per student</li> <li>• Small paper cups, each containing ten buttons, one cup per student</li> <li>• Circulars from grocery stores or magazines with pictures of food, one per partnership</li> <li>• Glue</li> <li>• Scissors</li> <li>• Dot Set Recognition Cards 1–5</li> <li>• Plastic bags of thirty multilink cubes, one bag per pair</li> </ul>
<b>Let's Daydream</b>	<ul style="list-style-type: none"> <li>• “Noodles,” page 74 of <i>The 20th Century Children's Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let's Think About It</b>	<ul style="list-style-type: none"> <li>• Students' body tracings from the art lab</li> <li>• Home Link animal hand stamp: koala</li> </ul>

### Learning Labs—Additional Materials

<b>Art Lab   Body Tracings</b>
<ul style="list-style-type: none"> <li>• Large paper (large enough to trace a child's body)</li> <li>• Pencils</li> <li>• Markers</li> <li>• Paint</li> <li>• Crayons</li> </ul>
<b>Literacy Lab   Play School: Curly Caterpillars</b>
<ul style="list-style-type: none"> <li>• Blackline master for the letter “c”</li> <li>• Pom-poms (or students may cut circles from construction paper)</li> <li>• Wiggly eyes (optional)</li> <li>• Glue</li> </ul>
<b>Math Lab   Hungry Caterpillar Graphs</b>
<ul style="list-style-type: none"> <li>• Hungry Caterpillar sets (fruit only – one apple, two pears, three plums, four strawberries, five oranges) made in art lab on day 2</li> <li>• Graphing mat</li> <li>• Graphing grids (appendix)</li> <li>• Crayons</li> </ul>

## Day 3


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Available Activities (continued from day 2)**

Classroom Library Lab

Literacy Lab

Math Lab

Computer/Media Lab

Writing Lab

Other

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

**Observe Student Progress**

- As you interact with students, continue to ask questions that will prompt them to demonstrate the targeted skills that are identified on the weekly record form.
- For students you were unable to observe during Stepping Stones on day 2, write the word “cap” on a word card or piece of paper. Ask each of these students to sound out the word. If the student reads the word without sounding it out, ask him or her to tell you the sound that each letter makes.



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

# Gathering Circle

TIMING GOAL: 20 minutes

**Routine**

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Select this week’s second Cool Kid.

### Home Link Debrief



- Invite children to share what they remember from last night’s Home Link show.  
 T-P-S: **What did you find that begins with the letter “c” in your house?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

### Active Instruction



- Review the Getting Along Together skill, giving an “I” Message.  
**What new Getting Along Together skill did we learn yesterday, when you tell someone how you feel? We learned about “I” Messages. “I” Messages are important because they help us to get along with others so we don’t have conflicts.**



- Use the KinderRoo and Alex puppets to review how to give an “I” Message.  
 Bring out KinderRoo and Alex. **What happened between KinderRoo and Alex that almost caused them to have a conflict? Alex knocked down KinderRoo’s tower.**  
**We heard KinderRoo give Alex an “I” Message to let Alex know how she felt and why she felt that way. Ask KinderRoo to repeat the “I” Message that she gave Alex in the previous day’s lesson. “Alex, I feel very angry because you knocked down my tower.”**

**We learned that there are two parts to an “I” Message. T-P-S: What is the first thing KinderRoo told Alex in her “I” Message? *KinderRoo told Alex how she felt about him knocking down her tower.* T-P-S: What else did KinderRoo tell Alex? *She told Alex why she was so angry.***

## Partner Practice

- Invite partnerships to practice giving “I” Messages.

**Today we’re going to practice giving “I” Messages.** Have partners practice giving an “I” Message about each of the following situations. Provide the framework “I feel \_\_\_\_\_ because \_\_\_\_\_,” to help students remember to include both parts of the “I” Message.

- You go to color a picture, and someone comes to the art lab and takes the last piece of paper.
- You are waiting to get a drink of water, and someone cuts in front of you in line.
- You get a tuna sandwich for lunch, and you don’t like tuna.
- You want to play with your friend after school, but your friend has something else to do.

## Partner Challenge

- Explain the challenge.

**Our Partner Challenge today is to give an “I” Message.**

**Today you and your partner will give “I” Messages about how you would feel if someone took the toy you’re playing with away from you. Remember, there are two parts to an “I” Message. First, you tell how you feel; then, you tell why you feel that way.**

**Anytime someone says an “I” Message today, we will earn pocket points for KinderRoo’s pouch.**

- Remind students that they will be able to practice giving “I” Messages with their partners during snack time and at other times throughout the day.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Introduce the Joey puppet to students.
- Ask Joey the partnership question of the day.

**Where does your food go after you swallow it?**

- Have Joey respond, **“I think food goes down into your stomach. When you eat more, the food fills up to your shoulders, then to your nose, and then to the top of your head, and then you are full!”**



**Do you think Joey is right? Tell your partner where you think food goes after you swallow it. *Answers will vary.***

- Say, **Those are some good ideas. Our Daily Message is going to tell us more about what happens to food after we swallow it. Let’s see what our Daily Message says.**

### Daily Message

---

My stomach is inside my body. It digests my food.

---

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **I see a word from our word wall in today’s message. I see the word “my.” Let’s see if you can read “my” in our message.** Read the message aloud, slowly dragging your finger under the words as you read them. Invite students to raise their hands each time you reach the word “my.”
  - Read the message again. T-P-S: **Which word starts with /s/ like the snake that slithers and slides?** Circle the “s” in “stomach.” Have students count the words in the sentence.



### Theme Learning

- Explain the content of the Daily Message.
  - Joey said that food goes into our stomachs after we swallow it. We know from our daily message that Joey was right about that!**
  - Let’s look in our book to find out more about food and our stomachs.**
- Use *I Wonder Why I Sleep* to provide information about the stomach and the digestive system.

Use pages 24 and 25 to show where food goes inside the body. Read the first sentence on page 24, and point out the stomach in the illustration on page 25. Invite

students to point to their own stomachs. Reinforce that the stomach is not an area of the trunk, but an organ within the body. Continue reading the rest of the text that goes with the question “Where does my food go?”

**When our stomach breaks down food, we say that it is digesting our food. Our bodies digest food after we eat it.**



- Play the video to show the movement of food through the digestive system.
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our two new words for today are “stomach” and “digest.”**

**The stomach is the part inside your body that mashes up the food that you eat. I can make a sentence with the word “stomach.”**

**When I eat, food moves from my mouth into my stomach.**

**Our stomachs help us digest food. I can make a sentence with the word “digest.”**

**Our bodies digest food.**



- Play the digital dictionary videos for “stomach” and “digest.”



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

## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Have students recite “Head to Toes.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonemic Awareness—Auditory Sound Segmenting

- Ask students to listen carefully to the following words. After you say each word, have them break it down to say each word in Joey Talk.

nose	/n-o-se/	legs	/l-e-g-s/	head	/h-ea-d/
------	----------	------	-----------	------	----------



- Award pocket points if students are able to successfully produce the sounds in each word.



Sing the song “Let’s Read Together” with students.



TIMING GOAL: 20 minutes

**STaR Words:**

hungry  
 stomachache  
 cocoon

**The Very Hungry Caterpillar**

*Written and illustrated by Eric Carle*

This story takes its readers on the amazing journey of a caterpillar as it develops from an egg to a butterfly. Students anticipate the growth of the caterpillar with each new day of the week.

**Interactive Story Reading**

Before Reading

- Introduce the title, author, and illustrator of the story. Have students identify the author’s and illustrator’s roles and the purpose of the title.



Point to the title. **What does the title tell us about a book?** *The title tells the name of the story. It helps us know what the story will be about.*

Point to the author’s name. **Eric Carle wrote the words for this story and drew the pictures. So he is the author *and* illustrator. Eric Carle writes many books for children.** Hold up the book *From Head to Toe*. **We read another book by Eric Carle about what we can do with our bodies.**

Show several pages from each book, and ask students to look carefully at the illustrations. **How can you tell that both of these books are by the same person?**

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



**The title of this book is *The Very Hungry Caterpillar*.** WGR: **What do we know about this caterpillar from the title?** *It’s hungry.* T-P-S: **What else do you think we might find out about this caterpillar when we read the story?**

- Introduce the story vocabulary words.

**There are some new words that you will hear in our story today. One word is in our title. The word is “hungry.” Our title tells us that the caterpillar is very hungry. That means he needs food.**

**Another new word that we will learn in this story is “stomachache.” When someone has a stomachache, his or her stomach hurts, usually because he or she ate too much.**

**Another new word that we will learn in this story is “cocoon.” Some types of animals make a special cover for their bodies while they grow and change. This cover is a cocoon.**



Relate story plots to reality.

- Introduce the good-reader skill for today.

**Good readers think about whether stories could actually happen in real life. As I read the story today, think about whether it could be a true story.**

- During the story, ask students, **Could that have happened in real life? Why or why not?**

#### During Reading



- Use Think-Pair-Share or Whole Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Title page, front cover:** Read the title page as you point to the words “The Very Hungry Caterpillar.” Turn back to the front cover, and invite students to read the title with you one more time. Model using a Think Aloud, and say, **These two pages say the same thing. The cover and the title page say the name, or title, of the story, *The Very Hungry Caterpillar*.**
  - **Pages 7–17:** Engage students in the following ways as you read this section of the story:
 

Encourage students to predict the name of the next day and the number of items that the caterpillar will eat.

Pause before reading the name of each food so students can jump right in with the name. If they don’t know the name of the food, then read the word.

Read the repetitive phrase “But he was still hungry,” with an exaggerated voice at a slower pace to encourage students to jump right in.
  - **Page 20:** Change the pitch of your voice when reading “Now he wasn’t hungry any more—and he wasn’t a LITTLE caterpillar any more. He was a BIG, FAT caterpillar.” T-P-S: **Do you think a caterpillar would eat all those kinds of foods in real life? Why** (or why not)?
  - **Page 21:** Draw out the word “and” to create suspense before you turn the page to reveal the end of the story.
  - **Page 22:** Read the final page of text with expression to emphasize the change in the caterpillar.

#### After Reading

- Ask summative questions about the story’s content.

T-P-S: **Why did the caterpillar eat so much food?**

T-P-S: **What happened after the caterpillar ate through one nice green leaf on Sunday? *He was a big, fat caterpillar. He built a cocoon, and he turned into a butterfly.***

- Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

**The caterpillar in this story sure ate a lot of different foods. That makes me think about the new word “stomachache.” His stomach hurt after he ate all those foods. Let’s make a sentence together using the word “stomachache.”** T-P-S: **Talk to your partner about ideas that you have for our sentence.**

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the words “hungry” and “cocoon.”
- Review students’ responses about whether this could happen in real life.



Use 1-2-3 Move to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

### **Dramatic Play Lab | Doctor’s Office**

Description:

- Students will continue to use the dramatic play area as a doctor’s office.

When You Tour:

- Remind students that the lab is open today.

### **Blocks Lab | Me Tower**

Description:

- Students who are pretending to be nurses will continue to use block towers to measure patients’ heights in the doctor’s office. Students will record the patients’ block heights on an information sheet.

When You Tour:

- Remind students that the lab is open today.

## Art Lab | Body Tracings

Description:

- Students will work together to trace the shapes of their bodies onto large pieces of paper. They will then decorate the shapes and label the body parts.

Purpose:

- Participation in this lab will help students to develop fine-motor skills, reinforce their knowledge of the names of body parts, develop oral language, and provide the opportunity to explore art materials creatively.

When You Tour:

- Select a student to model the tracing process with you. Encourage students to say the names of each body part as it is traced.

**I am starting at the top of your head and tracing around your hair. Now I'm tracing around one ear, along your cheek, and to your neck.**

- Point out the materials available for decorating and labeling the body parts. Remind students that if they do not finish making their paper people, they will be able to continue working on them tomorrow.

Facilitate Learning:

- Offer assistance with the tracing process if necessary. Use the following prompts to help facilitate oral-language development.
  - **Tell me about...** (how you were able to trace between her fingers, the colors that you chose to decorate your shirt, etc.).
  - **I wonder....** (You are taller than her; I wonder if your paper person is taller than hers too.)
  - **One of our new words today is “stomach.” Can you show me where the stomach would be on your paper person?**

## Classroom Library Lab | Free Reading

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

## Literacy Lab | Play School: Curly Caterpillars

Description:

- Students will glue pom-poms onto “c” shapes to make curly caterpillars. (Option: Students may cut out circles to glue on the “c” shapes if pom-poms are not available.)

Purpose:

- Participation in this lab will help students to develop fine-motor skills, reinforce identification of the “c” letter shape and /c/ sound, develop oral language, and provide the opportunity to explore art materials creatively.

When You Tour:

- Explain that today in the pretend school, students can glue pom-poms onto a “c” shape to create a curly caterpillar.

Facilitate Learning:

- Use the following prompts to reinforce the “c” letter-sound relationship and to facilitate oral-language development.
  - **What shape is your caterpillar?**
  - **What sound do we hear at the beginning of “curly” and “caterpillar”?**
  - **What else starts with /c/?**

## Math Lab | Hungry Caterpillar Graphs

Description:

- Students will create sets of fruit and graph their sets.

Purpose:

- This lab provides students with an opportunity to practice making sets of 1, 2, 3, 4, and 5 and to review the concepts of sorting and graphing.

When You Tour:

- Point out that the fruit cutouts from the art lab on day 2 are now in the math lab.
- Tell students they will work as a group to sort the fruit and then graph what the hungry caterpillar ate on the graphing mat.
- Point out that students may also use graphing grids and crayons to create their own graphs.

Facilitate Learning:

- Use the following prompts to facilitate students’ comprehension of creating and reading a graph.
  - **How did you sort the fruit?**
  - **What does the graph tell us?**
  - **What kind of fruit did the caterpillar eat the most of? How do you know?**
  - **What kind of fruit did the caterpillar eat the least of? How do you know?**

### Computer/Media Lab | Free Exploration

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the lab is open today.

### Sand/Water Lab | Back in Circulation

Description:

- Students will continue to explore different ways to move water or sand.

When You Tour:

- Remind students that the lab is open today.

### Science Lab | Looking Closely

Description:

- Students will continue to use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

When You Tour:

- Invite students who have played in the lab this week to share some of their scientific findings. Encourage them to write about or record their observations.

### Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1:

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in the number, you completed \_\_\_ rows plus \_\_\_ squares on the Hundreds Chart. Ask, **How many more days until we completely color another row?** *Answers may vary. How do you know? I counted the squares that are not colored on the row.*

### Number-Recognition Circle 1–5

- Point to the Number-Recognition Circle, and ask students what number is in the section that the clothespin is clipped to. **5. How many dots are in this section? 5. Let's count the dots. 1, 2, 3, 4, 5.** Ask students to practice writing the number 5 in the air. As the students write, say the cue, **Down, around, stop. Back across the top.** After students have practiced writing the numeral 5, ask them to show their partners five fingers. Then ask students to clap five times.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- As students eat a nutritious snack, reinforce the thematic concept of the role the stomach and intestines play in providing the rest of the body with nutrition from food. Use open-ended and specific questioning, direct teaching, and discussions.
- Reinforce the fact that food goes from the mouth to the food pipe (or esophagus) to the stomach. The stomach provides special juices that break the food into small pieces. It then goes through the intestines (referred to as a “very long winding tube” in *I Wonder Why I Sleep*) where the nutritious parts of the food are carried by the blood to all the body parts. The bits of food that the body doesn’t use will leave the body when we go to the bathroom. You might use the book *I Wonder Why I Sleep* to reinforce these concepts.
- Invite students to talk with a partner about the Partner Challenge. **Our Partner Challenge is to give “I” Messages about how you would feel if someone took the toy that you’re playing with away from you.** Use Think-Pair-Share to have students answer questions to review the parts of active listening that will help them with the Partner Challenge.

**Use active listening to talk to each other. This will help you listen carefully so you will know if your partner remembers both parts of an “I” Message—how he or she would feel and why he or she would feel this way.**

### Outside/Gross-Motor Play

- As some students are enjoying free play, invite a small group to form a circle. Recite the upbeat version of “Head and Shoulders, Baby.” Students should touch their heads and shoulders when you say those words.

#### Head and Shoulders, Baby

**Head and shoulders, baby, one, (Clap.), two, (Clap.), three**

**Head and shoulders, baby, one, (Clap.), two, (Clap.), three**

**Head and shoulders, head and shoulders,**

**Head and shoulders, baby, one, (Clap.), two, (Clap.), three**

- Repeat the rhyme with other body combinations, such as knees and elbows or hips and chest, or other vocabulary that you want to reinforce. Invite students to suggest their own combinations.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.

# Stepping Stones

TIMING GOAL: 30 minutes



## Beginning Phonics: /k/ – bounced sound

### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Play the Animated Alphabet segment for /c/.

### Introduce the New Sound

#### Silly Sentence

- Present the KinderRoo puppet. Explain that KinderRoo has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /k/ sound at the beginning of each word by softly bouncing it.

**The kangaroo keeps kicking.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “kangaroo,” “keeps,” and “kicking”?**
- Explain that the /k/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /kuh/.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /k/, softly bouncing the /k/ sound at the beginning of each word.



**Let’s practice that sound.**

<b>Teacher:</b> /k/ angaroo	<b>Students:</b> /k/ <i>angaroo</i>
<b>Teacher:</b> /k/ eeps	<b>Students:</b> /k/ <i>eeps</i>
<b>Teacher:</b> /k/ icking	<b>Students:</b> /k/ <i>icking</i>

**We talked about this sound yesterday, but there are two different letters that make the /k/ sound. Point to the “c” card in the wall frieze. One is the /c/ like the curly caterpillar. This is what the other letter looks like.**

## Mnemonic Picture

- Show the picture side of the key card for “k.” Explain that the picture we have to help us remember the sound /k/ is a kangaroo.



**Let’s watch our funny cartoon about /k/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /k/. Point out that the kangaroo makes the /k/ sound as it kicks the door.

## People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /k/. Explain that KinderRoo has brought some pictures and objects that begin with /k/. Say the name of each picture or object as you present it, and emphasize the /k/ sound.

key

king

kite

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.

## Making the Sound



- Ask students to think about what is happening in their mouths as they make the /k/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

## Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.



**How are the two letter shapes the same? How are they different?**

**Partner Practice**

## Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 2. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.

- After Peanut Butter has finished reading the sounds, Jelly will write their initials in the box at the bottom of Peanut Butter’s page.
- Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
- After Jelly has finished reading, Peanut Butter will write their initials in the box at the bottom of Jelly’s page.

### Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /k/, /i/, and /t/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “kit.” Repeat with the word “gap.”

**We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**



**Alphie and his friends can use Stretch and Read to sound out words too. Let’s watch.**

- Show the Sound and the Furry video segments.

**Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!**

- Have students work with their partners to read the words in their Partner Practice Booklets using Stretch and Read.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.



### Forming the Letter

#### Introduce the Shape of /k/

- Explain that now you will show students how to write the letter that makes the /k/ sound. Trace the letter with your finger as you say the letter-writing cue, “**From head to toe, arm up, kick out.**” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### Example:

**What picture does this letter look like? *Kangaroo*. Yes, this letter looks like a kangaroo.**

## Write /k/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.
- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the kicking kangaroo. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /k/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /k/ and circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /c/ **Curl left around the caterpillar.**
  - /o/ **Left around the octopus.**
- Include other review letters as needed by your students.

## Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letter(s) that make(s) the sound on the lines to spell the word.

kit

gap

- If students write “cit” for “kit,” state that in this word, the /k/ sound is written with the kicking kangaroo letter. They will learn the rules for hard and soft “c” after kindergarten.
- Explain that to know when to use the curly caterpillar or the kicking kangaroo to write the /c/ sound, you just have to remember the words. The best way to remember is to practice reading the words.
- Collect the Partner Practice Booklets.

## Emergent Reading

### Story Introduction

- Show the cover of *Checkup*.

**Many of you have been playing in our pretend doctor’s office at lab time. Sometimes we go to the doctor when we are sick, and sometimes we go just to make sure everything is okay. When we are not sick and we go to the doctor, that’s called a check-up.**

- Introduce the title and author.

***Checkup* is the title of our new story. The author is Barbara Wasik.**

- Explain to students that they will be able to remember what the words say on each page by looking at the pictures.

**We will also practice remembering to start with the word that’s on the left side of the sentence. We know it’s the first word because it begins with an uppercase letter.**

- Read the story to students. Before you read each page, point to the first word, and say, **This is the first word. It has an uppercase “T,” and it’s on the left.** Track the text from left to right as you read the sentence. Remember to run your finger along underneath the words, instead of pointing to individual words, to promote fluent reading.



- **The first word on each page is the same. It looks like this.** Show the “The” word card written with an uppercase letter. T-P-S: **What does this word say? The.** **“The” is a word that we see all the time. We have seen it in our Daily Message and in several books already. Sometimes it is in the middle of the sentence, so it’s written with a lowercase letter.** Show the “the” word card. **Let’s add these words to our word wall.** Hang the cards one above the other so students can see the differences and similarities between them.

### Guided Group Reading

**Let’s read the story together.**

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books. Encourage students to point to the first word before you read each page. Have them check that their partner is pointing to the correct word. Ask them to follow the words with their fingers as they read.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.



## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Invite students to find the number 7 in the classroom. Select a few students to share. Encourage them to use a full sentence (e.g., “I see the number 7 on the clock.”).
- Award pocket points if several students are able to successfully describe in complete sentences where they found the number 7.

tps

rwe

**T-P-S: Think about what you learned during the last math time. What do you know about the number 7?**

**RWE: Yesterday we learned about the number 7. We learned to write the number 7, and we made a set of seven apples.**

### Active Instruction

tps

- Introduce the concept of the number 8. Help students reflect on what they know about the number.

**Today we are going to learn about the number 8.** Write the numeral 8 in the middle of a piece of chart paper, or point to it on the board. **T-P-S: What do you know about the number 8?** *A spider has eight legs; my brother is eight years old.* Generate a written list with your students. Then, read the list to them.

- Invite students to look around the room to see if they can see the numeral 8. Select a few students to point to where they found the numeral 8. *On the calendar, on the clock.*

**T-P-S: What does the number 8 look like?**

- Invite students to draw the numeral 8 in the air. Model how to draw the numeral in the air. Remind them to start at the top. Say, **Around left, around right, back to where you started.**
- Ask students to practice writing the numeral 8 in the air, on one another’s backs, and on the rug.
- Tell students that they are going to make sets of eight. Give each student a Shopping Cart Workmat and a small paper cup of buttons. Explain to students that they are going to fill the shopping cart with food. Invite them to use their imaginations.

**Pretend that the buttons are food items and that the workmat is your shopping cart. I want you to put your food in your shopping cart.**



- Allow students a few moments to place the buttons on their workmats.

**It's time to shop! Pick eight food items to put in your shopping cart.**

Allow time for all students to remove eight food items (buttons) from their paper cups and place them in their shopping carts. **Count the food items as you put them in your cart. 1, 2, 3, 4, 5, 6, 7, 8.** WGR: **How many items are in your cart? Eight. How do you know? I counted them. Let's count them again as you put them back in your cup. 1, 2, 3, 4, 5, 6, 7, 8.**

### Partner Practice

- Tell students to keep the shopping cart page out for the next activity. Explain the activity.

**Now I want you to work with your partner to find pictures of eight food items to buy at the store and put in your cart.** Hand out circulars from grocery stores or magazines to each partnership. **Work with your partner to find pictures of eight items to put in your shopping cart. Use scissors to cut out the items. Place the items in your shopping cart. Do not glue them down yet.**

- Before students glue the items onto their papers, encourage them to count their partners' items to make sure that they counted eight pictures.
- Once students are confident that both partners counted eight items, they may glue them in the shopping cart.
- Encourage students to write the numeral 8 somewhere on their papers.

### Recap



- Invite a few pairs to show and count their sets of eight food items.
- Award pocket points if several pairs are able to successfully gather or create sets of eight food items and count them aloud.
- Play the "Apple Tree 8" video to reinforce the concept of 8.
- Review today's lesson. WGR: **Let's all count to 8. 1, 2, 3, 4, 5, 6, 7, 8. What number comes after 7? 8. Point to the number 8 somewhere in our classroom.**

Sing "It's time to go to sleep. It's time to count our sheep." Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Noodles,” *The 20th Century Children’s Poetry Treasury*, page 74

### Introduce the Poem

**Today our poem has a bit to do with our stomachs—namely, the food we put in our stomachs. Our poem is called “Noodles.”**

- Read the poem.
- After the surprise ending, remind students that after a burp, they should say, “Excuse me.”



Gather students in a place where you will model during Write Away.



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we’ve been talking more about our bodies. We learned that our stomachs digest food. We will write about something you like to eat.**

**What is a food that you like to eat?**

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write as needed.

**I think that I will write a sentence that says, “I like to eat carrots.”**



- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, or copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

### Example:

**I am ready to write my sentence. My sentence is, "I like to eat carrots."**

- **The first word is "I."** That word is on the word wall, so I can copy it. Write the word on the first line.
  - **The next word is "like."** What sounds do you hear? Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
  - **I like to eat carrots. "To" is the next word. I'm going to write the letter that makes the /t/ sound.** Write "t."
  - **"Eat" is next. I will draw a mouth to stand for "eat."**
  - **The last word is "carrots."** "Carrots" has the /c/ sound. Does anyone know if it starts with the curly caterpillar or the kicking kangaroo letter? What other sounds do you hear?
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

### Sharing

- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.





Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**We have been talking about our stomachs today. After we eat food, the food travels to the stomach. Special juices in the stomach break down the food into tiny, tiny pieces. Then, the tiniest pieces of food go into the intestines, where they become even tinier pieces. The parts of the food that are good for you, the vitamins and minerals, go into your blood, which takes them to the rest of your body. We call this digestion.**

**Remember, the stomach is an organ inside the middle of our bodies. It expands, or grows, to hold the food that we put in our bodies.**



- Review what happens when a stomach has too much or too little food inside it.

**Your stomach tells you when it has too much or too little food. What happens when your stomach does not have enough food in it? *It rumbles.* Yes. When your stomach has been empty for a few hours, it begins to fill with gas. The stomach moves the gas around, which makes a rumbling noise.**

**What happens when your stomach has too much food in it? *It hurts, or you feel too full.* Right. When you have too much food in your stomach, you can get a stomachache. In *The Very Hungry Caterpillar*, the caterpillar got a stomachache. Why did the caterpillar’s stomach hurt him? *He ate too much food.* What were some of the foods the caterpillar ate? *Answers will vary.* The caterpillar ate a lot of junk food. When he finally ate a nice, green leaf, he felt better.**

**Let’s play a little game where we pretend that we ate some of the foods that the hungry caterpillar ate. Some of the foods are healthy foods that are good for us, and some of the foods are junk food and may give us a stomachache. If I say the name of a healthy food, jump up. If I say the name of a junk food, roll on the floor to show that you have a stomachache. Randomly name the following foods, allowing time for students to take the appropriate action: apple, lollipop, pear, strawberry, cupcake, and ice cream.**

**It is important to listen to the messages that our stomachs tell us. Just like the caterpillar, we need to feed our bodies with nice, healthy food to keep our stomachs happy.**

- Invite students who created body tracings in the art lab today to share their tracings. Ask students to locate where the stomach would be on their paper bodies.

## Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “stomach.” Your stomach is the part of your body that mashes up the food you eat. T-P-S: When did we see, hear, or use the word “stomach” today?**

**Another word we learned is “digest.” When you digest food, you break it down in your body.**

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

### Theme Vocabulary:

stomach  
digest

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Food goes stomach.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, <b>Food goes into my stomach.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>Food goes into my stomach.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us what happens to food after you eat it?</b>



- Award pocket points if the student is able to create a complete sentence.

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to give "I" Messages about how you would feel if someone took the toy you're playing with away from you.**

- Have students review their "I" Messages with their partners. Remind them to listen carefully as their partners give their "I" Messages to be sure that they include both parts—how they feel and why they feel that way.



- Use the sharing sticks to select students and their partners to tell their "I" Messages.



- Award pocket points for each member of a partnership who gives a complete "I" Message.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the koala for today's show.
- **Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the koala stamp to place an animal image on each student's hand.



# Day 4 | Ready, Set...

## Focus

My lungs are inside my chest. I breathe air into and out of my lungs.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of the concepts-of-print book <i>Checkup</i> and the trade book <i>The Very Hungry Caterpillar</i></li> <li>Computer/Media Lab: Hap Palmer's <i>Getting to Know Myself</i> CD</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>One balloon</li> <li>Thematic vocabulary word cards for "breathe" and lungs" or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Joey puppet</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>The Very Hungry Caterpillar</i></li> <li>For dramatization option 1:               <ul style="list-style-type: none"> <li>Hungry Caterpillar Sets (either created by students in the art lab on day 2 or prepared by the teacher). Punch one hole in the middle of each food item.</li> <li>Single-hole puncher</li> <li>Ball of string or yarn</li> </ul> </li> <li>For dramatization option 2:               <ul style="list-style-type: none"> <li>Scarves or colored pieces of fabric or paper, one per student</li> </ul> </li> <li>For dramatization option 3:               <ul style="list-style-type: none"> <li>Newspaper, enough for each student to have several pieces</li> </ul> </li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Any healthy snack</li> <li>Two or three playground balls</li> <li>"Head and Shoulders, Baby" and "Strut, Miss Mary" Rhyme Time cards</li> </ul>

Additional Materials Needed Today	
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>• Key card for “u” or IWB access</li> <li>• “Uu” Uppercase and Lowercase Letter Card or IWB access</li> <li>• Letter cards (“t,” “u,” “g,” “s”) or IWB access</li> <li>• KinderRoo puppet</li> <li>• /u/ picture cards (umbrella, undershirt, up) or IWB access</li> <li>• Common /u/ objects (optional)</li> <li>• Stepping Stones Partner Practice Booklets for unit 4</li> <li>• Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Concepts-of-print book (teacher and student copies): <i>A Nature Walk</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Sheet of white paper, one per student</li> <li>• Small paper cups containing ten bicolored counters, one cup per student</li> <li>• Count the Body Parts page (appendix), one per student</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Bubble,” page 26 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let’s Think About It</b>	<ul style="list-style-type: none"> <li>• Balloons, one per student</li> <li>• Home Link animal hand stamp: leopard</li> </ul>

### Learning Labs—Additional Materials

<b>Literacy Lab   Play School: “C” or “K”?</b>
<ul style="list-style-type: none"> <li>• Picture cards for /c/ and /k/: cake, car, cup, key, king, kite</li> <li>• Blue painter’s tape or sticky notes to cover the words on the picture cards</li> <li>• Key cards for “c” and “k”</li> </ul>
<b>Sand/Water Lab   Back in Circulation</b>
<ul style="list-style-type: none"> <li>• Straws and liquid soap</li> </ul>

## Day 4


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Facilitate Learning**

- Use this time to become better acquainted with individual students, speaking with them about what they find interesting and like to do. Encourage students to express themselves fully by asking follow-up questions and rephrasing their thoughts to make complete sentences.

**Available Activities**

## Classroom Library Lab

- Display *The Very Hungry Caterpillar* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Checkup* in the library. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 3

## Math Lab

- Same as day 3

## Computer/Media Lab

- Play Hap Palmer's *Getting to Know Myself*, and do the actions for the song "Touch" with a group of students, particularly students that you think still may not know the names of many body parts.

Writing Lab

- Same as day 3

Other

- Same as day 3



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Remind students about the responsibilities of the Cool Kid.

### Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show.
  - T-P-S: **Last night’s show talked about the number 8. What did you draw to show a set of eight?**
- Use the sharing sticks to select two or three children to share their pictures with the whole class. Award pocket points in recognition of students’ efforts.



### Partner Challenge

- Explain the challenge.
  - Our Partner Challenge today is to give an “I” Message that tells how you would feel if you were Mabela and you saw the cat following you. Remember that when you give an “I” Message, you tell how you feel and why you feel that way. Provide an example of an “I” Message in which you tell how you would feel if you were Mabela and why. Listen carefully to your partner to make sure that he or she tells how he or she feels and why.**
- Provide a moment for students to share “I” Messages with their partners. Remind students that they will practice giving “I” Messages with their partners during snack time and at other times throughout the day.

## Brain Game

- Explain the game.

**We've been playing brain games each day to help us exercise our mind muscles. Our game this week is Five Questions. The game Five Questions helps us to remember things.** Demonstrate the Remember Signal (massage your temple).



- Use the sharing sticks to select a student to stand in front of the class. Ask the student to think of something that he or she can do with his or her body.
- Use Think-Pair-Share to have students think of questions they could ask to guess what the student can do with his or her body. Use the sharing sticks to select students to ask their questions. Award pocket points if the class is able to guess the answer before they've asked more than five questions.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

**Today we will answer questions about what happens when we breathe.**

**Peanut Butters, take a deep breath in. Jellies, watch as your partner breathes in. What do you notice? Peanut Butters, let your breath out. Jellies, what happens when your partner breathes out?**



- Repeat with the Peanut Butters observing the Jellies. Use sharing sticks to select two or three students to share their responses. Award pocket points in recognition of thoughtful observations.
- Say, **You noticed how our bodies move as we breathe. Today we are going to learn about why we breathe air in and out. Let's see what our Daily Message says.**

### Daily Message

---

My lungs are inside my body. I breathe air into and out of my lungs.

---



- Write the first word of the Daily Message in front of students. Prompt students to identify the word "my."
- **This looks like a word from our word wall. Tell your partner if you recognize this word. *My*.**
- Write the rest of the Daily Message, reading each word as you finish writing it. Then read the entire message again.



- Reinforce literacy objectives by pointing out the following:
  - **Today’s message has two sentences. Let’s count the words in each sentence.** Invite students to clap along with you as you read the message again. WGR: **How many words are in the first sentence of our message? How many words are in the second sentence?** If necessary, demonstrate how to clap once for each spoken word.
  - **The word “inside” begins with the /i/ sound.** Circle the initial “i” in the word. WGR: **Do you see any other words that begin with /i/?** Circle the “i” in “into.” If students point out the second “i” in “inside” or the word “I,” acknowledge their letter-recognition skills.

## Theme Learning

- Explain the content of the Daily Message.
 

**Our message tells us that our lungs are inside our body. Point to where you think your lungs are.** Pause as students point. **Your lungs are inside your body under the bones of your chest, or your rib cage. We each have two lungs. There is one lung on each side of your chest.**

**Let’s look in our book to find out more about our lungs and how they help us breathe.**
- Use *I Wonder Why I Sleep* to provide information about the lungs and the respiratory system. Point out the picture of the lungs on page 14.
- Read the first two paragraphs on page 14 aloud.
 

**Let’s say the word “oxygen” together. Oxygen is in the air that we breathe. All parts of our bodies need oxygen to work the right way.**
- WGR: Invite students to fold their arms across their chests and breathe in. Demonstrate as needed. Use a balloon to model how lungs fill with air.
 

**When we breathe in, we feel our chests get bigger. This happens because our lungs fill up with air. Watch what happens as I fill this balloon with air.** Blow up a balloon slightly, and pinch the opening to hold the air in. **What happens to the balloon when it has air inside it? *It gets bigger.*** Gently release the air from the balloon. **What happens to the balloon when I let the air out? *It gets smaller.*** **Our lungs are like this balloon. When we breathe air into our bodies, our lungs grow bigger. When we breathe air out of our bodies, our lungs grow smaller.** Demonstrate inflating and deflating the balloon again. Invite students to breathe in and out and feel how their bodies change.
- Read the bullet in the middle of the page. Explain that the body has a food pipe (or esophagus) and a windpipe in the throat. The food pipe carries food to the stomach, and the windpipe carries air to the lungs.
- Play the digital dictionary videos for “breathe” and “lungs.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.



**Our two new words for today are “breathe” and “lungs.”**

**Our bodies need oxygen to survive. We get oxygen from the air that we breathe. I can make a sentence with the word “breathe.”**

**My mouth and my nose help me breathe.**

**Our lungs hold the air that we breathe. I can make a sentence with the word "lungs."**

**My lungs fill with air.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Have students recite "Head to Toes." Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonemic Awareness—Auditory Sound Blending

- Introduce the activity.

**Today we will play a game called Joey Says. Joey is going to use his special way of speaking to give us some directions to follow.**

- Introduce Joey to the class, and demonstrate how the game is played. Help Joey give the following direction:

**Joey says touch your /h...ea...d/.**

- Blend the word ("head"), and touch your head.
- Tell students that they will now play the game with Joey. After Joey says a body part, students should say the word aloud and then touch or point to that part of their bodies.
- Play the game using the following words from the rhyme:



/t...oe...s/ (toes)

/ll...e...g...s/ (legs)

/b...r...ai...n/ (brain)

/nnn...ee...s/ (knees)

/m...ou...th/ (mouth)

/fff...ee...t/ (feet)

/nnn...oe...s/ (nose)

/sss...k...iii...nnn/ (skin)



- Award pocket points if most students are able to successfully blend the words.



Sing the song "Let's Read Together" with students.



TIMING GOAL: 20 minutes

## Review



- Review the title, author, and illustrator.

**We read this story yesterday.** WGR: **Do you remember the title?** *The Very Hungry Caterpillar.*

**The author is Eric Carle.** WGR: **What does the author do?** *The author thinks of the story, writes the words.*

**The illustrator is Eric Carle.** WGR: **What does the illustrator do?** *The illustrator paints, draws, and creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “hungry.”** What does “hungry” mean? *Need or want food.*

T-P-S: **Can you think of a sentence that uses the word “hungry”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “stomachache.” *The word “stomachache” means pain in the stomach.*
- Repeat this process with the word “cocoon.” *The word “cocoon” means the covering an animal makes to protect itself while growing or changing.*

## Story Retell

- Explain to students that they will act out what happens in the story as you reread it.
- Choose from one of the following options for dramatizing the story:
  - Provide students with the foods (Hungry Caterpillar sets) that you prepared or they cut out in the art lab on days 2 and 3. As you reread the story, have student(s) come up and place the appropriate fruit or other food on the string that represents the caterpillar. Students remain standing alongside the string (or yarn) as each item is added.
  - As you reread the story, encourage students to pretend to be the caterpillar and to act out what is depicted on each page. Provide each student with a scarf (or other colorful piece of fabric or paper) to tuck away until they emerge as a butterfly.
  - As you reread the story, have students crumple up newspaper to place under their shirts as they eat food each day to show that the caterpillar is getting fat.

- Read the story, prompting students to demonstrate what happens in the text.
  - **Page 2:** Have students curl up to be very small like an egg on a leaf.
  - **Page 4:** Have students pop out of the egg and stretch their bodies out.
  - **Page 6:** Have them crawl like a caterpillar.
  - **Pages 7–17:** Have the caterpillars demonstrate how they eat through each of the foods listed for each day of the week.
  - **Page 19:** Have the caterpillars eat through one leaf and smile (or somehow show that they feel better).
  - **Page 21:** Have the students use their bodies to demonstrate staying inside a cocoon.
  - **Page 24:** Have students break free of their cocoons and spread their wings.
- Close the activity by reminding students that the caterpillar ate food to help him grow into a butterfly, but he ate so much that his stomach hurt. Students need to remember that like the very hungry caterpillar, we need to eat things that are good for us so we can grow big and strong.



Use 1-2-3 Move to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student's paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

### Dramatic Play Lab | Doctor's Office

Description:

- Students will continue to use the dramatic play area as a doctor's office.

When You Tour:

- Remind students that the lab is open today.

### **Blocks Lab | Me Tower**

Description:

- Students who are pretending to be nurses will continue to use block towers to measure patients' heights in the doctor's office. Students will record the block heights on an information sheet.

When You Tour:

- Show examples of some of the data that was recorded for body heights on days 1–3.
- Invite students who have already played in the lab to briefly share their experiences.

### **Art Lab | Body Tracings**

Description:

- Students will continue to work together to trace the shapes of their bodies onto large pieces of paper.

When You Tour:

- Remind students that the lab is open today.

### **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

### **Literacy Lab | Play School: "C" or "K"?**

Description:

- Students will use the picture cards to practice remembering which words begin with a hard /c/ sound and which words begin with /k/. The student pretending to be the teacher will ask the other students to match the picture cards to the "c" or "k" key cards. Students will then remove the painter's tape or sticky notes to reveal the correct answers.

Purpose:

- Playing this game will help students to memorize which words begin with the letter "c" and which begin with "k." This lab also provides students with an opportunity to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language and literacy skills.

When You Tour:

- Explain the sorting activity and have students name the different roles that can be played. Remind students that they may continue to play school with the other materials in the lab after they have finished playing the sorting game.

Facilitate Learning:

- Join in the play. If students are still playing the sorting game, purposefully select the wrong letter to gauge their reactions.

### **Math Lab | Hungry Caterpillar Graphs**

Description:

- Students will continue to create sets of fruit and graph their sets. Encourage students to make sets of 6, 7, and 8 with the fruit.

When You Tour:

- Remind students that the lab is open today.

### **Computer/Media Lab | Free Exploration**

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the lab is open today.

### **Sand/Water Lab | Back in Circulation**

Description:

- Students have been experimenting with moving sand or water using different tools. Today they will use straws to blow in the water to see what happens when air is pushed out of their lungs. You may add liquid soap to the water so students can blow bubbles.

When You Tour:

- Emphasize that students should NOT share straws and that they should blow, not suck, the water. The water at the water table is not safe to drink.

### **Science Lab | Looking Closely**

Description:

- Students will continue to use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

When You Tour:

- Invite students who have played in the lab this week to share some of their scientific findings. Encourage them to write about or record their observations.

## Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.

## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1:

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in the number, you completed \_\_\_ rows plus \_\_\_ squares on the Hundreds Chart. Ask, **How many more days until we complete another row?** *Answers may vary. How do you know? I counted the squares that are not colored on the row.*

## Number-Recognition Circle 1–5



- Remove the clothespin from the Number-Recognition Circle. Select a student to come up and pin the clothespin to one of the sections of the circle. Ask the rest of the class which number the student chose. Then ask the student to think of something the rest of the class could do to show that number. For example, if the student chose the number 3, he could ask the rest of the class to touch their toes three times. After students show the number in the manner the student chose, ask the student to sit down, and select another student to come up, and repeat the activity.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- As you and students sit down to enjoy a nutritious snack together, discuss the importance of nutrition to a healthy body. Refocus on the differences between the roles of the food pipe and the windpipe.
- Invite students to talk with a partner about the Partner Challenge. **Our Partner Challenge today is to give an “I” Message that tells how you would feel if you were Mabela and you saw the cat following you. Use all the parts of active listening.** (Name the parts if students need a reminder.) **This will help you to know if your partner remembers to say how he or she feels and why he or she feels that way. It will also help you to remember his or her “I” Message.**
- Monitor students’ conversations, providing guidance with “I” Messages as needed. Distribute pocket point chips to place in KinderRoo’s pouch when you hear students state an “I” Message.

### Outside/Gross-Motor Play

- As students exercise, remind them to periodically check their chests’ movement, which indicates that they are breathing, and how deeply they are inhaling. Remark on the vital oxygen that the blood is carrying throughout their bodies so every part can do its important job.
- Take out two or three balls for games of tossing and catching, rolling, and bouncing.

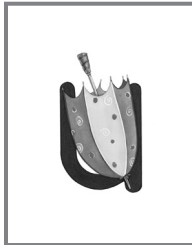
- As some students are enjoying free play, invite a small group to form a circle. Recite the upbeat version of “Head and Shoulders, Baby.” Invite students to name various body parts to touch. As students get more comfortable with the rhyme, rhythm, and names of body parts, you might speed up the tempo for a fun challenge!
- Additionally, some students may like to play and recite “Strut, Miss Mary.”



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /u/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Play the Animated Alphabet segment for /k/.



#### Introduce the New Sound

##### Silly Sentence

- Present the KinderRoo puppet. Explain that KinderRoo has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /u/ sound at the beginning of each word by stretching it.

**The upside-down umbrella is unusual.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “up,” “umbrella,” and “unusual”?**
- Explain that /u/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /u/, stretching the /u/ sound at the beginning of each word.



**Let’s practice that sound.**

<b>Teacher:</b> /u/ p	<b>Students:</b> /u/ p
<b>Teacher:</b> /u/ mbrella	<b>Students:</b> /u/ mbrella
<b>Teacher:</b> /u/ nusual	<b>Students:</b> /u/ nusual

## Mnemonic Picture



- Show the picture side of the key card for “u.” Explain that the picture we have to help us remember the sound /u/ is an umbrella.

**Let’s watch our funny cartoon about /u/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /u/. Point out that the boy makes the /u/ sound as he tries to open the umbrella.

## People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /u/. Explain that KinderRoo has brought some pictures and objects that begin with /u/. Say the name of each picture or object as you present it, and emphasize the /u/ sound.

umbrella

undershirt

up

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.

## Making the Sound



- Ask students to think about what is happening in their mouths as they make the /u/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

## Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.



**How are the two letter shapes the same? How are they different?**

**Partner Practice**

## Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 4. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.

- After Peanut Butter has finished reading the sounds, Jelly will write their initials in the box at the bottom of Peanut Butter’s page.
- Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
- After Jelly has finished reading, Peanut Butter will write their initials in the box at the bottom of Jelly’s page.

### Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /t/, /u/, and /g/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “tug.” Repeat with the word “us.”

**We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**



**Alphie and his friends can use Stretch and Read to sound out words too. Let’s watch.**

- Show the Sound and the Furry video segments.

**Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!**

- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.



### Forming the Letter

#### Introduce the Shape of /u/

- Explain that now you will show students how to write the letter that makes the /u/ sound. Trace the letter with your finger as you say the letter-writing cue “Right under the umbrella, up and down.” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### **Example:**

**What picture does this letter look like? *Umbrella*. Yes, this letter looks like an umbrella.**

#### Write /u/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the bottom of an umbrella. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.) Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /u/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /u/ and circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /k/ **From head to toe, arm up, kick out.**
  - /c/ **Curl left around the caterpillar.**
- Include other review letters as needed by your students.

#### Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

tug

us

- Collect the Partner Practice Booklets.

## Emergent Reading

### Story Review

- Briefly review the concepts-of-print book *Checkup*.
  - We will read our *Checkup* story again today to learn about different things that happen when we go to the doctor.**
- Review the focus skill.
  - Who can remember what the first word on each page says? It's on our word wall. *The*. Be sure that when you read with your partners today, you start with the word "the" on each page.**
- Quickly point to all the words on the word wall, and have students read them in unison.

## Partner Reading

- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Invite students to find the number 8 in the classroom. Select a few students to share. Encourage them to use a full sentence (e.g., “I see the number 8 on the clock.”).
- Award pocket points if several students are able to successfully describe where they found the number 8 in complete sentences.



**T-P-S: Think about what you learned during the last math time. What do you know about the number 8?**

**RWE: During the last math time, we learned about the number 8. We learned how to write the number 8, and we made sets of eight.**

### Active Instruction



- Review what students have learned about the numbers 6, 7, and 8. Ask a few students to count to 8.
- Invite students to draw the numerals 6, 7, and 8 in the air. Choose a volunteer to come and write the numerals on the board for the class.
- Tell students that you are going to do an activity called Show Me the Number! Hand out a sheet of white paper and a cup of ten bicolored counters to each student.

**I am going to say a number. Then I will say, “Show me the number!” I want you to count that many counters and place them on the sheet of paper. Once you have the correct number of counters on the paper, raise your hand.**

- Use the numbers 6, 7, and 8 to play at least three rounds of Show Me the Number! After each round, have students count the counters as they return them to the cup.

## Partner Practice

- Pass out a Count the Body Parts page to each student. Explain that the students are to count the number of body parts in each box and then write the correct number on the line.
- Have partners compare and check each other's answers as they work.

## Recap



- Review the correct answers to the Count the Body Parts page as a class. Call on different students to share their answers for each box.
- Award pocket points if several students are able to identify the correct number of body parts successfully.
- Play the “Number 7” video to reinforce the concept of 7.
- Review today's lesson. WGR: **Let's all count to 8. 1, 2, 3, 4, 5, 6, 7, 8. We are doing a great job learning about numbers!**

Sing “It's time to go to sleep. It's time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.

## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

## Recommended Poetry Selection

- “Bubble,” from *The 20th Century Children's Poetry Treasury*, page 26

## Introduce the Poem

**The poem I decided to read today is called “Bubble.” I chose this one because today we talked about our lungs and breathing. I also knew that you would be exhaling through straws to make bubbles in the water table. This poem is about a way to, sort of, see your breath.**



Gather students in a place where you will model during Write Away.



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we've continued to talk about our bodies. You are going to write about your body parts.**



**What body parts do you have?**

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, "I have a nose and toes."**

- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence? Draw a picture, draw a line, write sounds that I know, or copy a word.**

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

#### Example:

**I am ready to write my sentence. My sentence is, "I have a nose and toes."**

- **The first word is "I." That word is on the word wall, so I can copy it.** Write the word on the first line.
  - **The next word is "have."** Point to the second line.
  - **"A." This word is also on the word wall, so I can copy it.** Write "a."
  - **I have a nose and toes. The next word is "nose." I hear some sounds that I know in that word. What sounds do you hear?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
  - **"And." I hear more sounds that I know in "aaaaannnd." I hear /a/, /n/, and /d/. Write each sound as you say it. Look! I was able to write the whole word by writing the sounds that I know!**
  - **The last word is "toes." I hear the /t/ and /s/ sounds in that word.** Write "t" and "s."
- Reread your sentence, touching each word, or word representation, as you do.

## Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

## Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap



- Review the learning focus of the day.

**We have been talking about our lungs today and how they help us breathe. How many lungs do we each have? Two. Yes. We each have two lungs, one on each side of your chest.**

- Remind students of your balloon demonstration from this morning.

**When we breathe in, our lungs get bigger because they are filling with air. When we breathe the air out, our lungs get smaller. This morning I used a balloon to show you how your lungs grow bigger and smaller. Now it is your turn to try.**

- Distribute one balloon to each student. Demonstrate how to hold a balloon and blow air into it. Show students how to pinch the opening of the balloon to trap the air inside.

- Invite students to blow air into their balloons and pinch the opening.  
**Our balloons are full of air, just like our lungs when we breathe in, or inhale.** Model an exaggerated inhale.
- Invite students to slowly let the air out of the balloons.  
**Our balloons get smaller as we let the air out of them, just like our lungs when we breathe out, or exhale.** Model an exaggerated exhale.
- Allow students several minutes to inflate and deflate their balloons continuously.  
**It is hard work filling these balloons with air time after time! Imagine how hard our lungs must work to keep us breathing all day and night!**
- Invite students who created body tracings in the art lab today to share their tracings. Ask students to locate where the lungs would be on their paper bodies. Ask students if their lungs are above or below their stomachs. Have students locate where the stomach would be on their paper bodies.

### Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “breathe.” When you breathe, you take air in and out of the body. T-P-S: When did we see, hear, or use the word “breathe” today?**

**Another word we learned is “lungs.” We each have two lungs. The lungs are the parts of your body that help you breathe. T-P-S: When did we see, hear, or use the word “lungs” today?**

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

Theme Vocabulary:  
breathe  
lungs

- Use the suggestions below to help foster oral-language development.

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Two lungs.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, I have two lungs.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I have two lungs.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Can you tell us why your lungs are important?</b>



- Award pocket points if the student is able to create a complete sentence.

### Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to give an "I" Message that tells how you would feel if you were Mabela and you saw the cat following you. Give students time to talk about their "I" Messages with their partners.**



- Use the sharing sticks to select students and their partners to tell their "I" Messages. As students state their "I" Messages, occasionally point out how a student's "I" Message contains both parts—how he or she feels and why. Award pocket points for each member of a partnership who gives a complete "I" Message.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

### Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.



## Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the leopard for today's show.
- **Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the leopard stamp to place an animal image on each student's hand.

# Day 5 | Ready, Set...

## Focus

My heart is inside my chest. It moves blood to all the parts of my body.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>Concepts-of-print book: <i>Checkup</i> (one copy) or IWB access</li> <li>Stethoscope, real or toy (optional)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Thematic vocabulary word card for “stethoscope”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Alex the Ape puppet</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>A storybook to read for free-choice day</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Any healthy snack</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>A concepts-of-print book to read for free-choice day (student copies)</li> <li>Picture cards: cake, car, king, kit, umbrella, undershirt or IWB access</li> <li>Key cards: “c,” “k,” and “u” or IWB access</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Set of Dot-Set Recognition Cards 1–8 (15-Minute Math Kit), one set for the teacher and one set per pair</li> <li>Set of Number Cards 1–8, (15-Minute Math Kit), one set for the teacher and one set per pair</li> <li>Writing boards (small) or pads of paper, one per student</li> <li>Markers or chalk for the writing boards, one per student</li> <li>1–8 spinner (appendix)</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“Running Song,” page 5 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• Cool Kid certificates</li> </ul>

### Learning Labs—Additional Materials

- SOLO assessment for your current grading period

## Day 5


**Greetings, Readings,  
& Writings**

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Same as day 4

## Literacy Lab

- Same as day 4

## Math Lab

- Same as day 4

## Computer/Media Lab

- Same as day 4

## Writing Lab

- Same as day 4

## Other

- Same as day 4



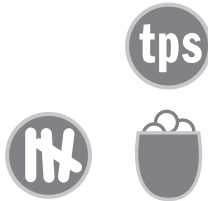
Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

# Gathering Circle

TIMING GOAL: 15 minutes

Routine
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> </ol>

## Home Link Debrief



- Invite children to share what they remember from last night’s Home Link show.
  - T-P-S: **Last night’s story was *My Wish*. What sport did the main character in *My Wish* play? Soccer.**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

## Class Council



- Review the Partner Challenge for the week: creating “I” Messages.
- Use “I” Messages and the Getting Along Together skills previously introduced to address any classroom concerns.
- Present students with conflicts that you observed during the past week (e.g., one student taking materials from another, pushing to get a place in line, hitting, etc.). Have students work with their partners to give “I” Messages about the first situation that you observed. **This week I noticed that some students had a conflict with (name the conflict). Let’s use our Getting Along Together skill, give an “I” Message, to show what we can do if that happens to us. Give your partner an “I” Message that tells how you feel about (name of conflict) and why you feel that way.** Monitor the exchanges to ensure that both partners have a chance to give an “I” Message about the situation.
- Use the sharing sticks to select students and their partners to present their “I” Messages to the class. Point out to students that they can use these “I” Messages in the future if they are in that same situation.
- Award pocket points for “I” Messages that include both how students feel and why.
- Address other concerns, unrelated to the Partner Challenge, if necessary.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Remind students of the body parts that they have been learning about over the past few days.



**The heart is another body part that we each have. What do you know about your heart? Tell your partner what you think the heart does.**

**Our Daily Message is going to tell us more about our heart and its very important job. Let's see what our Daily Message says.**

### Daily Message

---

My heart is inside my chest. It moves blood to all the parts of my body.

---



- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - Have students identify words in the message that appear on their word wall. Underline the words in the message as they are identified. *My, the.*
  - Read the first sentence of the message again, underlining the sentence with your finger as you read.  
T-P-S: **Why did I stop after I read the first part of the message?** *Because there is a period. What does a period tell us? A period tells us that the sentence is over.*
  - Read the second sentence of the message, underlining with your finger as you read.  
T-P-S: **How many periods are in today's message?** *Two.*

### Theme Learning

- Explain the content of the Daily Message.

**Our message tells us that our hearts are inside our chests. Point to where you think your heart is.** Pause as students point. **Your heart is inside your body, under the bones of your chest** (Point to your chest.), **between your two lungs. The bones of your chest and ribs protect your important heart and lungs.**

**Let's look in our book to find out more about our hearts.**

- Use *I Wonder Why I Sleep* to provide information about the heart and the circulatory system. Point out the location of the heart within the body on page 16.

Read the section under the question “What does my heart do?” on page 16. Then read the bullet under the text. Invite students to put their hands on their chests to feel their hearts beating. Students may also stand and take turns listening to their partners’ hearts.

- Use *Checkup* to provide information about stethoscopes. Read page 5 aloud.

**A doctor uses a special tool to listen to your heart.** Point to the stethoscope on page 5. T-P-S: **Do you know what this tool is called? Say the word with me. Stethoscope.** If you have a real or toy stethoscope, present it to the class now.

**The doctor uses the stethoscope to listen to your heartbeat. If your heart is beating properly, the doctor knows that blood is moving all around your body.**



- Play the video to show the movement of blood through the circulatory system.
- Read the text under the question “How big is my heart?” on page 17.

**Your heart is about the size of your fist. Make a fist, and place it on your chest. Demonstrate. Imagine your heart fitting inside your chest.**

**We said that our muscles need exercise to be strong. The heart muscle needs exercise too. When we run, jump, and skip—whenever we move our large muscles a lot—we are making our heart muscles pump harder and get stronger.**



- Invite students to stand and run, jump, or dance in place for about two minutes. Then invite students to listen to one another’s heartbeats again.

**What do you notice about your heartbeat now? T-P-S: Yes. Your heart is beating faster now. That is because your heart had to pump harder while you were moving around.**



- Play the digital dictionary video for “stethoscope.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

**Our new word for today is “stethoscope.”** If possible, show a stethoscope. **We see stethoscopes at the doctor’s office. A stethoscope is a special tool a doctor can use to hear your heart beating.**

**I can make a sentence with the word “stethoscope.”**

**I can listen to my heart with a stethoscope.**



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



## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Have students recite “Head to Toes.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.



### Develop Phonological Awareness—Blend Onsets and Rhymes of Single-Syllable Spoken Words

- Introduce the activity. Present Alex the puppet.

**We have been learning a lot about our bodies this week. Alex has learned a lot, but he is still having trouble saying some of the names of our body parts. Let’s help him out.**

- Tell students that Alex says some words in a funny way. Point to your feet, and ask students to name that body part. After students answer correctly, pose the same question to Alex. Help Alex to answer, “fffff-eet.”
- Tell students to listen carefully as Alex repeats this week’s rhyme. Have Alex isolate the initial sounds in each of the one-syllable rhyming words. Invite students to blend the words that they hear Alex say slowly.



Teacher: **My body is amazing from my head to my**

Alex: **/t/ - oes.**

Students: *Toes.*

Teacher: **My head holds my brain, eyes, mouth, ears, and**

Alex: **/n/ - ose.**

Students: *Nose.*

Teacher: **My arms have elbows, wrists, and hands.**

Teacher: **My fingers spread wide to do some handstands.**

Teacher: **My legs have knees, ankles, and**

Alex: **/f/ - eet.**

Students: *Feet.*

Teacher: **My feet have toes that tap to keep a**

Alex: **/b/ - eat!**

Students: *Beat.*

Teacher: **My trunk holds my stomach, lungs, and my**

*(continued on next page)*

Alex: /h/ - eart.

Students: *Heart.*

Teacher: **My skin keeps my body from coming apart!**

Teacher: **My bones and muscles help me dance around.**

Teacher: **My body is amazing from my head to the**

Alex: /gr/ - ound!

Students: *Ground.*



- Award pocket points if most students are able to successfully blend the words.



Sing the song “Let’s Read Together” with students.



**TIMING GOAL:** 20 minutes

- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.



**TIMING GOAL:** 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.

## Dramatic Play Lab | Doctor's Office

Description:

- Students will continue to use the dramatic play area as a doctor's office.

When You Tour:

- Point out the stethoscopes you have added, if you were able to find some.

Facilitate Learning:

- Ask the following questions about the stethoscope.

**Examples:**

- **What does the doctor use this stethoscope to do?**
- **Why do you think your heart makes that thumping sound?**
- **What is making the sound in your chest?**

## Blocks Lab | Me Tower

Description:

- Students who are pretending to be nurses will continue to use block towers to measure patients' heights in the doctor's office. Students will record the block heights on an information sheet.

When You Tour:

- Remind students that the lab is open today.

## Art Lab | Body Tracings

Description:

- Students will continue to work together to trace the shapes of their bodies onto large pieces of paper.

When You Tour:

- Remind students that the lab is open today.

## Classroom Library Lab | Free Reading

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Point out that the books *Mabela the Clever*, *My Brain*, *The Very Hungry Caterpillar*, and *Checkup* are in the library today.

### **Literacy Lab | Play School**

Description:

- Students will use materials commonly found in classrooms to play school.

When You Tour:

- Remind students of the roles that can be played and of the materials available to them.

### **Math Lab | Hungry Caterpillar Graphs**

Description:

- Students will continue to create sets of fruit and graph their sets.

When You Tour:

- Remind students that the lab is open today.

### **Computer/Media Lab | Free Exploration**

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the lab is open today.

### **Sand/Water Lab | Back in Circulation**

Description:

- Students will continue to experiment with moving sand or water using different tools.

When You Tour:

- Remind students that the lab is open today.

### **Science Lab | Looking Closely**

Description:

- Students will continue to use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

When You Tour:

- Invite students who have played in the lab this week to share some of their scientific findings. Encourage them to write about or record their observations.

## Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

### Days of the Week

### Days of School Tape

- Note: If this is the thirtieth day of school, use a green marker to record the number, and then circle the number 30 using a red marker. Ask students why the number is written in green. *The numbers ending in 5 and 0 are written in green so we can skip count by 5s.* Agree and say, **Let's skip count by 5s.** Point to the numbers on the tape as you count, **5, 10, 15, 20, 25, 30.** Then ask why the 10, 20, and 30 are circled in red. *Numbers that end in 0 are circled in red so we can skip count by 10s.* Agree and say, **Let's skip count by 10s.** Point to the numbers on the tape as you count, **10, 20, 30.**

### Ten-Frames

### Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in the number, you completed \_\_\_ rows plus \_\_\_ squares on the Hundreds Chart.
- Note: If today is the thirtieth day of school, point out that when you colored in the number 30, you completed three rows on the Hundreds Chart. Say, **Every day we get a little bit closer to our hundredth day celebration.**

## Number-Recognition Circle 1–5

- Move the clothespin to the number 2. Ask students to show you that number by holding up that many fingers. Then ask them to hold up one more finger. Ask, **How many fingers are you holding up?** 3. Move the clothespin to the number 3. **Please clap three times. 1 (clap), 2 (clap), 3 (clap).**



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.



TIMING GOAL: 30 minutes

### Snack

- As students eat nutritious snacks, discuss what interests them about the human body. Engage them in a discussion about the functions of their brains, muscles, bones, stomachs, lungs, and hearts. Listen for students' correct use of theme-related vocabulary.

### Outside/Gross-Motor Play

- Continue to engage students in large-muscle structured and unstructured activities. For those needing organized activities, refer to the activities using playground balls, "Strut, Miss Mary" and "Head and Shoulders, Baby," that are described earlier in the unit.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.



TIMING GOAL: 30 minutes

## Beginning Phonics: Review /c/, /k/, and /u/

### Remember the Review Sounds



- Explain that today students will review the last three new sounds they have learned.
- Show the Animated Alphabet segments for /c/, /k/, and /u/.

## Review Games

### Letter Detectives

- Display the key cards for the three review letters. Have partnerships search the classroom for either objects that begin with one of the review sounds or a word that contains one of the letters. Students should stand next to the object or word that they have found. Ask each partnership to share their object or word with the class.
- Award pocket points if most students successfully find objects or words that represent the new sounds.



### Body Formation

- Invite students to form the shape of each of the review letters with their bodies.

### Matching Game

- Display the key cards for the three review letters a few spaces apart. Show a picture that begins with one of the review sounds. Provide a moment for students to think and then point to the key card that corresponds to the correct beginning sound.

### Picture Cards:

cake  
car  
king  
kite  
umbrella  
undershirt

## Partner Practice

- Ask students to find page 6 in their Partner Practice Booklets.
- Announce which partner should begin, and have students take turns reading the sounds to each other. The listening partners should point to the sounds and provide help as needed. They should write their initials in the box at the bottom of the page once the reading partners have completed the page.
- When partners have finished, have the class read the sounds together. Then use the sharing sticks to select a partnership to read the sounds to the class.
- Invite partners to take turns reading the words. When partners have finished, have the class read the words together. Then use the sharing sticks to select a partnership to read the sounds to the class.
- Award pocket points if students successfully read the sounds and words.



## Writing

- Distribute writing supplies (mini whiteboards and dry-erase pens, chalkboards and chalk, crayons and paper, etc.) to each student.
- Have students write letters for sounds as you call them out, reinforcing the writing cues as needed. Include the sounds that have been introduced this week and those for which students have not yet demonstrated mastery as recorded on the weekly record form.

**“c” – Curl left around the caterpillar.**

**“k”– From head to toe, arm up, kick out.**

**“u”– Right under the umbrella, up and down.**

## Emergent Reading

### Free Choice

- Invite students to select one or more concepts-of-print books to read with their partners.
- Monitor students as they read together. When students demonstrate skills, record these observations on the weekly record form.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.

## Math Mysteries

**TIMING GOAL:** 25 minutes

### Show What You Know

- Explain to students that you are going to show them some Number Cards and Dot-Set Recognition Cards. Ask them to look carefully at each card and tell you which number is, or how many dots are, on the card. Go through the cards in random order.
- Award pocket points if most students are able to successfully provide the correct number or amount of dots on each card.



**T-P-S: Think about what you learned during the last math time. What do you know about the numbers 1, 2, 3, 4, 5, 6, 7, and 8?**

**RWE: During the last math time, we reviewed the numbers 1–8. We also made sets of six, seven, and eight when we put feathers on our sad turkeys.**

### Active Instruction

- Hold up the 1–8 Number Spinner, and review the numbers 1–8 with students.
- Give each student a writing board or small pad of paper and a marker.
- Explain that you are going to spin the spinner to see which number they will write on their boards. If needed, review with students the shape of each numeral.
- Spin the spinner. Without letting students see which number the spinner landed on, ask students to write that number on their boards. When all students have written a number, invite them to hold their boards up for you to see.
- Invite a student who has successfully written the number to show his or her board to the class. Show students the number on the spinner, and ask if the two numbers match. *Yes.*
- Repeat the activity several times. You might want to have students take turns spinning the spinner to see which number the other students should write on their boards. Have that student confirm that students wrote the same number that was spun.

## Partner Practice

- Introduce the activity to students.

**Today you are going to practice recognizing the numbers 1–8. You and your partner are going to be given sets of Number Cards and Dot-Set Recognition Cards. You will play a memory matching game with the cards.**

- Give each partnership one set of Number Cards and one set of Dot-Set Recognition Cards. Model how to mix the cards up and lay them out in rows so the numbers and dots are face down on the table. Tell students to take turns looking for matches. Explain that they should turn two cards over at a time. If the two cards match (the Number Card and the Dot-Set Recognition Card show the same number), students move the cards to the side. If the cards don't match, students turn the cards over again.

Do not make the game a competition. Encourage students to help one another remember where the cards are, and have them make one pile of matching cards instead of separate piles for each partner.

- Allow students time to play the game.

## Recap

- Review the lesson by asking students to identify the Number Cards and Dot-Set Recognition Cards used in the activity. Ask students to hold up a card that represents the number 8. Students could hold up the Number Card 8 or the Dot-Set Recognition Card with eight dots. Continue until students have identified the numbers 1–8.
- Award pocket points if most students are able to successfully identify the Number Cards and Dot-Set Recognition Cards used in the activity.
- Play the “Street Steppin’ 8” video.
- Review today’s lesson. WGR: **Can you count to 8? 1, 2, 3, 4, 5, 6, 7, 8. What number comes before 8? 7. What number comes before 7? 6.**



Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

“Running Song,” from *The 20th Century Children’s Poetry Treasury*, page 5

### Introduce the Poem

**Today I’d like to reread a poem called “Running Song.” I chose this one because today we’ve been talking about our hearts and how they pump the blood that has the nutrition and the oxygen from our lungs to all the parts of our bodies. As I read this poem, see if you can imagine the runner breathing hard as she runs and runs, and imagine her heart beating to the rhythm of her shoes.**



Gather students together in a place where you will model during Write Away.



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today you are going to write more about your body parts.**

**Tell about something that makes your heart beat fast.**

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “My heart beats fast when I run.”**



- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, and copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

### **Example:**

**I am ready to write my sentence. My sentence is, "My heart beats fast when I run."**

- **The first word is "My." I can copy that word from the word wall. It is the first word in my sentence, so I know that I should write it with an uppercase letter.** Write the word on the first line.
  - **The next word is "heart." I'm not sure how to spell heart, but I can draw a picture of a heart instead!** Draw a heart shape on the second line.
  - **The next word is "beats." What sounds do you hear in "beats"?** Write any letters that students say on the third line.
  - **My heart beats fast. The next word is "fast." What sounds do you hear in that word?** Write any letters that students say on the fourth line.
  - **"When." I'm not sure about this word. I will draw a line instead.** Draw a line on the fifth line.
  - **"I." I can copy this word from the word wall.** Write the word on the sixth line.
  - **The last word is "run." I hear some sounds that I know in this word. What sounds do you hear? "Run."** Write any letters that students say on the seventh line.
- Reread your sentence, touching each word, or word representation, as you do.

### **Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### **Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.



## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.
 

**Today we learned about our heart. Where is your heart? Show me where your heart is in your body.** Pause while students indicate where their hearts are. **Yes. Your heart is inside your chest. Your heart is about the size of your fist.** Demonstrate making a fist. Invite students to make fists with their hands. **Your heart pumps blood to the rest of your body.** Keeping your hand in a fist, gently squeeze and release continuously to emulate a heart pumping. Invite students to do the same. **Your heart pumps like this thousands of times each day.**
- Review the learning focus of the week, incorporating the theme-related vocabulary words. As you mention parts of the body, point to where they are located on your body.

**This week, we have been learning all about the important parts inside our bodies. We learned about our brains and how our brains control our bodies. We learned about our muscles and bones that help us move. We have muscles and bones throughout our bodies. Remember, all of our bones together are called the skeleton. In the middle of our bodies, we have a stomach. Our stomachs help us digest the food that we eat. Above the stomach, in our chest, are our lungs. Our lungs help us breathe. They grow bigger and smaller each time we breathe in and out.**

**In the middle of our chest is our heart. We listened to our heart beats earlier today. A doctor uses a special tool called a stethoscope to listen carefully to our hearts.**

- Quickly place students in groups of five or six members, and have them form circles with their group.
- Tell students that they will play a game of Telephone with the new words they have learned this week. Remind students how to play the game as needed.

- Quietly say, “My body has a brain,” to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a Thumbs Up if the message stayed the same in their group. Have students give a Thumbs Down if the message changed in their group.
- Continue playing several rounds of Telephone, using the following theme-related vocabulary words in short sentences.

brain	muscles	lungs
control	digest	breathe
skeleton	stomach	stethoscope

### Vocabulary Review



- Briefly review the new theme-related vocabulary word. Use My Turn, Your Turn to have students practice saying the word. Then provide a brief definition, and make connections to the contexts in which the word was used today.



**Our new word today is “stethoscope.” A stethoscope is a tool used by a doctor to listen to your heart. T-P-S: When did we see, hear, or use the word “stethoscope” today?**



- Ask partners to work together to think of a sentence that uses the word. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

Theme Vocabulary:  
stethoscope

- Use the suggestions below to help foster oral-language development.

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Doctor has stethoscope.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, A doctor uses a stethoscope.</i>
The student responds in a complete, but not very elaborate, sentence. <b>A doctor uses a stethoscope.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>Why does a doctor use a stethoscope?</b>



- Award pocket points if the student is able to create a complete sentence.

### Cool Kids Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

### Pocket Points for the Day

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

### Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

**Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**

**Getting Along Together: Use an “I” Message to tell someone how you feel and why you feel that way.**

# Day 6 | Ready, Set...

## Focus

I have five senses that help me to learn about my world. My ears can hear.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>• Literacy Lab: Key cards for “c,” “k,” and “u”</li> <li>• Math Lab: Linking cubes</li> <li>• Writing Lab: Students’ writing journals</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>• Tray or box lid</li> <li>• Three common classroom items (e.g., marker, small block, puzzle piece)</li> <li>• Cloth (large enough to cover the tray)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>I Wonder Why I Sleep</i></li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Thematic vocabulary word cards for “hear” and “noise”</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>• Trade book: <i>Too Much Noise</i></li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>• No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>• Any healthy snack</li> <li>• Playground balls (two or three)</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print book (teacher and student copies): <i>A Nature Walk</i></li> <li>• Word cards for the word wall: “The” and “the”</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker</li> <li>• Small plastic bags, each with twenty linking cubes, one bag per partnership</li> <li>• Ten-frame, Dot Set Recognition Cards, and Number Cards for 1–8</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Ears Hear,” page 15 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>

Additional Materials Needed Today	
Let's Think About It	<ul style="list-style-type: none"> <li>• Recordings of students' voices from the computer/media lab (optional)</li> <li>• Read &amp; Respond bookmarks</li> <li>• Home Link animal hand stamp: lion</li> </ul>

## Learning Labs—Additional Materials

Dramatic Play   Doctor's Office
<ul style="list-style-type: none"> <li>• Bells</li> <li>• Sticks</li> <li>• Other sound-making instruments</li> </ul>
Blocks Lab   Build It!
<ul style="list-style-type: none"> <li>• Wooden and/or cardboard blocks</li> <li>• Block-play figures of people, animals, traffic signs, or vehicles</li> <li>• Toy dump trucks</li> <li>• Bulldozers</li> <li>• Construction hard hats</li> </ul>
Art Lab   Making Music
<ul style="list-style-type: none"> <li>• Boxes or canisters (oatmeal) suitable for making drums</li> <li>• Pieces of metal</li> <li>• String</li> <li>• Blocks of wood</li> </ul>
Literacy Lab   Play School: pipe cleaner letters
<ul style="list-style-type: none"> <li>• Pipe cleaners</li> </ul>
Math Lab   The Right Number
<ul style="list-style-type: none"> <li>• The Right Number Cards (appendix), five sets</li> <li>• Buttons</li> </ul>

## Day 6

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Facilitate Learning**

- Greet family members, and talk about weekend activities (if today is the first day of the week) and any situations that might affect students emotionally today.

**Available Activities**

## Classroom Library Lab

- Same as day 5

## Literacy Lab

- Place the key cards for “c,” “k,” and “u” in the lab so students will be encouraged to use the tactile letter-formation materials to practice letter formation.

## Math Lab

- Ensure that the linking cubes are available in the math lab. Encourage students to find different ways to represent 6, 7, and 8.

## Computer/Media Lab

- Same as day 5

## Writing Lab

- Same as day 5

Other

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

**Observe Student Progress**

- As you interact with students, ask several of them the following questions to measure their skill development as identified on the weekly record form. Document any demonstration of the skills on the form.

Phonological Awareness: Sentence Segmentation

**We have been counting the number of words in a sentence. Can you tell me how many words are in these sentences?**

- **Sophia is happy.**
- **I like to eat grapes.**
- Guide students to clap on each word or count the words on their fingers as they say each sentence, as they have been doing with the Daily Message, if necessary.
- Students must give the correct word count for both sentences to demonstrate mastery of the skill.

Graphemes

- This week, you will check to see whether each student can produce the sounds and write the shapes for the letters “p,” “g,” and “o.” As students work together in their Stepping Stones Partner Practice Booklets, you will have many opportunities to collect this information.

Beginning Reading

- Refer to the cover of a picture book, and point to the illustrator’s name. **The illustrator of this book is** (illustrator’s name). **What does the illustrator do?**
- This week, find out if your students can sound out the word “dog.” You may observe students as they read the word in their Stepping Stones Partner Practice Booklets on day 5 or ask them to read the word at another time during the week.

Emergent Writing

- When you conference with a student about his or her writing during Learning Lab planning or a Write Away lesson, record the code for the highest stage that he or she exhibits (before coaching) on the weekly record form.
  - **D** – Drawing
  - **S** – Linear Scribble
  - **LL** – Letterlike Shapes
  - **RL** – Random Letters
  - **AS1** – Initial Attempts at Approximated Spelling
  - **AS2** – Early Approximated Spelling
  - **AS3** – Intermediate Approximated Spelling
  - **AS4** – Advanced Approximated Spelling
  - **CS** – Conventional Spelling

### Getting Along Together

- Observe students during Gathering Circle activities this week to see whether each student can say an “I” Message that tells how he or she feels about something and why. There will be many opportunities to observe for this skill as students practice the Partner Challenge throughout the week.

### Math

- Arrange bear counters into random sets of two, three, and four. Ask students to identify which group of objects is a set of three and which is a set of four. During Math Mysteries, there are also many opportunities to ascertain whether students can identify sets of one and two.
- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

## Gathering Circle

TIMING GOAL: 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Assign classroom jobs for the week.
5. Assign partnerships for the week. Have students move to sit with their partners.
6. Select this week’s first Cool Kid.

### Partner Challenge

- Explain the challenge.



**For our Partner Challenge today, we will give an “I” Message. T-P-S: What are the two parts of an “I” Message? In an “I” Message, you tell how you feel and why you feel this way. You say “I feel \_\_\_\_\_ because \_\_\_\_\_.”**

**Today you and your partner will give an “I” Message that tells how you would feel and why if someone got in front of you while you were waiting in line at the water fountain.**

- Provide a moment for students to share their initial reactions to the question with their partners. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.

## Brain Game



- Explain the game.

**We've been playing brain games each day to help us exercise our mind muscles. A game we can play that helps us remember is *What Is Missing?* Demonstrate the Remember Signal (massage your temple). Place the tray in front of students so all can see it. Place the three objects you've gathered on the tray. **I have** (Name the objects, e.g., a marker, a small block, a puzzle piece.) **on this tray. Look carefully at these things so you can remember what they are. I will take one of them away, and you will have to use your mind muscles to remember what I have taken away.****

- Allow students time to look at the items on the tray. Cover the tray, and remove one of the items. Use Think-Pair-Share to have students decide which item you removed.
- Play the game again, removing a different item. Use Think-Pair-Share to have students respond as they learn to play the game so each student has time to process what is missing from the tray.

Keep the tray and items handy to play the brain game at various times throughout the day.



- Award pocket points if the class is able to guess the missing items.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

**Today we will think about things that we hear in our classroom. Sometimes the best way to hear things is to close our eyes so all of our attention is on what we can hear. Let's close our eyes for a moment and listen for sounds that we don't usually pay attention to. Let's sit without talking and really listen.**



- Allow students to listen for twenty to thirty seconds.

**What sounds do we hear in our classroom?**



- Use sharing sticks to have students tell what they heard. Remind students that listening carefully helps them to be better listeners when they talk with others. Award pocket points in recognition of thoughtful observations.

**You noticed some of the sounds and noises in our classroom. Today we are going to learn more about how we listen to sounds. Let's see what our Daily Message says.**

We will add to this list each day, so leave all the Daily Messages displayed on the board this week.



As you open the Theme Exploration page each day, you will find the five senses sentences from each of the previous days on the interactive whiteboard.

## Daily Message

I have five ways of learning about the world.

1. I hear with my ears.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - **We are going to make a list with our Daily Messages this week. Number one on our list of five ways to learn about the world says, “I hear with my ears.”**
  - Tell students you see several words from the word wall in the message. Use Think-Pair-Share to have students identify the words “I,” “the,” and “my.” Point to the words in the message as students identify them.
  - Have students count the number of words in each sentence.

## Theme Learning




- Explain the content of the Daily Message.

**Our message tells us that we hear with our ears. Let’s think about what this means. Ever since you were born, you have been learning about our world. One of the first ways a baby learns is by hearing sounds. When you were a baby, one of the first sounds you probably heard was your mother’s voice. You’ve been hearing and listening carefully to other voices and sounds since then, and you will continue to listen to them.**

**The sense of hearing is one of five ways that we learn about the world. There are five senses, or five ways to learn about the world. Hearing is one sense. Do you know what the others are? *Sight, taste, touch, and smell.***

**With which part of your body do you hear? *Ears.* WGR: **Touch your ears. Let’s look in our book to find out more about our ears and how they help us hear.****

- Use *I Wonder Why I Sleep* to provide information about ears and the sense of hearing. Point out the diagram of the ear on pages 20 and 21.
- Read the section under the question “Why are ears such a funny shape?” on page 20.
- Highlight information from page 21.

 You may want to briefly discuss how people who are auditorily challenged compensate for not being able to hear well, or at all, particularly if one of your students has hearing loss. Point out that special tools, such as hearing aids, help many people by amplifying sounds. In addition, deaf people often depend on their eyes to communicate by reading lips and/or using sign language, which they have learned.

- Tell students you will play a guessing game with sounds. Invite students to close their eyes and listen carefully to the sounds you will play.



- Play the video segment for this lesson. Students will hear a series of familiar sounds (duck quacking, bell ringing, people laughing, dog barking, zipper, herd of sheep, whistle blowing, baby crying, thunderstorm, siren). The sounds will play continuously, with a ten-second pause between each sound. During the pauses, invite students to call out what they think each sound is.

**Sometimes, even when you cannot see something, you can tell what it is by listening to the sound that it makes. Some sounds are also noises. Noises are sounds that are unpleasant, or not very nice, to listen to.**

- Play the video a second time. This time invite students to indicate whether each sound effect is a nice sound or a noise by using thumbs up or thumbs down.
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our two new words for today are “hear” and “noise.”**

**When we listen to sounds, we hear what is happening around us. Hearing helps us learn more about the world. I can make a sentence with the word “hear.”**

**My ears help me hear.**

**Sometimes we hear nice sounds such as laughter or our favorite songs. Other times we hear noises, which are not as nice to listen to. I can make a sentence with the word “noise.”**

**A balloon makes a loud noise when it is popped.**



- Play the digital dictionary videos for “hear” and “noise.”



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme “My Five Senses.”

**Today we will begin to learn a new rhyme about the five senses. The first time we hear the rhyme, let’s listen carefully for rhyming words.**

- Read the words, and model the motions.



- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.

### My Five Senses

**I have five senses** (Hold up five fingers.) **that let me know everything the world can show.** (Move hands from high over the head, and swing outstretched arms to sides.)

**My ears** (Point.) **can hear. My nose** (Point.) **can smell. My eyes** (Point.) **can see what books can tell.**

**My tongue** (Point to mouth.) **can taste. My skin can touch.** (Sweep hands over body.)

**Every sense can teach me very much.**

### Develop Phonological Awareness—Produce Rhyming Words



- Say the first two lines of “My Five Senses.” Ask students which words rhyme. “*Know*” and “*show*.” If students are unable to name the rhyming words, use the Jump Right In method by repeating the lines and pausing before “show” to let students fill in the final word.

**“Know” rhymes with “show.” “Know”...“show.” The ending is the same.**



- Ask students what other words rhyme with “show.” Use Think-Pair-Share to have students share their rhyming words with their partners.
- Use the sharing sticks to select two or three students to share their rhyming words.
- Repeat this process with the remaining rhyming words in the poem.



**“smell” – “tell”**

**“touch” – “much”**



- Award pocket points if several students are able to produce rhyming words.



Sing the song “Let’s Read Together” with students.



TIMING GOAL: 20 minutes

**STaR Words:**

- noise
- wise
- quiet

**Too Much Noise**

*Written by Ann McGovern*

*Illustrated by Simms Taback*

Students will enjoy this funny story about an old man, Peter, who thinks he lives in a noisy house.

Peter goes to see the wise man in the village to ask for help with his problem. To have peace and quiet, Peter follows all the instructions given by the wise man. The wise man cleverly helps Peter to realize that, relatively speaking, he truly does live in a very quiet house.

**Interactive Story Reading**

Before Reading

- Introduce the title, author, and illustrator of the story. Have students identify the author’s and illustrator’s roles and the purpose of the title.

Point to the title. **The name of our story today is *Too Much Noise*.**

**Ann McGovern is the author. WGR: What does the author of a story do?**

**The illustrator is Simms Taback. WGR: What does the illustrator do?**



**Notice that each of the words in the title gets bigger and bigger. T-P-S: Why do you think the illustrator made the words in the title get bigger like this? When I see the words getting bigger, I read them in a louder voice like this...*Too Much Noise!***

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

**The title of the story tells us there is too much noise. T-P-S: What do you think is making the noise? How can you tell the noise bothers the man on the cover? What do you think he will do about the noise?**

- Introduce the story vocabulary words.

**There are some new words that you will hear in our story today. One word is in the title. The word is “noise.” A noise is a loud sound. The title tells us that in this story, there are too many loud sounds. WGR: What is the man on the cover doing because there is too much *noise*? T-P-S: Why is he putting his fingers in his ears? Point out that because people hear with their ears, the man puts his fingers in his ears so he won’t hear the noise.**

**Another new word is “wise.” Someone who is wise is very smart. A person who is wise uses his or her brains to think about and understand things. T-P-S: Who do you know who is wise?**

**Another new word we will hear is “quiet.” When it is quiet, there is no sound. You can listen with your ears and not hear anything.**



Ask questions about unknown words

- Introduce the good-reader skill for today.

**To help them guess what might happen next, good readers think about what has already happened in the story. As I read the story today, think about what has happened so far. We will stop a few times and guess what we think will happen next.**

#### During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - **Page 8:** T-P-S: **What makes noise at Peter’s house? I wonder what Peter will do about the noise. Tell your partner what you think Peter will do next.**
  - **Page 12:** T-P-S: **Why do you think Peter does what the wise man tells him to do?**
  - **Pages 14–30:** Encourage students to chorally respond with the house and animal sounds as you read.
  - **Page 20:** T-P-S: **Do you think the wise man is really helping Peter? Why (or why not)?**
  - **Page 24:** T-P-S: **Why do you think the wise man tells Peter to get all these animals?**
  - **Page 28:** Pause at the break in the text after the second sentence. T-P-S: **I wonder what the wise man will tell Peter to do next. Talk with your partner about what you think the wise man will tell Peter to do.**
  - **Page 32:** T-P-S: **How does Peter feel now?**
  - **Page 34:** T-P-S: **I wonder what the wise man will tell Peter to do now. Tell your partner what you think the wise man will tell Peter.**
  - **Page 36:** T-P-S: **Why does Peter think his house is quiet now when he hears the bed creak, the floor squeak, the leaves fall on the roof, and the tea kettle whistle?**

#### After Reading

- Engage students in comparing the beginning and end of the story using pages 8 and 42 of the text. Use the following questions: Why does Peter think his house is noisy in the beginning of the story? Does Peter still think it is too much noise at the end of the story? How does the wise man help Peter solve his problem?

**The old man didn’t like to hear the bed creak, the floor squeak, the leaves on the roof, and the whistling tea kettle. He thought those sounds were too loud. When something is too loud, we think of our new word “noise.” Let’s make a sentence using the word “noise.”** T-P-S: **Talk to your partner about ideas you have for our sentence.**

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the words “wise” and “quiet.”
- Review some of students’ predictions. Were they accurate?



Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.



TIMING GOAL: 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student's paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

## Dramatic Play Lab | Doctor's Office

### Description:

- Students will continue to use the dramatic play area as a doctor's office, but today the doctor will specialize in hearing.

### When You Tour:

- Demonstrate how the doctor might check one's hearing. Suggest that students use a bell, sticks, etc. to make soft, then increasingly louder, sounds until the patient can hear them.
- Remind students to never stick anything into their own or anyone else's ears.

### Facilitate Learning:

- Ask students the following questions about hearing:

#### Examples:

- **Tell me about how you can check your patient's hearing?**
- **I wonder what happens to our ears when we hear really loud sounds?**
- **Is my hearing okay? How can you tell?**

## Blocks Lab | Build It!

### Description:

- Students will build with blocks.

**Purpose:**

- Participation in this lab will help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, social skills, and language skills.

**When You Tour:**

- Point out the materials available.
- Ask questions that will encourage students to play in the context of imaginary scenarios.

**Examples:**

- **What could you build for these toy cars?** *A garage, roads, bridges.*
- **When you are building, who could you pretend to be?** *A builder, owner of a building.*

**Facilitate Learning:**

- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. For best results, jump in, and join the play as you interact with students.

**Example:**

- **Excuse me, sir. I'm a new builder, and I want to help you. They told me you were the manager, and I should ask you what part to work on.**
- Encourage students to think about what combinations make strong structures.

**Examples:**

- **I noticed that you placed the smaller block on top of the larger block. Why?**
- **What would happen if you placed the larger block on top of the smaller block?**

**Art Lab | Making Music****Description:**

- Students will use items in the art lab and/or the Wonder Box to make musical instruments.

**Purpose:**

- Participation in this lab will help students to develop fine-motor skills, reinforce thematic vocabulary, develop oral language, and provide the opportunity to explore art materials creatively.

**When You Tour:**

- Explain the activity, and point out the new materials you have put in the art lab or Wonder Box for students to use in making musical instruments.

Facilitate Learning:

- Use the following questions to prompt students and facilitate oral-language development.
  - **I wonder what I could use to make a drum?**
  - **Tell me about how you are making your \_\_\_\_\_?**
  - **Why did you decide to make a \_\_\_\_\_?**

### **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

### **Literacy Lab | Play School: Pipe Cleaner Letters**

Description:

- Students will continue to use materials commonly found in classrooms to play school.

When You Tour:

- Explain that in the pretend classroom today, students may use pipe cleaners to create letters that they have already learned. Demonstrate how to form several letters from the pipe cleaners.

### **Math Lab | The Right Number**

Description:

- Students will recognize the numbers 1–5 and make sets of 1, 2, 3, 4, and 5.

Purpose:

- Participation in this lab will allow students to reinforce their number-recognition skills and to practice creating sets.

When You Tour:

- Point out the Right Number Cards for the numbers 1–5 and the bowl of buttons.
- Suggest that students place the right number of buttons on each card as indicated by the numbers on the characters' hats.

Facilitate Learning:

- Have students lay the cards out in front of them. Ask them to identify the numbers on the cards. For example, ask one student to point to the card with the number 1 written on the hat. Ask, **How many buttons are you going to put on that card? One button. How do you know that is the right number? Because the hat has a 1 on it. Use your finger to trace the number on the hat.**

## Computer/Media Lab | Free Exploration

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the computer/media lab is open. If you have a recording device, point out that students can use it to record their voices or the instruments that students make in the art lab.

## Sand/Water Lab | Free Exploration

Description:

- Students will learn about sand and/or water.

Purpose:

- Participation in this lab provides students with an opportunity to explore the properties of sand and water by experimenting with a variety of tools.

When You Tour:

- Tell students that the lab is open today.

Facilitate Learning:

- Encourage students to explore the tools and materials.

## Science Lab | Using My Five Senses

Description:

- Students will use their senses of hearing, sight, smell, taste, and touch to make and record observations about various items.

Purpose:

- This lab provides students with opportunities to explore the use of their five senses.

When You Tour:

- Explain that students will use their senses of hearing, sight, smell, taste, and touch to make observations about various items.
- Point out the new lab materials and the senses they are linked to. (Note: You might use words and symbols to label each set of materials with the sense that it is linked to.)
- Encourage students to make notes about the objects they explore and how the objects sound, look, smell, taste, and feel.

Facilitate Learning:

- Use the following prompts to reinforce scientific concepts and facilitate oral-language development.
  - **How can you figure out what is in the containers?**
  - **What happens when you look at things with the \_\_\_\_\_?**
  - **Tell me about how the apples and potatoes smell/taste different/the same?**
  - **What can you tell me about the \_\_\_\_\_ using your sense of touch?**

## Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today. Point out the scented markers that you have added to the lab.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities.

### Calendar

- Repeat the usual calendar activities to engage students in naming the months of the year and the current month and the days of the week and the current day and date.

### Days of the Week

- In the usual manner, determine today's day of the week and the date. Before placing the Yesterday card in the pocket, ask, **Should I put the Yesterday card before or after the Today card?** *In the pocket just before the Today card. Why? Because (yesterday's day of the week) comes before (today's day of the week).* Place the card behind the date card with which it corresponds, and say, **Yesterday was** (day of the week).

## Days of School Tape

- In the usual manner, help students determine the new number to be written, say the purpose of the activity, read the numbers, and determine how many days they've been at school.

## Ten-Frames

- In the usual manner, add a dot, and then point to and count the dots aloud. Compare the number of dots with the date.

## Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in the number, you completed \_\_\_ rows plus \_\_\_ squares on the Hundreds Chart.

## Number-Recognition Circle 1–5

- Move the clothespin to the number 4. Ask students to show you that number by holding up four fingers. Then ask them to hold up one more finger. Ask, **How many fingers are you holding up now?** 5. Move the clothespin to the number 5, and say, **Let's count our fingers: 1, 2, 3, 4, 5.**



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.



TIMING GOAL: 30 minutes

## Snack

- As students eat, ask them to focus on the sounds of the foods as they eat them. Expand their vocabulary with the terms “crunchy,” “crispy,” “soggy,” and “chewy” by asking, for example, “Are crunchy (soggy, etc.) foods noisy or quiet?”



Invite students to talk with a partner about the Partner Challenge. **Our Partner Challenge is to give an “I” Message that tells how you would feel and why if someone got in front of you at the water fountain.** Use Think-Pair-Share to have students answer questions to review the parts of active listening that will help them with the Partner Challenge.

**Using all the parts of active listening will help you to listen carefully for your partner to tell how he or she would feel and why he or she would feel that way.** Remind students to use the framework “I feel \_\_\_\_\_ because \_\_\_\_\_.” Monitor students’ conversations, providing guidance with “I” Messages as needed.

- Distribute pocket points to students to place in KinderRoo’s pouch when they give a complete “I” Message.

### Outside/Gross-Motor Play

- Some students will need the freedom of exploratory play on the equipment while others will play group games with the balls or tour the outdoor area to explore with their senses.
- Play a guessing game by describing something you hear and inviting students to guess the object. After you have modeled several clues, invite some volunteers to use their sense of hearing and give their friends some clues.
- Take out two or three balls for games of tossing and catching, rolling, and bouncing. Choose those skills with which your students need practice. Encourage students to use their senses to describe the balls they are using.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.

## Stepping Stones

**TIMING GOAL:** 30 minutes

### Beginning Phonics

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.
- Show the Animated Alphabet segments for /p/, /g/, and /o/.



### Emergent Reading

#### Story Introduction

- Show the cover of *A Nature Walk*.
- Introduce the title and author.

**The title of our new story is *A Nature Walk*.**

**This story has two authors: Irene Waclawiw and Barbara Wasik. The illustrator is Stephanie Rice.**



**T-P-S: What does it mean to go on a nature walk?** *To look for things outside.*  
**We will read the story to find out what the kinderfriends see on their nature walk.**

- Encourage students to notice the use of capitalization and punctuation as you read the story to them.

**We have seen that sentences begin with uppercase letters and usually end with periods. Follow along as I read the story, and look at the letters and marks that you see on each page. We will talk about them at the end.**

Read the story to students. Cue students to turn the page when necessary. Make sure they are on the correct page.

**T-P-S: What did you notice on the pages of this book?** *The first word on many pages begins with a lowercase letter; many pages end with a mark that is different from a period.*

- Explain the use of commas in the story. Draw a large period and a large comma on the board.

**The mark that you see on many pages is different from a period. It is called a comma. Say, “comma.” A comma is used in very long sentences to separate ideas. When you are reading, it is good to take a small breath when you see a comma.**

**This whole book actually has only one sentence. Watch as I write the words from our story on the board.**

- Copy the words from each page (except the last page) on the board as one continuous sentence: “On our nature walk, we see a spider, a ladybug, a nest, a leaf, a rock, and a snake.” **Listen carefully as I read the sentence.** Point to each word as you read the sentence, and pause briefly as you encounter each comma. **The commas help us to know when to pause for breath in this very long sentence.**

**Now we will read the story together. You will be able to remember what each page says by looking at the pictures.**

### Guided Group Reading

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.



## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know



- Invite students to call out the numbers that they recognize as you show them the Ten-Frame Cards, Dot Set Recognition Cards, and Number Cards for the numbers 1–8.



Note any students who may not be participating in this group activity. Assess later to see what is causing their lack of interest. Is it a lack of knowledge (in which case, you'll know to work with those students individually)? Or is it a lack of interest because they are well beyond this activity? If that is the case, you might challenge these students during lab time to work with higher numbers, or hold up two cards, and ask them what the total is, etc., depending on their levels.



- Award pocket points if most students are able to successfully recognize the numbers on the cards.
- Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to invite them to recall what they know about the numbers 1, 2, 3, 4, 5, 6, 7, and 8.
- After students have shared, say, **We know a lot about the numbers 1, 2, 3, 4, 5, 6, 7, and 8. Today we are going to continue learning about numbers.**

### Active Instruction

- Introduce the concept of the number 9. Help students reflect on what they know about the number.



**Today we are going to learn about the number 9.** Write the numeral 9 in the middle of a piece of chart paper, or point to it on the interactive whiteboard.  
T-P-S: **What do you know about the number 9?** Responses will vary.  
Generate a written list with your students. Then read the list to them.

- Invite students to look around the room to see if they can see the number 9. Select a few students to point to where they found the number 9. *On the clock, on the Hundreds Chart, etc.*

T-P-S: **What does the number 9 look like?**

- Invite students to draw a number 9 in the air. Model how to draw the numeral in the air. Remind them to start at the top. Say, **Circle around and down.**
- Ask students to practice writing the numeral 9 in the air, on one another's backs, and on the rug.
- Guide partners to make sets of nine linking cubes.

**I am going to give you and your partner a bag of linking cubes to share. I'd like each of you to take nine cubes from the bag and place them in front of you.**



- Give each partnership a bag of linking cubes. When each student has nine linking cubes in front of him or her, ask, **How many cubes do you have? How do you know?**
- Ask students to touch and count the cubes as you count them aloud together. Take this opportunity to observe which students are able to count the cubes correctly by saying one number per cube. If any students are having difficulty, ask them to put the cubes in a row and push one cube up at a time as they count. Ask students to count the cubes aloud again as they put them back into the bags.

### Partner Practice

- Tell students that they will practice making sets of nine. Explain to students that they are going to use linking cubes to build a tower of nine cubes.
- Have one student in the partnership assume the role of Peanut Butter and the other Jelly.
- Peanut Butters will ask the Jellies to build a tower of nine cubes. The Jellies should take nine linking cubes from their bags and build a tower. When the Jellies have nine cubes on their desk, they should count them aloud with the Peanut Butters to be sure that they have nine cubes.
- Have students switch roles so the Peanut Butters count out cubes, and the Jellies confirm the counting.

### Recap

- Share a few of the ways that you observed students creating sets of nine.

**As you placed nine cubes on your tower, you each organized them in a different way. You showed me that there are many different ways to show nine.**



- Award pocket points if most students are able to successfully create sets of nine.
- Play the “Find the #9” video to reinforce the concept of 9.
- Review today’s lesson by inviting students to count aloud to 9 with you.  
WGR: **What number comes after 8? 9. Find the number 9 in our room.**  
*Answers will vary.*



TRANSITION

Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Ears Hear,” from *The 20th Century Children’s Poetry Treasury*, page 15

### Introduce the Poem

**I have a wonderfully perfect poem for today! It’s perfect because we are learning about hearing! Believe it or not, it’s called “Ears Hear”! You won’t be surprised if I say—especially this time—“Listen!” Listen and imagine that you hear the sounds mentioned in this poem.**

- Read the poem twice. Read slowly, pausing briefly after each line to give students time to imagine.



Gather students together in a place where you will model during Write Away.



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we have been talking about our sense of hearing. You are going to write about something you like to hear.**

**What do you like to hear?**



- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write as needed.

**I think that I will write a sentence that says, “I like to hear the rain.”**

- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, or copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

### **Example:**

**I am ready to write my sentence. My sentence is, "I like to hear the rain."**

- **The first word is "I." I'm going to copy that word from the word wall.** Write the word on the first line.
  - Point to the second line. **The next word is "like." I'm not sure how to write the word, so this line can represent the word "like."**
  - **"To." What sounds that you know do you hear in "to"?** /t/. Write "t."
  - **"Hear." I think I'm going to draw an ear to stand for "hear."** Draw an ear.
  - **I like to hear the rain. "The" is the next word. "The" is on the word wall, so I can copy it.** Write "the."
  - **The last word is "rain." I'm going to draw some rain drops for "rain."** Draw rain drops on the last line.
- Reread your sentence, touching each word, or word representation, as you do.

### **Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### **Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap

- Review the learning focus of the day.

**We have been learning about our ears today. Our ears help us to learn more about the world by allowing us to hear sounds.**

- Select three or four students to stand and come to the front of the room. Have the remaining students close their eyes and listen carefully.

**Let’s use our sense of hearing to be sound detectives. Let’s listen to some of our friends’ voices and see if we can figure out which mystery person is speaking.**



- Select one student to say, “This is my voice. Who am I?” Invite the seated students to open their eyes and guess which of the standing students spoke. Ask students how they knew which of their classmates spoke.
- When students correctly identify the speaker, invite the standing students to return to their places. Continue playing the game as time allows.
- If students recorded their voices in the computer/media lab today, you may wish to adapt the activity to have students guess the voice on the recording.

**You’ve been sound detectives today by really paying attention to your sense of hearing. The sounds you heard made your eardrums vibrate against the three little ear bones way inside your ears. The little bones vibrated against the millions of tiny nerves, sending a message to your brain. Your brain sort of said, “I heard something! Now what was that?” and your marvelous, brilliant brain figured out what it heard!**

## Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “hear.” To hear means to sense something with your ears, or listen. T-P-S: When did we see, hear, or use the word “hear” today?**

**Another word we learned is “noise.” A noise is a sound. T-P-S: When did we see, hear, or use the word “noise” today?**



- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

### Theme Vocabulary:

hear  
noise

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Brother make noise.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, My brother makes noise.</i>
The student responds in a complete, but not very elaborate, sentence. <b>My brother makes noise.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>What does the noise sound like?</b>



- Award pocket points if the student is able to create a complete sentence.

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to give an "I" Message that tells how you would feel and why if someone got in front of you at the water fountain.**



- Use the sharing sticks to select students and their partners to tell their "I" Messages. As students state their "I" Messages, occasionally point out the two parts—how and why—in their "I" Messages.



- Award pocket points for each member of a partnership who gives a complete "I" Message.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the lion for today's show.
- Read & Respond: **Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the lion stamp to place an animal image on each student's hand.

# Day 7 | Ready, Set...

## Focus

My eyes can see.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of the concepts-of-print book <i>A Nature Walk</i> and the trade book <i>Too Much Noise</i></li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Alex and KinderRoo puppets</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>Small mirrors, several</li> <li>Chart paper, one piece</li> <li>Marker</li> <li>Thematic vocabulary word cards for “sight” and “pair” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Trade book: <i>Too Much Noise</i></li> <li>Animals and objects retell cards, prepared with glue and craft sticks (appendix)</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>Number Recognition Circle 6–10</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Snack supplies: Carrot sticks, yellow, orange, and red bell pepper wedges (optional), dip (cream cheese, ranch)</li> <li>Playground supplies: Balls or beanbags, a ball or beanbag target</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “r” or IWB access</li> <li>“Rr” Uppercase and Lowercase Letter Card or IWB access</li> <li>Letter cards (“r,” “a,” “n,” “i,” “t”) or IWB access</li> <li>KinderRoo puppet</li> <li>/r/ picture cards (ribbon, rope, rug) or IWB access</li> <li>Common /r/ objects (optional)</li> <li>Stepping Stones Partner Practice Booklets for unit 4</li> <li>Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (teacher and student copies): <i>A Nature Walk</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Marker</li> <li>Small plastic bags, each with twelve manipulatives (mixed), one bag per student</li> <li>Pizza Workmat sheet, one per student (appendix)</li> </ul>

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> <li>• “Until I Saw the Sea,” page 59 of <i>The 20th Century Children's Poetry Treasury</i></li> </ul>
Write Away	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• Joey puppet</li> <li>• Concepts-of-print book <i>A Nature Walk</i>, one per student</li> <li>• Home Link animal hand stamp: walrus</li> </ul>

### Learning Labs—Additional Materials

<b>Dramatic Play   Doctor's Office</b>
<ul style="list-style-type: none"> <li>• Eye chart (appendix)</li> <li>• Large wooden or plastic spoon</li> </ul>
<b>Sand/Water Lab   Free Exploration</b>
<ul style="list-style-type: none"> <li>• Pitcher of water, bowl of ice (if possible)</li> </ul>

## Day 7

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Display *Too Much Noise* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *A Nature Walk* in the library. Encourage students to practice reading the books with a friend.

## Literacy Lab

- Same as day 6

## Math Lab

- Place finger paint bags in the lab to encourage students to practice writing the numerals 1–10.

## Computer/Media Lab

- Same as day 6

## Writing Lab

- Same as day 6

## Other

- Same as day 6



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

# Gathering Circle

TIMING GOAL: 20 minutes

Routine
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> <li>6. Remind students about the responsibilities of the Cool Kid.</li> </ol>

## Home Link Debrief

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



**T-P-S: The story *Did You Hear That?* talked about the sense of hearing. What is one thing that you learned about the sense of hearing from this story?**



- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of students’ efforts.

## Active Instruction

- Introduce the Getting Along Together lesson.



**Last week we learned about “I” Messages, and we practiced making “I” Messages that tell about our feelings. T-P-S: What are the two important things we tell someone when we use an “I” Message? How we feel and why. We’re going to learn some more about our feelings and giving “I” Messages this week.**

- Use the Alex and KinderRoo puppets with the following scenario to demonstrate that “I” Messages can be used when our feelings change.

Alex in an excited voice:

**KinderRoo, my mom said I can have a party!**

KinderRoo: **Hooray! I feel excited because I love parties. Let’s invite our friends right away.**

Teacher: **KinderRoo, I heard you give an “I” Message about how you feel about Alex’s party. WGR: How does KinderRoo feel about Alex’s party? T-P-S: Why does KinderRoo feel excited? Let’s find out what happens next.**

*(continued on next page)*



Alex: **KinderRoo, we aren't going to invite anyone to the party now.**

KinderRoo: **Why not?**

Alex: **We can't invite our friends now because the party is going to be next year.**

KinderRoo: **Next year? Now I feel sad because I have to wait so long for the party.**

Teacher: **WGR: How does KinderRoo feel when she finds out the party is next year? WGR: What does KinderRoo do that helps us to know how she feels? *She gave an "I" Message. When we know how to give an "I" Message, it helps us to know what our feelings are.***

**At first, KinderRoo is excited about the party, but then she feels sad. T-P-S: What do you notice about KinderRoo's feelings? *They changed. Sometimes feelings change. When our feelings change, we can give an "I" Message to help people know how we feel and why.***

**Have you ever felt excited about something, and then your feelings changed? T-P-S: Tell your partner about a time when you felt good about something and then your feelings changed.**

## Partner Practice

- Use the following scenarios to have students practice giving their partners "I" Messages. Ask students to identify the changes in their feelings.

Scenario 1:

**You and a friend are walking to the bus stop. When you look down in the grass, you see a ten-dollar bill. Give your partner an "I" Message about how you feel when you find the money. Remember to tell how you feel and why.**

**You pick up the money and start to put it in your pocket when Mrs. Smith asks if you found the money she dropped. Tell your partner how you feel now using an "I" Message. Monitor students as they talk with their partners. Encourage them to use a variety of words to describe their feelings other than "sad."**

**T-P-S: How did your feelings change when you realized that the money you found belongs to someone else?**

*(continued on next page)*

Scenario 2:

**Your mother tells you that you can't go outside to play until you clean up your toys. Give your partner an "I" Message about how you feel when you find out that you can't play.**

**When you finish cleaning up, your mother tells you that she will take you to visit your grandmother. T-P-S: Tell your partner how you feel now.**

Scenario 3:

**You are playing with your friend, and he tells you to give him the block you're putting on the tower that you're building. How do you feel? T-P-S: Give your partner an "I" Message that tells why you feel this way.**

**You tell your friend that you won't give him the block. He offers to trade you your block for a different one. Now how do you feel? Give your partner an "I" Message about how you feel about trading blocks.**

- Tell students that they will continue to practice giving "I" Messages. **When you work in the labs and play on the playground, you can practice giving "I" Messages to let your friends know how you feel and why, before you have a conflict.**

## **Partner Challenge**

**We've been practicing giving "I" Messages because it's an important thing to be able to do so we don't have conflicts in our classroom. Today's Partner Challenge is to tell your partner why it's important to be able to give an "I" Message.**

**At any time today, when someone gives an "I" Message, we will earn pocket points for KinderRoo's pocket.**

- Provide a moment for students to share their initial reactions to the challenge with their partners. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

**Our bodies have many parts. We have only one of some parts such as one stomach and one heart. Some of our body parts come in pairs. That means that we have two of them.**



**Which body parts come in pairs? Tell your partner.** *Ears, eyes, arms, hands, legs, and feet.*



- Award pocket points for correct answers.

**Yesterday we learned about our two ears. Today we will learn about another body part that we have two of.**

### Daily Message

I have five ways of learning about the world.

1. I hear with my ears.
2. I see with my eyes.



- Write today's Daily Message in front of students, listing it under day 6's Daily Message. Read both messages, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - T-P-S: **What words are the same in sentence 2 and sentence 1?** "I," "with," "my." Underline these words in each sentence.
  - Sentence 2 contains two words from the word wall: "I" and "my."
  - Have students count the words in the two sentences. Read each sentence slowly, and have students count after you say each word. Have students identify whether today's sentence has more, less, or the same number of words as the first sentence. *Both sentences have five words.*

### Theme Learning




- Explain the content of the Daily Message.

**Our message today tells us that another important way we learn is by seeing. When you were a baby, one of the first sights you probably saw was your mother's or father's face. You've been looking carefully at and seeing other faces and things ever since you were born. The sense of sight is another one of the five ways that we learn about the world.**

**Which part of your body do you use to see things?** *Eyes.* WGR: **Point to your eyes. Our eyes give us the sense of sight. Let's look in our book to find out more about our eyes and how they help us see.**

- Use *I Wonder Why I Sleep* to provide information about eyes and the sense of sight. Point out the diagram of the eye at the bottom of page 18.
- Read the bulleted information about how the eye works on pages 18 and 19.

 You may want to use this moment to mention how people who are visually challenged, even blind, function with the use of aids such as glasses, magnifiers, strong light, and guide dogs. Many learn to read a system of bumps called Braille, for which people use their sense of touch instead of sight. Invite students to think about how they would do everyday activities differently if one of their senses were impaired.

- Tell students that everyone’s eyes are different and that eyes come in many different colors. Pass several mirrors around the circle, and encourage students to look in the mirror at their eyes and notice what color their eyes are.

Note: We recommend passing several mirrors around the circle, beginning at opposing points, to minimize wait time.

**Eyes come in many different colors. Some people have dark eyes such as brown or black. Other people have lighter eyes such as green or blue. Some people have eyes that are a color in between brown and green. We call this color hazel. When the mirror reaches you, use your sense of sight to look in the mirror and see what color eyes you have. If you aren’t sure, ask a partner to look at your eyes and help you.**

- When students have observed their own eyes, encourage them to look at their partners’ eyes and determine whether they have the same color eyes as their partners. As students observe their eye color, write the words “black,” “brown,” “hazel,” “green,” and “blue” across the bottom of a piece of chart paper in preparation for creating a bar graph.
- Invite students with black eyes to stand. Draw a vertical line of “X”s above the word “black,” starting at the bottom and moving up, adding one “X” for each standing student. Invite students to sit, one by one, as you mark them on the graph. Repeat this process for each eye color.



**What color eyes do most students in our class have? How do you know?** *The line of “X”s is the longest.* **WGR: What color eyes do the fewest number of students in our class have? How do you know?** *It has the shortest line of “X”s.*

**Most students in our class have (color) eyes. Other students have (remaining colors) eyes. No matter what color eyes we have, we are all able to see.**



- Play the digital dictionary videos for “sight” and “pair.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our first word for today is “sight.”**

**Our eyes help us to see. Seeing is one of the five senses. We call this sense the sense of sight. I can make a sentence with the word “sight.”**

**My sense of sight lets me see my friends.**

**Our other word is “pair.”**

**If you have a pair of things, you have two of them.**

**I can make a sentence with the word “pair.”**

**I have a pair of brown eyes to see you with.**



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

## Rhyme Time

**TIMING GOAL:** 5 minutes

### Say the Rhyme

- Have students recite “My Five Senses.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6).

### Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:

/s-m-ell/	smell	/s-ee/	see	/t-ou-ch/	touch
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- Award pocket points if students are able to successfully blend the sounds to make words.



Sing the song “Let’s Read Together” with students.

## STaR Story Retell

**TIMING GOAL:** 20 minutes

### Review

- Review the title, author, and illustrator.

**We read this story yesterday. Do you remember the title?** Too Much Noise.

**The author is Anne McGovern. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is Simms Taback. What does the illustrator do?** *The illustrator paints, draws, creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.





**We learned some new words in our story yesterday. The first word was “noise.” What does “noise” mean? *Loud sounds.***

**T-P-S: Can you think of a sentence that uses the word “noise”? Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “wise.” *The word “wise” means very smart.*
- Repeat this process with the word “quiet.” *The word “quiet” means no sound.*

### Story Retell

- Quickly place students in groups of two or three so all the animals in the story are represented. There will be ten groups. Distribute one of the prepared retell pieces to each group. Explain to students that they will use their ears to listen carefully to the story. When they hear you read the part about their items, they will hold up their puppets and make the appropriate sound.

Have each group practice their sound as you name the animals and items. Model the sound for each animal or item if necessary.

Read the story, prompting students (if necessary) to make the associated sound of the item that they’re holding.

Close the activity by rereading page 44. Have students demonstrate Peter sleeping and dreaming a very quiet dream.



Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routines

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

## **Dramatic Play Lab | Doctor's Office**

Description:

- Students will continue to use the dramatic play area as a doctor's office, but today the doctor will also check patients' sight.

When You Tour:

- Point out the eye chart. Suggest that students pretend to be doctors checking one another's sight. Demonstrate how the doctor can cover one of the patient's eyes with a spoon as the patient reads the chart.

Facilitate Learning:

- Ask questions that will help students to develop mature levels of play by prompting them to think about the roles, props, and rules that they created for the scenario. For best results, jump in, and join the play as you interact with students.

**Examples:**

- **Tell me about how you can check your patient's sight?**
- **Is my sight okay? How can you tell?**

## **Blocks Lab | Build It!**

Description:

- Students will continue to build with blocks.

When You Tour:

- Remind students that the lab is open today.

## **Art Lab | Making Music**

Description:

- Students will continue to create musical instruments.

When You Tour:

- Remind students that the lab is open today.

## **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

### **Literacy Lab | Play School**

Description:

- Students will continue to use materials commonly found in classrooms to play school.

When You Tour:

- Remind students that the lab is open today.

### **Math Lab | Free Exploration**

Description:

- Students will explore the numbers 1–10.

Purpose:

- This lab provides students the opportunity to practice counting and creating sets of ten.

When You Tour:

- Announce to students that the math lab is open today. Point out any materials that you have added to the lab.

### **Computer/Media Lab | Free Exploration**

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the computer/media lab is open. If you have a recording device, point out that students can use it to record their voices or the instruments that students make in the art lab.

### **Sand/Water Lab | Free Exploration**

Description:

- Students will continue to learn about sand and/or water.
- Students will explore the properties of sand and/or water by experimenting with a variety of tools, including a pitcher of water and ice (if possible).

When You Tour:

- Point out the pitcher of water (and bowl of ice).

Facilitate Learning:

- Use the following prompts to reinforce thematic concepts and facilitate oral-language development.
  - **Tell me about how pouring the water into the sand changes the way the sand/water feels/looks/smells.**
  - **I wonder what you can make with the sand now that it is wet.**
  - **I wonder how the ice will change.**

## Science Lab | Using My Five Senses

Description:

- Students will continue to use their five senses to make and record observations about various items.

When You Tour:

- Remind students that they can use their five senses to make observations in the science lab today. Encourage students to make notes about the objects that they explore and how the objects sound, look, smell, taste, and feel.

## Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away the lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 6:

### Calendar

- After placing the calendar cutout on the calendar, say, **Let's look at the calendar pictures. What do you notice? The pictures make a pattern. The pictures do show a pattern. Can you name the pattern?** (*Current month's pattern.*)

## Days of the Week

## Days of School Tape

## Ten-Frames

## Hundreds Chart

## Number-Recognition Circle 6–10



- WGR: **What is new on our 15-Minute Math board?** *A new number circle.*  
 RWE: **We have a new Number-Recognition Circle on the board.** Clip the clothespin to the section with the number 6 in it. **Yesterday we learned about the number 6. I have placed the clothespin on the number 6 section of the circle.** Point to the number 6, and say, **This is the number 6. There are six dots in this section of the circle. Everyone clap six times.** *Students clap.* Point to the number again. WGR: **What number is this?** 6.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Carrots and other yellow, orange, and red vegetables contain vitamin A, which is necessary for healthy eye function. Encourage students to enjoy the carrots and other vegetables, perhaps with a cream cheese or ranch dressing dip.

Join students in a discussion of what they notice about their food, using their sense of sight (color, shape, size, number).

- Invite students to talk with their partners about the Partner Challenge. **Today’s Partner Challenge is to tell your partner why it’s important to be able to give an “I” Message.**




- Use Think-Pair-Share to have students answer questions to review the parts of active listening that will help them with the Partner Challenge.

**Using active listening to talk to each other will help you to listen carefully so you will know why it is important to give an “I” Message.**

- Monitor students’ conversations, providing guidance with active listening as needed. Distribute pocket point chips when you observe students using active listening skills.

## Outside/Gross-Motor Play

- Use the balls, beanbags, and beanbag target to reinforce the importance of sight.

 Many young students close their eyes when they catch and even when they throw! Encourage them to keep their eyes open and focused on where they want the ball or beanbag to go.

If some of your families include ball fans, students may know the expressions “Keep your eye on the ball!” and “Good eye!” Ask them what they think those phrases mean to ballplayers.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.

## Stepping Stones

TIMING GOAL: 30 minutes



### Beginning Phonics: /r/ – a stretched sound

#### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Play the Animated Alphabet segment for /u/.



#### Introduce the New Sound

##### Silly Sentence

- Present the KinderRoo puppet. Explain that KinderRoo has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /r/ sound at the beginning of each word by stretching it.

##### **The rapid rabbit races.**



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “rapid,” “rabbit,” and “races”?**
- Explain that /r/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /r/, stretching the /r/ sound at the beginning of each word.



**Let's practice that sound.**

**Teacher:** /r/ apid

**Students:** /r/ apid

**Teacher:** /r/ abbit

**Students:** /r/ abbit

**Teacher:** /r/ aces

**Students:** /r/ aces

Mnemonic Picture

- Show the picture side of the key card for “r.” Explain that the picture we have to help us remember the sound /r/ is a rabbit.



**Let's watch our funny cartoon about /r/. It will help us to remember the sound.**

- Play the Animated Alphabet segment for /r/. Point out that the rabbit's moped makes the /r/ sound.

People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /r/. Explain that KinderRoo has brought some pictures and objects that begin with /r/. Say the name of each picture or object as you present it, and emphasize the /r/ sound.

ribbon

rope

rug

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.

Making the Sound



- Ask students to think about what is happening in their mouths as they make the /r/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.



**How are the two letter shapes the same? How are they different?**

## Partner Practice

### Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 8. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write their initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write their initials in the box at the bottom of Jelly’s page.

### Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /r/, /a/, and /n/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “ran.” Repeat with the word “it.”

**We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**



**Alphie and his friends can use Stretch and Read to sound out words too. Let’s watch.**

- Show the Sound and the Furry video segment.

**Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!**

- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.



## Forming the Letter

### Introduce the Shape of /r/

- Explain that now you will show students how to write the letter that makes the /r/ sound. Trace the letter with your finger as you say the letter-writing cue “**From head to tail and along his paws.**” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

**Example:**

**What picture does this letter look like? *Rabbit*. Yes, this letter looks like a rabbit.**

Write /r/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.
- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the rabbit. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.) Encourage them to say the cue as they write the letter.
- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /r/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /r/ and circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /u/ **Right under the umbrella, up and down.**
  - /k/ **From head to toe, arm up, kick out.**
- Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

ran

it

- Collect the Partner Practice Booklets.

**Emergent Reading**

**Story Review**

- Briefly review the concepts-of-print book *A Nature Walk*.

**We read this book yesterday. There are lots of ways that we can use our sense of sight when we take a walk outside.**

- Review the focus skill.



**Remember that this story has only one long sentence. T-P-S: What are the little marks that we see on each page that help to divide the long, long sentence into shorter parts? *Commas*. Remember that when we see a comma, we should pause or take a little breath.**

### Partner Reading

- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know

- Invite students to write the numeral 9 with their fingers on the rug or in the air. If needed, remind students to circle around and down to write 9.
- Award pocket points if most students are able to successfully write the numeral 9.

**T-P-S: Think about what you learned during the last math time. What did we do with the number 9?**

**RWE: Yes, we made sets of nine. Let’s count to 9. 1, 2, 3, 4, 5, 6, 7, 8, 9.**

**WGR: What number comes after 9? 10.**

### Active Instruction

- Introduce the concept of the number 10. Help students reflect on what they know about the number.

**Today we are going to learn about the number 10.** Write the numeral 10 in the middle of a piece of chart paper, or point to it on the interactive whiteboard.

**T-P-S: What do you know about the number 10? Responses will vary.**

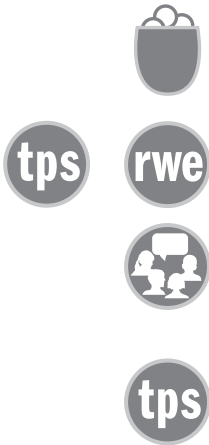
Generate a written list with your students. Then read the list to them.

- Invite students to look around the room to see if they can see the number 10. Select a few students to point to where they found the number 10. *On the calendar, on the Days of School Tapes, etc.*

**T-P-S: What does the number 10 look like? A one and a zero.** Model how to draw the numeral in the air. Invite students to draw a number 10 in the air.

**You know how to write the numeral 1. Draw the numeral 1 in the air.**

**Now draw a 0 right next to the 1. A 0 looks like an oval or an uppercase /o/. Start at the top, and circle around.**



- Ask students to practice writing the numeral 10 on one another's backs and on the rug. Pay close attention to make sure that they are writing the digits in the correct order.
- Give each student a small plastic bag of manipulatives and a Pizza Workmat. Explain that they are going to add toppings to the pizza.
- Ask students to count the toppings as they add them to their pizzas.

**Do you have ten toppings on your pizza? Let's count to be sure. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.**

### Partner Practice

- Tell students that they will practice making pizzas for their partners.
- Have one student in the partnership assume the role of Peanut Butter and the other the role of Jelly.
- Peanut Butters will ask Jellies to make a pizza with ten toppings (e.g., "I would like a pizza with ten pepperonis, please."). The Jellies should take ten manipulatives from their bags and place them on their Pizza Workmats. When the Jellies have ten toppings on their workmats, they should serve their pizzas to their partners. Partners should count the toppings aloud together.
- Then have students switch roles so the Peanut Butters add pizza toppings for the Jellies.

### Recap

- Share a few of the ways that you observed students creating sets of ten.

**All of your pizzas had ten toppings, but none of your pizzas were exactly the same. Some pizzas had ten pepperonis, and others had ten vegetables. Some pizzas had all the toppings on one side of the pizza, and some pizzas had all the toppings spread out. Each of you made a different ten-topping pizza.**



- Play the "Ten Turtles" video to reinforce the concept of 10.
- Award pocket points if most students are able to successfully create sets of ten.
- Review today's lesson. WGR: How do you write the numeral 10? *Draw a 1 and then a 0.* What number comes before 10? *9.*

Sing "It's time to go to sleep. It's time to count our sheep." Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Until I Saw the Sea” from *The 20th Century Children’s Poetry Treasury*, page 59

### Introduce the Poem

**Today I’d like to read a poem to you called “Until I Saw the Sea.” I chose this poem because it involves someone using her sense of sight and her imagination as she looks at the sea. She thinks the sea breathes.**

- Be sure that your students know that the sea is a large body of water. You might talk about how the words “sea” and “see” sound the same, but have different meanings.



Gather students in a place where you will model during Write Away.



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we have been talking about our eyes. You are going to write about your favorite thing to look at or watch.**

**What is your favorite thing to look at or watch?**



- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

**I think that I will write a sentence that says, “I like to watch movies.”**

- Review previously introduced emergent-writing strategies. **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, and copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

### Example:

**I am ready to write my sentence. My sentence is, “I like to watch movies.”**

- **The first word is “I.” “I” is on the word wall. I can copy it.** Write the word on the first line.
  - Point to the second line. **The next word is “like.” Let’s use our sounds. What sounds do you hear in “like”?**
  - **“To.” What sounds do you hear in “to”?**
  - **I like to watch movies. “Watch” is the next word. I’m going to draw a pair of eyes for “watch.”** Draw a pair of eyes.
  - **“Movies” is the last word. What sounds do you hear in “movies”?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

### Sharing

- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.





Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day. **Today we have been talking about another one of our senses, the sense of sight. What body part helps you see? Eyes.**

**Let’s sing our rhyme about the five senses.**

- Recite the rhyme “My Five Senses” together while doing the gestures.
- Review how to play I Spy with students.

**Joey would like to play his game of I Spy with you. It is a little bit different from giving clues to the guessers. We’ll use both our sense of sight and our sense of hearing to play this game.**

**Joey will look around the room and say what he spies, or sees, in his special way of talking. We will listen to Joey and look around the room to figure out what he is saying.**

The following is a list of suggested objects that Joey can spy and students can guess. Use these or others that you might prefer. You might wish to have Joey say students’ names in Joey talk.

You may want to allow students to spy something and give clues about it using Joey talk.

**Joey, what do you spy? Joey says, I spy a:**

**/t...aaa...b...lll/**     *table*

**/ch...ai...rrr/**     *chair*

**/rrr...uuu...g/**     *rug*

**/mmm...ar...k...er/**     *marker*

**/ch...iii...lll...d...rrr...e...nnn/**     *children*

- Be sure that Joey’s head nods or shakes in response to students’ guesses.
- After a few rounds, move into a regular game of I Spy (e.g., “I spy something that is used for writing.”). Play the game with students, inviting them to guess, based on your clues, what you spy. When they understand the game, let them take turns being the one who spies and gives clues.

### Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “sight.” Sight is the ability to see.**

**T-P-S: When did we see, hear, or use the word “sight” today?**

**Another word we learned was “pair.” If you have a pair of an item, that means you have two of that item. T-P-S: When did we see, hear, or use the word “pair” today?**

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

sight  
pair

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>I sight.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, I have the sense of sight.</i>
The student responds in a complete, but not very elaborate, sentence. <b>I have sight.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>How does your sense of sight help you?</b>



- Award pocket points if the student is able to create a complete sentence.

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to tell your partner why it's important to be able to give an "I" Message.**



- Use the sharing sticks to select students and their partners to share why it's important to be able to give an "I" Message. Reinforce their statements about how "I" Messages help them to know what their feelings are, to tell another how they feel and why they feel that way, and to keep from having conflicts.



- Award pocket points for partnerships who give reasonable answers.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the walrus for today's show.
- Read & Respond: Distribute the *A Nature Walk* books. **You get to bring these books home with you today! Share *A Nature Walk* or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the walrus stamp to place an animal image on each student's hand.



# Day 8 | Ready, Set...

## Focus

My nose can smell.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Rhyming-pair picture cards: cat, mouse, teddy bear, fly, frog, dog (from the KinderCorner Activity Cards, unit 3)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>“Good” scent and “bad” odor baggie sets</li> <li>Thematic vocabulary word cards for “smell” and “nostrils” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Felt or magnetic board</li> <li>Felt-backed (or magnetic) pieces from the Little Red Riding Hood set</li> <li>Feelings Thermometer poster</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Any healthy snack</li> <li>Two different flavors of fruit yogurt</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>Key card for “b” or IWB access</li> <li>“Bb” Uppercase and Lowercase Letter Card or IWB access</li> <li>Letter cards (“b,” “a,” “d,” “r,” “u”) or IWB access</li> <li>KinderRoo puppet</li> <li>/b/ picture cards (balloon, bike, bus) or IWB access</li> <li>Common /b/ objects (optional)</li> <li>Stepping Stones Partner Practice Booklets for unit 4</li> <li>Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</li> <li>KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>Concepts-of-print book (teacher and student copies): <i>What Smells?</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>Construction paper, one piece per student</li> <li>Plastic bags, each with ten linking cubes, one per student</li> <li>How Many Noses? page (appendix), one per student</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“Be Glad Your Nose is on Your Face,” page 77 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students' writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
Let's Think About It	<ul style="list-style-type: none"> <li>• Home Link animal hand stamp: hippopotamus</li> </ul>

### Learning Labs—Additional Materials

Literacy Lab   Alphabet Bingo
<ul style="list-style-type: none"> <li>• Alphabet bingo cards (duplicate from appendix)</li> <li>• Key cards for “n,” “a,” “s,” “d,” “i,” “n,” “p,” “g,” “o,” “c,” “k,” “u,” “r”</li> <li>• Game markers (tokens, chips, or beans )</li> </ul>
Math Lab Pattern   Block Patterns
<ul style="list-style-type: none"> <li>• Number Bingo Cards (appendix)</li> <li>• Number Cards 1–10</li> <li>• Plastic bags, each with ten bicolored counters, one bag per student</li> </ul>
Sand/Water Lab   Free Exploration
<ul style="list-style-type: none"> <li>• Pitcher of water, bowl of ice (if possible)</li> </ul>
Writing Lab   Free-Choice Writing
<ul style="list-style-type: none"> <li>• Scented markers</li> </ul>

## Day 8

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Available Activities (continued from day 7)**

Classroom Library Lab

Literacy Lab

Math Lab

Computer/Media Lab

Writing Lab

Other



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.



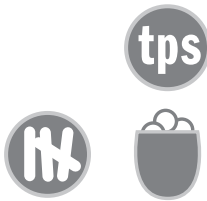
# Gathering Circle

TIMING GOAL: 20 minutes

## Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Select this week’s second Cool Kid.

## Home Link Debrief



- Invite children to share what they remember from last night’s Home Link show.  
 T-P-S: **What did you find that begins with the letter “b” in your house?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of thoughtful answers.

## Active Instruction

- Introduce the Getting Along Together lesson. Use the following scenario with Alex and KinderRoo to review the concept that feelings can change.

Alex approaches KinderRoo:  
**KinderRoo, let’s read in the Classroom Library Lab.**

KinderRoo: **Alex, I can’t play with you now.**

Alex: **Why not? I feel sad when you tell me you can’t play with me.**

KinderRoo: **I have to finish a card that I’m making in the art lab. But when I finish, we can read together.**

Alex: **I feel happy that you will read with me when you finish what you’re doing.**



T-P-S: **How does Alex feel when KinderRoo tells him she can’t play with him? How do you know? Alex gives an “I” Message to tell KinderRoo how he feels. What happens when KinderRoo says she can read with Alex after she finishes in the art lab? Alex feels better.**

- Use the Alex and KinderRoo puppets to introduce the concept that people can feel differently about the same thing.

**Yesterday we learned that feelings can change like we just saw with Alex and KinderRoo. We see that Alex’s feelings change when KinderRoo tells him that she will play with him after she finishes what she’s doing.**

**Now let’s see what happens when Alex and KinderRoo both learn about getting a new pet.**

Teacher (talking to KinderRoo and Alex):

**Have you two ever wanted a pet?**

KinderRoo and Alex together:

**Yes!**

KinderRoo: **I’ve always wanted a puppy.**

Alex: **And I would like to have a pet bird.**

Teacher, using an excited voice:

**I have a pet for you, but it’s not a bird or a puppy.**

**I have a pet snake for you!**

KinderRoo, in an excited voice:

**A pet snake! That’s a neat pet. Can I hold it?**

Alex, with an anxious voice:

**A pet snake? I don’t like snakes. They make me nervous.**

**T-P-S: What do you notice about KinderRoo’s and Alex’s feelings about getting a pet snake? WGR: Do they feel the same way? No. I guess people can have different feelings about the same thing.**



**T-P-S: Tell your partner how you would feel if someone offered you a pet snake.** Invite partnerships to use “I” Messages to tell how they would feel and why. Use the sharing sticks to select students and their partners to share their “I” Messages with the class.

## Partner Practice

- Use the rhyming-pair picture cards to have students share their feelings about the items depicted on the cards.

**We’re going to give “I” Messages about how we feel about things. Be sure to tell how you feel about what you see in your picture. Remember, sometimes you will have feelings that are different from your friends.**

Quickly place students in groups of four by combining partnerships. Distribute one rhyming-pair picture card to each group. Invite students to tell the members of their groups how they feel when they see the item in the picture and why, using the sentence stem, “I feel \_\_\_\_\_ because \_\_\_\_\_.”

**Look at the card that I gave your group. Take turns telling your friends how you feel when you see the picture on the card and why you feel that way. Remember to say “I feel \_\_\_\_\_ because \_\_\_\_\_.”**



Allow time for students to do this. **Raise your hands if everyone in your group feels the same way about the picture that you have.** Point out how many, if any, share the same feelings. Use the sharing sticks to select one group, and have each member tell his or her feelings and why he or she feels this way. If time permits, select other groups to share as well.

### Partner Challenge

- Tell students they will continue to practice giving “I” Messages. **Today you will give your partner an “I” Message that tells how you feel when you hear loud music.**



## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Introduce the question.



**We know that our ears help us to hear, and our eyes help us to see. Today we will talk about what our noses do.**

T-P-S: **How have you used your nose today?** *I smelled my breakfast.  
I smelled my mom’s perfume.*



- Award pocket points for thoughtful responses.
- Say, **We have been learning about our five senses this week. Today we will learn about another one of our senses. Let’s see what today’s Daily Message says.**

### Daily Message

I have five ways of learning about the world.

1. I hear with my ears.
2. I see with my eyes.
3. I smell with my nose.

- Write today’s Daily Message in front of students, adding it to the list of Daily Messages. Read all three days’ messages, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - T-P-S: **Which words are the same in sentences 1, 2, and 3?** “I,” “with,” and “my.” Underline these words in sentence 3.
  - Remind students that sentences 1 and 2 have five words each. Have students predict whether sentence 3 has more, less, or the same number of words. Read sentence 3 slowly, and have students count after you say each word. Have students confirm whether their predictions were correct.

- Have students identify words in the messages that contain the /s/ sound. Circle the “s”s in these words. WGR: As each word is named, ask students if the /s/ sound comes at the beginning or end of the word.

## Theme Learning



- Explain the content of the Daily Message.

**Another way that we learn is through our sense of smell. What are some odors or fragrances that you like to smell? *Food, flowers, perfume, clean air, etc.***

**What are some odors that you do not like to smell? *Smoke, rotten food, etc.* Some odors that we do not like to smell are warnings to us. Smoke can be an unpleasant smell, but sometimes smoke warns us that, for instance, food is burning and we should check the stove or oven. The bad odor of rotten food warns us not to eat it. So we can learn from the things that we smell.**

**Which part of your body do you use to smell things? *Nose.* Touch your nose. Let’s look in our book to find out more about our nose and how it helps us to smell.**

- Use *I Wonder Why I Sleep* to provide information about the nose and the sense of smell.
- Read the text that goes with the question “What is my nose for?” and the bullet at the top of page 22.
- Tell students that air enters the nose through the nostrils.

**When we breathe in air, the air enters our nose through our nostrils.**

**Nostrils are openings at the bottom of the nose.** Point to your nostrils.

**How many nostrils do we each have? *Two.* Yes. We each have one nose, and each nose has two nostrils.**

- Show students two bags containing cotton balls, with one bag labeled “1” and the other bag labeled “2.”

**Today we will do an experiment. Look at the two bags that I am holding. Each bag has one cotton ball inside. Do the cotton balls look the same or different? *Same.* Yes. The cotton balls look the same, but they do not smell the same. You will get two bags of cotton balls just like these. You will open the bags and smell the cotton balls. Do not take the cotton balls out of the bags.**

- Give each partnership one bag labeled “1” and one bag labeled “2.” Invite students to open the bags and smell the cotton balls. Encourage students to discuss the smells with their partners.

**What do you notice about the cotton balls? *One smells good, and the other smells bad.* Look at the number on the bag. Which cotton ball smells good, or sweet? *Bag 1.* Which cotton ball has a bad odor? *Bag 2.* Yes. Our noses helped us learn which cotton ball has a good smell and which cotton ball has a bad odor. We could not tell just by looking at them.**

- Collect the bags with the cotton balls from students.



- Play the digital dictionary videos for “smell” and “nostrils.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our two new words for today are “smell” and “nostrils.”**

**When we use our noses to sniff, we are using our sense of smell. Smelling helps us to learn more about the world and its odors and fragrances. I can make a sentence with the word “smell.”**

**My nose helps me to smell the food I eat.**

**Our nostrils help to carry air from outside into our noses, where we can smell it. I can make a sentence with the word “nostrils.”**

**My nose has two nostrils to help me smell.**



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

## Rhyme Time

TIMING GOAL: 5 minutes

### Say the Rhyme

- Have students recite “My Five Senses.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6).

### Develop Phonemic Awareness—Auditory Sound Segmenting

- Ask students to listen carefully to the following words. After you say each word, have them break it down to say each word in Joey Talk.

<b>smell</b>	/s-m-ell/	<b>see</b>	/s-ee/	<b>touch</b>	/t-ou-ch/
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- Award pocket points if students are able to successfully produce the sounds in each word.



Sing the song “Let’s Read Together” with students.



TIMING GOAL: 20 minutes

**STaR Words:**

village

ill

delicious

**Little Red Riding Hood: A Peaceful Adaptation***Written by Laura Orlove**Illustrated by James Bravo*

This story is based on the traditional story of Little Red Riding Hood, but it has a peaceful twist. In this version, Little Red Riding Hood learns to listen to her mother, and the wolf learns to be honest and kind to others. When all the characters learn their lessons, they find that they can live happily ever after. The surprise ending might even encourage students to create their own versions of the story.

**Interactive Story Reading****Before Reading**

- Introduce the storyboard and picture pieces.

**We will hear a story today, but it is not written in a storybook. We will use this storyboard and these pictures to tell the story.**

- Introduce the title, author, and illustrator of the story. Have students identify the author's and illustrator's roles and the purpose of the title.



**A long, long time ago, before there were books, people used to tell stories. WGR: Do you remember what we call the stories that have been told to children over and over again for many, many years? *Folktales*. They are called folktales. Some folktales we have heard are *The Little Red Hen* and *Mabela the Clever*. When we read *Mabela the Clever*, we learned that Margaret Read MacDonald retold the story. The story we're going to hear today is a new version of an old folktale. The folktale is *Little Red Riding Hood*, and Laura Orlove is the author of this version.**

**Raise your hand if you already know the story of *Little Red Riding Hood*. The version of the story that I will tell you today is about a young girl who learns to listen to her mother and about a wolf who learns to be honest and kind.**

- Select one or two volunteers to help tell the story. Explain that you will read a part of the story, and then the volunteers will place the pictures that match that part on the storyboard.
- Introduce the story vocabulary words.

**There are some interesting new words in our story today. One of the words tells us about where the main character, Little Red Riding Hood, lives. She lives in a village. A "village" is a small town. A village is usually in the country.**

Another new word is “ill.” When someone is ill, he or she is sick. In this story, Little Red Riding Hood goes to visit her grandmother, who is ill. T-P-S: Have you ever been ill or not feeling well, and someone came to visit you to cheer you up? Tell your partner about a time when you were ill.

Little Red Riding Hood takes some delicious food to her grandmother to help her feel better. “Delicious” means it tastes very good. T-P-S: Can you think of something that you think tastes delicious? Tell your partner what it is.



Critique

- Introduce the good-reader skill for today.

**Good readers think about whether they liked a story. They can talk about their favorite parts. Think about your favorite parts of the story today. Are the illustrations good? Do you like the characters? Do you like how the story ends?**

During Reading



- Use Think-Pair-Share or Whole Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
- Read the story, *Little Red Riding Hood: A Peaceful Adaptation*. Help the student volunteers manipulate the picture pieces as you read.

### **Little Red Riding Hood: A Peaceful Adaptation**

Once upon a time, there was a young girl who had a loving, old grandmother. The grandmother wanted to make sure that her granddaughter would be warm when she went outside, so she sewed and sewed until she had sewn her granddaughter a red cape with a matching red hood. The hood was to keep her head warm. Since the young girl always wore her red cape with her matching red hood, the people in the village called her Little Red Riding Hood.

One day Little Red Riding Hood’s grandmother was feeling ill and needed to rest in her bed. Little Red Riding Hood and her mother prepared some delicious food for Little Red Riding Hood to take to her grandmother’s house, which was on the other side of the village, through the forest. Little Red Riding Hood put on her red cape with her matching red hood and filled a basket with the delicious food to take to her grandmother. As she left her house, Little Red Riding Hood’s mother reminded her daughter to, “Stay on the path, go straight to Grandmother’s, and speak only to those you know.”

Little Red Riding Hood listened to her mother’s words, kissed her good-bye, and set off through the forest to Grandmother’s house.

Little Red Riding Hood skipped along the path through the forest because she was so excited to be visiting her grandmother and bringing her the delicious food that she had helped to make. At first, Little Red Riding Hood remembered what her mother had said and stayed right on the path. But soon a wolf approached and politely greeted her.

*(continued on next page)*

“Good morning, Little Red Riding Hood. I can smell such delicious food in your basket, my dear. And where are you going with such fine food today?”

Forgetting her mother’s reminder to speak only to those she knew, Little Red Riding Hood answered the wolf, whom she did not know.

“I’m taking this delicious food to my grandmother who is feeling ill and needs to rest in her bed.”

“Ah!” said the wolf. “What a thoughtful child you are. And where does your grandmother live, my dear?” T-P-S: What would Little Red Riding Hood’s mother say if she heard her daughter talking to the wolf? What do you think Little Red Riding Hood should do?

Little Red Riding Hood again answered the wolf, whom she did not know, and said, “My grandmother lives on the other side of the village, through the forest, in a little red house with three big apple trees around it.”

“Oh, I know just the one,” said the wolf. Pointing to the flowers just beyond the path, he said, “Perhaps you might like to bring your grandmother some of those beautiful red flowers to cheer her up.”

Being the polite young girl that she was, Little Red Riding Hood thanked the wolf. Forgetting her mother’s reminder, she stepped off the path to pick some beautiful red flowers to take to her grandmother. WGR: Is Little Red Riding Hood doing what her mother told her? No. T-P-S: What do you think will happen because she forgot what her mother said?

You see, the wolf was hungry, and he had other ideas for the basket of delicious food. The wolf knew that Little Red Riding Hood was a very smart young girl and that he would have to trick her to get the basket of delicious food so he could eat it. While Little Red Riding Hood picked the flowers, the wolf ran ahead to Grandmother’s house.

When the wolf reached Grandmother’s house, he politely knocked but then walked right into the house while Grandmother was sleeping in her bed. He carefully picked her up, carried her into the other bedroom, and gently placed her on the bed without waking her up. The wolf searched in Grandmother’s closet until he found a nightgown and nightcap to wear so Little Red Riding Hood would think that he was her grandmother. Then he crawled into Grandmother’s bed and waited for Little Red Riding Hood to arrive with the basket of delicious food. T-P-S: Do you think Little Red Riding Hood will think the wolf is Grandmother? Why? (or why not)?

A little while later, Little Red Riding Hood arrived at Grandmother’s house and knocked on the door...knock...knock...knock.

“Come in, my sweet child,” said the wolf, in a voice that he thought might sound like a grandmother’s.

*(continued on next page)*

**Little Red Riding Hood came inside and set the basket of food in the kitchen before entering her grandmother’s bedroom. She noticed that her grandmother did not look as well as she usually did.**

**“Oh, Grandmother, what big eyes you have!”**

**“All the better to see you with, my dear.”**

**“But, Grandmother, what big ears you have!”**

**“All the better to hear you with, my dear.”**

**“But, Grandmother, what a big nose you have!”**

**“All the better to smell that delicious food you brought, my dear.”**

**“But, Grandmother, what big hands you have!”**

**“All the better to feel that delicious food you brought, my dear.”**

**“But, Grandmother, what a big mouth you have!”**

**“All the better to taste that delicious food you brought, my dear.”**

**And with that, the wolf jumped out of bed and carried Little Red Riding Hood into the room where her grandmother was sleeping and locked the door. Then he quickly ran through the house looking for the basket of delicious food. Little Red Riding Hood was able to climb out the window to get help.**

**Luckily, a kind and friendly woodchopper, whom Little Red Riding Hood and her grandmother knew, was working nearby. Little Red Riding Hood told him what happened, and she and the woodchopper ran back to the house to find the wolf. When they arrived, the wolf was setting the table, getting ready to enjoy the basket of food.**

**The kind and friendly woodchopper sat down next to the wolf. He explained to the wolf that Grandmother was not feeling well and needed to eat the food that Little Red Riding Hood and her mother had prepared so she could get strong and well again. He also told the wolf that it wasn’t nice to trick Little Red Riding Hood into talking to him since she didn’t know him. Finally he said, “If you are kind and honest with others, usually they will be kind and share with you.”**

**T-P-S: What do you think will happen next?**

**From that day on, the wolf was honest and kind to others, and he didn’t try to trick anyone. And Little Red Riding Hood always remembered to listen to the words of her mother: “Stay on the path, go straight to Grandmother’s, and speak only to those you know.” And the loving grandmother ate the delicious food, felt better, and soon began to sew and sew again. She sewed her granddaughter a new cape and matching hood for her head, but this time they were blue. And from then on, whenever Little Red Riding Hood visited her grandmother, she always brought some extra food for the wolf and the kind and friendly woodchopper. And they all lived happily ever after.**

## After Reading

- Review the questions from Before Reading to allow students to critique the story.

**Before I told the story of Little Red Riding Hood, I said that good readers think about whether they like a story. I've heard this story before, but it had a different ending. I like the way this story ends when the wolf learns not to trick others. T-P-S: Think about this story, and talk with your partners about something that you liked in the story.**

Ask questions to help students start their conversations such as, "Did you like something one of the characters in the story said or did?" etc.

- Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

**In this story, Little Red Riding Hood walks through the forest to visit her grandmother on the other side of the village. "Village" is one of our new words. Let's make a sentence with the word "village." Talk to your partner about ideas you have for our sentence.**

Use students' ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the words "ill" and "delicious."

- Have students quickly identify Little Red Riding Hood's feelings and indicate where on a Feelings Thermometer they would mark to indicate her feelings for the following:
  - The cape her grandmother made for her
  - Visiting her grandmother
  - Meeting the wolf
  - The wolf jumping out of the bed



Use 1-2-3 Move to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.



TIMING GOAL: 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student's paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

### Dramatic Play Lab | Doctor's Office

Description:

- Students will continue to use the dramatic play area as a doctor's office.

When You Tour:

- Remind students that the lab is open today.

### Blocks Lab | Build It!

Description:

- Students will continue to build with blocks.

When You Tour:

- Remind students that the lab is open today.

### Art Lab | Making Music

Description:

- Students will continue to create musical instruments.

When You Tour:

- Remind students that the lab is open today.

## Classroom Library | Free Reading

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

## Literacy Lab | Play School: Alphabet Bingo

Description:

- Students will play alphabet bingo in their imaginary school.

Purpose:

- This lab helps students to review letter shapes and sounds.

When You Tour:

- Explain that one student will play the role of teacher and use the key cards to call out a letter sound. The players (other students) will place a marker on the letter that makes that sound if it appears on their cards. The player who gets three markers in a row first wins. The winner can then be the teacher and call out the letter sounds for the next round.

Facilitate Learning:

- Join in as a player. Use Think Alouds to match letter sounds to letter shapes as you play.

**/Mmmmm/, like the man on the mountains. There's the letter that looks like mountains!**

## Math Lab | Number Bingo

Description:

- Students will use the Number Bingo Cards to play bingo with numbers.

Purpose:

- This lab provides students with the opportunity to hear a number name and identify the matching numeral.

When You Tour:

- Show students the Number Bingo Cards. Explain that in this lab, one student will use Number Cards to call out numbers for the other students in the lab and that the other students will use chips to mark their bingo cards.
- Select a few students to help you model this process.

- Remind students that the person calling out the numbers should not show the other students the Number Card that he or she selects. Students playing bingo must listen to the number name and find the numeral on their cards that matches.
- Tell students that when they have filled in a whole row with chips, they should say, “BINGO!”

Facilitate Learning:

- Join the bingo game as students play. Pretend that you can’t find a number that was called by the student bingo caller on your card. Ask a student to point to it on the card for you.

### **Computer/Media Lab | Free Exploration**

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the computer/media lab is open. If you have a recording device, point out that students can use it to record their voices or the instruments that students make in the art lab.

### **Sand/Water Lab | Free Exploration**

Description:

- Students will continue to experiment with sand and/or water.

When You Tour:

- Point out the pitcher of water.

### **Science Lab | Using My Five Senses**

Description:

- Students will continue to use their five senses to make and record observations about various items.

When You Tour:

- Remind students that they can use their five senses to make observations in the science lab today. Encourage students to make notes about the objects they explore and how the objects sound, look, smell, taste, and feel.

## Writing Lab | Free-Choice Writing

Description:

- Students may write about a topic of their choice.

When You Tour:

- Remind students that the lab is open today. Point out the scented markers that you have added to the lab.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away the lab items and move to the 15-Minute Math board.

## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 6.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in the number, you completed \_\_\_ rows plus \_\_\_ squares on the Hundreds Chart. Say, **I see a pattern. If you see a pattern on the Hundreds Chart, say it out loud with me.** *Blue, yellow, blue, yellow, blue, yellow, etc.*

### Number-Recognition Circle 6–10

- Explain to students that you are going to point to the numbers on the Number-Recognition Circle, and as you point, you would like them to call out the number to which you are pointing. Point to the numbers in a random order. Allow students to identify the numbers in choral response.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

You may wish to provide two different types of yogurt at snack and conduct the experiment described in the bulleted information at the bottom of page 22 in *I Wonder Why I Sleep*.



### Snack

- As you and students enjoy a nutritious snack, you might talk about some of the observations from the science lab.
- Invite students to talk with their partners about the Partner Challenge. **Today’s Partner Challenge is to give your partner an “I” Message that tells how you feel when you hear loud music.**

Use Think-Pair-Share to have students answer questions to review the parts of active listening that will help them with the Partner Challenge.

**Using active listening to talk to each other will help you to listen carefully to your partner’s “I” Message.**

Monitor students’ conversations, providing guidance with active listening as needed. Distribute pocket point chips when you observe students giving “I” Messages.

### Outside/Gross-Motor Play

- Take your CD or tape player and a variety of music outside, and play it as students move and dance around.
- Suggest that students play a game of Statues for a more structured version of moving to music. Instruct students to use their ears to listen carefully to the music. When the music is playing, they move. When the music stops, they stop.
- Try lowering the volume when you see that students are really tuning in to the music.

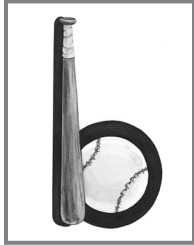


When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.



# Stepping Stones

TIMING GOAL: 30 minutes



## Beginning Phonics: /b/ – bounced sound

### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Play the Animated Alphabet segment for /r/.



### Introduce the New Sound

#### Silly Sentence

- Present the KinderRoo puppet. Explain that KinderRoo has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /b/ sound at the beginning of each word by softly bouncing it.

#### The boy bats balls.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “boy,” “bats,” and “balls”?**
- Explain that /b/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /buh/.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /b/, softly bouncing the /b/ sound at the beginning of each word.



#### Let's practice that sound.

<b>Teacher:</b> /b/ oy	<b>Students:</b> /b/ oy
<b>Teacher:</b> /b/ ats	<b>Students:</b> /b/ ats
<b>Teacher:</b> /b/ alls	<b>Students:</b> /b/ alls

#### Mnemonic Picture

- Show the picture side of the key card for “b.” Explain that the picture we have to help us remember the sound /b/ is a bat and ball.



#### Let's watch our funny cartoon about /b/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /b/. Point out that the boy makes the /b/ sound when he hits the ball.

### People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /b/. Explain that KinderRoo has brought some pictures and objects that begin with /b/. Say the name of each picture or object as you present it, and emphasize the /b/ sound.

balloon

bike

bus

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.

### Making the Sound



- Ask students to think about what is happening in their mouths as they make the /b/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

### Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.



**How are the two letter shapes the same? How are they different?**

### Partner Practice

#### Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 10. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write their initials in the box at the bottom of Peanut Butter's page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write their initials in the box at the bottom of Jelly's page.

### Stretch and Read

- Explain that the sounds we have been learning to read can be put together to make words. Model the process by placing the letter cards for /b/, /a/, and /d/ a few spaces apart in a pocket chart or along the chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “bad.” Repeat with the word “run.”

**We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**



**Alphie and his friends can use Stretch and Read to sound out words too. Let's watch.**

- Show the Sound and the Furry video segment.

**Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let's see who can figure out the words!**

- Have students work with their partners to read the words from their Partner Practice Booklets using Stretch and Read.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if these students attempt to read all the sounds or words.



### Forming the Letter

#### Introduce the Shape of /b/

- Explain that now you will show students how to write the letter that makes the /b/ sound. Trace the letter with your finger as you say the letter-writing cue “Down the bat and right around the ball.” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### **Example:**

**What picture does this letter look like? A bat and ball. Yes, this letter looks like a bat and ball.**

#### Write /b/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.
- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like a bat and ball. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /b/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /b/ and circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /r/ **From head to tail and along his paws.**
  - /u/ **Right under the umbrella, up and down.**
- Include other review letters as needed by your students.

#### Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letter(s) that make(s) the sound on the lines to spell the word.

bad

rub

- Collect the Partner Practice Booklets.

## Emergent Reading

### Story Introduction

- Show the cover of *What Smells?*

**We've been talking about our sense of smell today. The word "smell" can be an action word, like when I use my nose to smell something, or it can be used to tell that something has a scent. Something can smell good, or something can smell very bad!**

- Introduce the title and author.

**The title of our story is *What Smells?*, and the author is Barbara Wasik. I see a girl and a bunch of little marks all over the page. I see the same mark at the end of the title. We have seen these marks before. T-P-S: What are the marks called? *Question marks*. Remember that a question mark tells us that someone is asking something. This girl wants to know what smells. I will read the story to you so we can find out.**

- Explain to students that they will be able to remember what the words say on each page by looking at the pictures. Read the story to students.

## Guided Group Reading

Now let's read the story together.

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books. After students read each page, ask if the item on the page smells good or bad.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.

## Math Mysteries

TIMING GOAL: 25 minutes

### Show What You Know

- Encourage students to find the numeral 10 somewhere in the classroom.
- Award pocket points if most students are able to successfully recognize and identify the numeral 10.



**T-P-S: Think about what you learned during the last math time. What number did we learn about? What did we do with that number?**

**RWE: Yes, we learned about the number 10. We learned how to write the numeral 10, and we made sets of ten.**

### Active Instruction

- Tell students that they will be working with the numbers 1–10 today.
- Hand out a small plastic bag of linking cubes and a piece of construction paper that will be used as a workmat to each student. Explain that they are going to count and make sets of cubes.

**I am going to clap my hands. Every time I do, you are going to place a cube on your workmat. When I stop, you are going to count how many cubes you have on your workmat.**

- Ask students to remove the cubes from their plastic bags and put the cubes to one side of their workmats. Remind them that every time you clap your hands, they should place one cube on their workmats.
- Clap your hands three times, giving time between each clap for students to place a cube on their workmats. Stop and ask, **How many cubes are on your mat? Three.** Ask students to count the cubes with you. Remind them to touch and push each cube away as they count. When they have counted their cubes, stomp your foot to signal that students should clear their workmats by pushing the cubes off to one side.
- Repeat the activity again several times with different numbers 1–10. Be sure to include numbers 9 and 10 since you have been focusing on these numbers this week.



### Partner Practice

- Distribute the How Many Noses? cards.
- Explain the activity to the partnerships.

**Today you are going to look at sets of noses on cards. You will turn over a card, see how many noses are on it, and count out the same number of cubes on your workmat, just like you did when I was clapping my hands for you. Work with your partner to count the noses, and agree on how many cubes you will need to count out on your workmat. Once you have counted out the cubes, ask your partner to count out his or her cubes aloud for you. When you and your partner both have the correct number of cubes, clear your workmats, and move onto the next card of noses.**

- Model this activity as necessary. Give students time to play the game.
- Encourage students to shuffle the cards and play over again if they finish early.

### Recap



- Show the How Many Noses? page. Point to the second box, which has eight noses. Ask students to share how many noses there are in this box. *Eight*. Have them count the noses aloud. Repeat for other numbers 1–10.



- Award pocket points if several students are able to successfully name and count the eight noses.



- Play the “Nine Pigeons” video to reinforce counting to 9.



Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.

## Let's Daydream

TIMING GOAL: 25 minutes

#### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Be Glad Your Nose Is on Your Face,” from *The 20th Century Children’s Poetry Treasury*, page 77

## Introduce the Poem

**I'd like to read a silly poem that we heard about one month ago when we were talking about how special we each are. This rhyme is about noses. I chose it because we talked about our sense of smell today.**

- Read the poem twice if time permits.



Gather students in a place where you will model during Write Away.

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we have been talking about our noses. You are going to write about your favorite smells.**



**What is your favorite smell?**

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write.

**I think that I will write a sentence that says, “Baking cookies smell great.”**

- Review previously introduced emergent-writing strategies. **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, and copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- Use previously introduced writing strategies to model writing your sentence.
- First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

#### Example:

**I am ready to write my sentence. My sentence is, “Baking cookies smell great.”**

- **The first word is “Baking.” What sounds do you hear in “baking”?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
- **“Cookies” is the next word. I'm going to draw some cookies.** Draw two cookies.

- **The next word is “smell.” This word is on the theme vocabulary word list, so I can copy it.** Write “smell.”
  - **The last word is “great.” I hear some sounds that we’ve learned in “grrreat.” I hear /g/, /r/, and /t/.** Write each sound on the last line as you say it.
- Reread your sentence, touching each word, or word representation, as you do.

### Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners tht they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

### Sharing

- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.



## Let's Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**This week we are talking about our five senses. Today we learned about our sense of smell. WGR: Which body part helps you to smell? *Nose.***

**Let's sing our rhyme about the five senses.**

- Recite the rhyme “My Five Senses” together while doing the gestures.
- Introduce the following activity.



**Some places have special smells. When people talk about places with special smells, you can sometimes imagine those smells. When someone says the name of something with a special smell, you can sometimes imagine that you smell that thing. I'm going to say some words, and I'd like you to think about the smells that the word makes you think of. Then I'd like you to tell your partner what you are thinking.**

Name whichever of the following places and things you think students have experiences with, and add some of your own.

ball game	florist (flower shop or garden)
barbecue	forest
bathtub	garbage
beach	gymnasium
cafeteria	laundromat
campfire	movie theater
carnival	peanut butter
chocolate	playground
county fair	popcorn
farm	swimming pool

## Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “smell.” To smell something means to use your nose to detect an odor or scent. T-P-S: When did we see, hear, or use the word “smell” today?**

**Another word we learned is “nostrils.” Nostrils are the two openings at the bottom of your nose. T-P-S: When did we see, hear, or use the word “nostrils” today?**



- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

### Theme Vocabulary:

smell  
nostrils

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Nose smells.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <b><i>We can say, My nose can smell.</i></b>
The student responds in a complete, but not very elaborate, sentence. <b>I use my nose to smell.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>What kinds of things do you use your nose to smell?</b>



- Award pocket points if the student is able to create a complete sentence.

## Partner Challenge

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge is to give your partner an "I" Message about how you feel when you hear loud music.**



- Use the sharing sticks to select students and their partners to state their "I" Messages about how they feel when they hear loud music. Ask students to name various feelings of their classmates. Point out that their "I" Messages help others to know the different feelings that classmates have about hearing loud music.



- Award pocket points when students give complete "I" Messages that tell how they feel and why.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

## Pocket Points for the Day

- Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure




- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the hippopotamus for today's show.
- Read & Respond: **Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the hippopotamus stamp to place an animal image on each student's hand.



# Day 9 | Ready, Set...

## Focus

My tongue can taste.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Classroom Library Lab: Copies of the concepts-of-print book <i>What Smells?</i> and the <i>Little Red Riding Hood</i> storyboard and picture props</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>Tray or box lid</li> <li>Three common classroom items (e.g., marker, small block, puzzle piece)</li> <li>Cloth (large enough to cover the tray)</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>Enough of each of the following for each student to taste: (optional)               <ul style="list-style-type: none"> <li>Sugar or something else that is sweet</li> <li>Salt or something else that is salty</li> <li>Unsweetened chocolate or something else that is bitter</li> <li>Lemon or something else that is sour</li> </ul> </li> <li>Chart paper</li> <li> Drawing on chart paper (large drawing to symbolize a tongue)</li> <li>Markers (four colors)</li> <li>Thematic vocabulary word cards for “taste buds” and “saliva” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>Key cards for “s,” “l,” “m,” and “f” or IWB access</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>Little Red Riding Hood Sequencing Cards (appendix), one set per group of four or five students</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>Our-Favorite-Ice-Cream Graph (15-Minute Math Kit)</li> <li>Ice Cream Scoopers (15-Minute Math Kit)</li> <li>Ice Cream Scoops (appendix)</li> <li>Plastic bag</li> <li>Black, brown, and pink crayons</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Any healthy snack</li> </ul>

Additional Materials Needed Today	
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>• Key card for “f” or IWB access</li> <li>• “Ff” uppercase and lowercase letter card or IWB access</li> <li>• Letter cards (“f,” “a,” “n,” “b,” “i,” “t”) or IWB access</li> <li>• KinderRoo puppet</li> <li>• /f/ picture cards (fan, feather, fork) or IWB access</li> <li>• Common /f/ objects (optional)</li> <li>• Stepping Stones Partner Practice Booklets for unit 4</li> <li>• Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</li> <li>• KinderCorner 2nd Edition Plus Media and Software flash drive</li> <li>• Concepts-of-print book (teacher and student copies): <i>What Smells?</i></li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>• Plastic bags with Ten-Frame Cards, Dot-Set Recognition Cards, and Number Cards for numbers 1–10, one bag per partnership</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>• “Spinach,” page 74 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>• Chart paper and marker or whiteboard for teacher modeling</li> <li>• Pencils</li> <li>• Paper or students’ writing journals</li> <li>• <i>Writing Development Feedback Guide</i></li> </ul>
<b>Let’s Think About It</b>	<ul style="list-style-type: none"> <li>• Concepts-of-print books <i>What Smells?</i>, one per student</li> <li>• Home Link animal hand stamp: elephant</li> </ul>

### Learning Labs—Additional Materials

Writing Lab   Sequencing Little Red Riding Hood
<ul style="list-style-type: none"> <li>• Little Red Riding Hood Sequencing Page (duplicate from appendix, one copy per student)</li> <li>• Scissors</li> <li>• Stapler</li> <li>• Pencils, markers, crayons</li> </ul>

## Day 9

Greetings, Readings,  
& Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

**Homework**

- Read & Respond

**Available Activities**

## Classroom Library Lab

- Remind students that the lab is open today. Point out that the STaR book *Too Much Noise* and the concepts-of-print book *A Nature Walk* have been added to the lab.

## Literacy Lab

- Same as day 8

## Math Lab

- Same as day 8

## Computer/Media Lab

- Same as day 8

## Writing Lab

- Same as day 8

## Other

- Same as day 8



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.



# Gathering Circle

TIMING GOAL: 15 minutes

## Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday's homework assignment. Award pocket points if at least half the students completed their homework.
4. Remind students about the responsibilities associated with each classroom job as needed.
5. Make sure that students are sitting with their partners for the week.
6. Remind students about the responsibilities of the Cool Kid.

## Home Link Debrief



- Invite children to share what they remember from last night's Home Link show.
  - T-P-S: **What is an example of an "I" Message that you might tell a friend or family member?**
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of successful answers.

## Partner Challenge

- Explain the challenge.
  - Our Partner Challenge today is to give an "I" Message that tells how you would feel if you were Little Red Riding Hood and you met a stranger on the way to Grandma's house.**

## Brain Game

- Explain the game.
  - We've been playing brain games each day to help us exercise our mind muscles. Our game this week that helps us to remember is What Is Missing?** Demonstrate the Remember Signal (massage your temple). Place the tray in front of students so all can see it. Place the three objects you've gathered on the tray. **I have** (Name the objects, e.g., a marker, a small block, a puzzle piece.) **on this tray. Look carefully at these things so you can remember what they are. I will take one of them away, and you will have to use your mind muscles to remember what I take away.**
- Allow students time to look at the items on the tray. Cover the tray, and remove one of the items. Use Think-Pair-Share to have students decide which item you removed.

- Play the game again, removing a different item. Use Think-Pair-Share to have students respond as they learn to play the game so each student has time to process what is missing from the tray.

Keep the tray and items handy to play the brain game at various times throughout the day.



- Award pocket points if the class is able to guess the missing items.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

- Today we will talk about whether we can guess what a food is just by smelling it. Remind students about their homework assignment to guess what a food is without seeing or tasting it.



tps

**Tell your partner about the food that you smelled last night. Were you able to guess what the food was by just smelling it?**

- Award pocket points for thoughtful responses.



**Yesterday we learned how our nose and our sense of smell helps us to taste food. Today we will learn about other body parts that help us to taste. Let's see what today's Daily Message says.**

### Daily Message

I have five ways of learning about the world.

1. I hear with my ears.
2. I see with my eyes.
3. I smell with my nose.
4. I taste with my tongue.

- Add today's Daily Message to the list of Daily Messages for this week. Read all four days' messages, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - T-P-S: **What words are the same in sentences 1, 2, 3, and 4?** "I," "with," and "my." Underline these words in sentence 4.
  - Reread sentence 4, emphasizing the initial /t/ sound in "taste" and "tongue." Ask students what sound they hear twice in the sentence. Have students identify the words that begin with the /t/ sound. Circle the "t"s in these words.
  - Remind students that you are writing a list. Prompt students to identify that each sentence in the list begins with an uppercase letter and ends with a period.



## Theme Learning

- Explain the content of the Daily Message.

**Another way that we learn is through our sense of taste. What are some tastes that you like? Answers will vary. What are some tastes that you do not like? Answers will vary.**

**We read yesterday that our sense of smell helps us to enjoy the taste of good food. Which part of your body do you use to taste things? Mouth, tongue, nose. Our noses smell the food, and that helps us to taste it. We use our tongues to taste.**

**We have tiny little bumps on our tongues called taste buds that help us to taste our food. Please say, “Taste buds.” *Taste buds.* Taste buds are all over our tongues and help us to taste different flavors.**

- Use *I Wonder Why I Sleep* to provide information about the tongue and the sense of taste.

Read the text that goes with the question “What is my tongue for?” on page 23.

Note: If you have prepared the foods listed as optional materials for Theme Exploration, serve them at the appropriate parts of the following instruction.

- Point to your illustration of the tongue.

**This is my drawing of a tongue. The taste buds on the tip of your tongue are best at tasting sweet things. What sorts of foods do you think would best be tasted on the tip of your tongue? *Sugar, candy, etc.* Color in the tip of the tongue illustration with a marker. Serve the sweet food if you’ve prepared it.**

**The taste buds on the front and side edges of your tongue are best at tasting salty things. What foods do you think would best be tasted on the front and side edges of your tongue? *Pretzels, popcorn, etc.* Color in the front and side edges of the tongue illustration with a marker of a different color. Serve the salty food if you’ve prepared it.**

**The taste buds on the back of your tongue are best at tasting bitter things. Color in the back of the tongue illustration with another color of marker. Serve the bitter food if you’ve prepared it.**

**The taste buds on the sides of your tongue are best at tasting sour things. What foods do you think would best be tasted on the sides of your tongue? *Lemons, sour pickles, etc.* Color in the sides of the tongue illustration with another color. Serve the sour food if you’ve prepared it.**

You might draw an illustration each of a sweet, salty, bitter, and sour food in the colors that you used to indicate where those flavors are best detected on the tongue.

**Some foods are tasted in many parts of your tongue because there are many flavors in those foods. Pizza, for instance, has some sweet, some salty, some bitter, and some sour flavors.**

When we eat food, saliva makes the food wet so it is easier to swallow. You might know saliva by another name: spit. Saliva, or spit, keeps our tongues wet. The tongue can't taste food if it is dry. We have saliva in our mouths to help our tongues taste foods.



- Play the digital dictionary videos for “taste buds” and “saliva.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our two new words for today are “taste buds” and “saliva.”

Our taste buds help us to taste the food that we eat. Some taste buds are better at tasting certain flavors than others. I can make a sentence with the words “taste buds.”

My tongue is covered in taste buds.

Saliva keeps the tongue wet so it can taste the food that we eat. I can make a sentence with the word “saliva.”

My mouth makes saliva.



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Introduce the rhyme “Silly, Silly Sammy.”

Today we will begin to learn a new rhyme about a boy named Sammy. As you listen to the rhyme for the first time, listen to the sounds that the words begin with. You might hear the sounds /s/, /f/, and /m/.

- Read the words, and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.



#### **Silly, Silly Sammy**

Silly, Silly Sammy,  
Sort of sick of sandwiches,  
Left his lunch on the living room floor.

Oh, no! (Bring palms to cheeks as if shocked.)  
He’s hungry! (Rub stomach as if hungry.)

Funny, Funny Father  
Made him a meatball.  
Silly Sammy ate it  
And he’s hungry no more!

## Develop Phonological Awareness—Identifying Initial Sounds



- Reread the rhyme. Ask students to identify the initial sounds of several words.

**What is the first sound you hear in “silly”?** /s/.

**What is the first sound you hear in “Sammy”?** /s/.

**What is the first sound you hear in “lunch”?** /l/.

**What is the first sound you hear in “funny”?** /f/.

**What is the first sound you hear in “meatball”?** /m/.

- Ask students to point to something in the classroom that begins with /s/. If necessary, give hints.

**I see many things in our classroom that begin with /s/. Each of you is wearing something that begins with /s/ on your feet.**



- Use the sharing sticks to select two or three students to identify their /s/ objects.
- Introduce the following activity.

**Let’s pretend that we are tasting food words. If I name a food word that begins with a certain sound, then you will pretend to eat that word. You need to listen carefully so you don’t eat a food word that begins with another sound.**

**Ready? Pretend that your taste buds can only taste /l/ food words, so you can only eat /l/ words.** Show the key card for “l.” **Listen.** **Cake** [no response] ...**l**ettuce [Pretend to eat.] ...**l**gum [no response] **Great!**

**Listen again.** **Candy** [no response] ...**l**licorice [Pretend to eat.] ...**l**eanut butter [no response] **Good!**

**Now I want you to pretend that your taste buds can only taste /f/ food words, so you can only eat words that begin with /f/. Show the key card for “f.” Ready? Listen.** **F**rench **f**ries [Pretend to eat.] ...**f**fudge [Pretend to eat.] ...**c**ottage cheese [no response] ...**f**fruit [Pretend to eat.] ...**s**pinach [no response] ...**f**fish [Pretend to eat.] ...**g**umdrops [no response].

- Repeat the activity with the /m/ and /s/ sounds as time allows.
- Award pocket points if several students are able to successfully identify words that begin with the targeted initial sounds.



Sing the song “Let’s Read Together” with students.



TIMING GOAL: 20 minutes

## Review

- Review the title, author, and illustrator. Hold up the story picture pieces.

**We read a story with these pictures yesterday. Do you remember the title?** Little Red Riding Hood.



**The author is Laura Orlove. What does the author do?** *The author thinks of the story, writes the words.*

**WGR: The illustrator is James Bravo. What does the illustrator do?** *The illustrator paints, draws, and creates the pictures.*

- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.



**We learned some new words in our story yesterday. The first word was “village.” What does “village” mean?** *A small town, usually in the country.*  
**T-P-S: Can you think of a sentence that uses the word “village”?** **Work with your partner to think of a sentence.**



- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
- Repeat this process with the word “ill.” *The word “ill” means sick.*
- Repeat this process with the word “delicious.” *The word “delicious” means tastes very good.*

## Story Retell

- Quickly create groups of four or five students by combining partnerships. Distribute one set of sequencing cards to each group.
- Reread the story *Little Red Riding Hood: A Peaceful Adaptation*. Do not stop to ask the comprehension and predictive questions in the retell.
- Invite students to place the cards in the order in which they happened in the story. Allow enough time for students to talk with one another about which part of the story each card depicts as they place them in order. If students need help, ask appropriate questions to help them remember the parts of the story that are depicted on the cards.
- When all the groups finish, sequence the story as a class. Use the sharing sticks to have students answer questions about the parts of the story that are depicted on the cards, and encourage them to respond in complete sentences. Display the cards where everyone can see them as students determine the sequence.



- Your questions may include: “Which picture shows what Little Red Riding Hood does when she’s ready to leave for Grandmother’s?” “Who did Little Red Riding Hood meet on her way?” “What did the wolf do when he got to Grandmother’s house?” “How did the wolf trick Little Red Riding Hood?” “How was Little Red Riding Hood able to get help?” “What happened at the end of the story?”
- Close the activity by reminding students that Little Red Riding Hood remembered to listen to her mother’s words and that the wolf learned to be honest and kind to others.



Use 1-2-3 Move to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

## Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Monitor students as they visit their selected labs.

### **Dramatic Play Lab | Doctor’s Office**

Description:

- Students will continue to use the dramatic play area as a doctor’s office.

When You Tour:

- Remind students that the lab is open today.

### **Blocks Lab | Build It!**

Description:

- Students will continue to build with blocks.

When You Tour:

- Remind students that the lab is open today.

### **Art Lab | Making Music**

Description:

- Students will continue to create musical instruments.

When You Tour:

- Remind students that the lab is open today.

### **Classroom Library Lab | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open today.

### **Literacy Lab | Play School: Alphabet Bingo**

Description:

- Students will continue to play alphabet bingo.

When You Tour:

- Remind students that they may take turns being the bingo caller and players as they play the game.

### **Math Lab | Number Bingo**

Description:

- Students will continue to play Number Bingo in the math lab.

When You Tour:

- Remind students that they can play Number Bingo by taking turns calling numbers and placing markers on their bingo cards.

### **Computer/Media Lab | Free Exploration**

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the computer/media lab is open. If you have a recording device, point out that students can use it to record their voices or the instruments that students make in the art lab.

### **Sand/Water Lab | Free Exploration**

Description:

- Students will continue to experiment with sand and/or water.

When You Tour:

- Remind students that the lab is open today.

### **Science Lab | Using My Five Senses**

Description:

- Students will continue to use their five senses to make and record observations about various items.

When You Tour:

- Remind students that they can use their five senses to make observations in the science lab today. Encourage students to make notes about the objects they explore and how the objects sound, look, smell, taste, and feel.

### **Writing Lab | Sequencing *Little Red Riding Hood: A Peaceful Adaptation***

Description:

- Students will cut out illustrations of the story *Little Red Riding Hood: A Peaceful Adaptation*, put them in sequence, and staple them to create their own books.

Purpose:

- This lab provides students with an opportunity to practice sequencing, fine-motor skills, counting, and oral-language development.

When You Tour:

- Explain the activity, and point out the new materials.
- Tell students they can color and write in their books.

Facilitate Learning:

- Ask students to retell the story in their own words using the illustrations. It is fine if students use a different sequence but the story still makes sense.

- Give specific feedback about the content of what students have written. Acknowledge any writing strategies that they have used. If the story does not make sense as a student tells it, ask him or her to explain his or her choices and to possibly explore a different sequence. You might say, for example, **I wonder how the wolf could have known where Grandmother’s house was if Little Red Riding Hood hadn’t talked to him yet. Do you think the wolf will ask Little Red Riding Hood where her grandmother lives before he goes to her house?**



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away the lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 6.

### Calendar

### Days of the Week

### Days of School Tape

### Ten-Frames

### Hundreds Chart

- Ask students to determine which number you will color today. Then ask, **Which color am I going to use to color the square?** *Either yellow or blue, depending on yesterday’s color.* **How do you know?** *Because it is a pattern, and (color) always comes after (color).* Use a marker to color in the square with the number on the Hundreds Chart. Point to the colored numbers on the chart as you and the students read them.

### Our-Favorite-Ice-Cream Graph

This activity will allow students to see how a graph is formed and how they can compare, count, and analyze data on a completed graph.

**We’ve been talking about our five senses this week. The sense we are talking about today is the sense of taste. We are going to make a new graph over the next couple of weeks that has to do with taste. Close your eyes, and imagine that you are in an ice cream store ordering an ice cream cone. This ice cream store only sells three flavors of ice cream—vanilla, chocolate, and strawberry. I want you to think about those three flavors. Think about which flavor is your favorite.**

- Explain to students that you are going to give each of them a paper ice-cream-scoop cutout. Say, **If chocolate is your favorite flavor, you are going to color your scoop brown. If strawberry is your favorite flavor, you will color your scoop pink, and if vanilla is your favorite flavor, you will outline your scoop in black.** Have students return to their tables. Ask them to write their names on the scoops after they have colored them. Collect the scoops, and place them in a plastic bag. Keep the plastic bag near the 15-Minute Math board to use over the next couple of weeks as you build your graph.



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.

## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Have students taste a variety of foods and use the words “sweet,” “sour,” “bitter,” and “salty” to describe each food item. Encourage them to use their faces to show how different things taste. Others may try to guess the taste expressed and verify the guess by tasting the same food.
- Many people have trouble distinguishing between the terms “sour” and “bitter,” but the tastes are quite distinct. Sour tastes are those that make our lips pucker and our eyes squint. Bitter tastes are unpleasant for most of us. Parsley is one example of a bitter herb.
- If possible, serve fresh or frozen blueberries or blueberry preserves on crackers. As students select foods from the tasting trays, help them also to notice and identify the smell of each food. Have them hold their noses, and ask if that makes a difference in the food’s taste.
- Invite students to talk with their partners about the Partner Challenge. **Our Partner Challenge today is to give an “I” Message that tells how you would feel if you were Little Red Riding Hood and you met a stranger on the way to Grandma’s house.**
- Remind students that using active-listening skills will help them to listen carefully to their partners and remember their partners’ “I” Messages. Monitor students’ conversations, providing guidance with active listening as needed. Distribute pocket point chips when you observe students giving complete “I” Messages in which they tell how they feel and why.

### Outside/Gross-Motor Play

- Continue to offer structured games such as playing Statues or throwing balls and beanbags at targets.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.



# Stepping Stones

TIMING GOAL: 30 minutes



## Beginning Phonics: /f/ – a stretched sound

### Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Play the Animated Alphabet segment for /b/.



### Introduce the New Sound

#### Silly Sentence

- Present the KinderRoo puppet. Explain that KinderRoo has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /f/ sound at the beginning of each word by stretching or extending it.

#### The floppy flower falls.

- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “floppy,” “flower,” and “falls”?**
- Explain that /f/ is a stretched sound. We can make it longer without bouncing it.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /f/, stretching the /f/ sound at the beginning of each word.



tps



My Turn  
Your Turn

#### Let's practice that sound.

**Teacher:** /f/ lippy

**Students:** /f/ lippy

**Teacher:** /f/ lower

**Students:** /f/ lower

**Teacher:** /f/ alls

**Students:** /f/ alls

#### Mnemonic Picture

- Show the picture side of the key card for “f.” Explain that the picture we have to help us remember the sound /f/ is a flower.



#### Let's watch our funny cartoon about /f/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /f/. Point out that the fan makes the /f/ sound as it blows on the flower.

### People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /f/. Explain that KinderRoo has brought some pictures and objects that begin with /f/. Say the name of each picture or object as you present it, and emphasize the /f/ sound.

fan

feather

fork

- Ask students to name each picture or object as you point to it. Ask, **what sound do you hear at the beginning of \_\_\_\_\_?** as they name each one.

### Making the Sound



- Ask students to think about what is happening in their mouths as they make the /f/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**

### Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.



**How are the two letters shapes the same? How are they different?**

### Partner Practice

#### Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 12. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write their initials in the box at the bottom of Peanut Butter's page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write their initials in the box at the bottom of Jelly's page.

### Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /f/, /a/, and /n/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “fan.” Repeat with the word “bit.”

**We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**



**Alphie and his friends can use Stretch and Read to sound out words too. Let's watch.**

- Show the Sound and the Furry video segments.

**Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let's see who can figure out the words!**

- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.



### Forming the Letter

#### Introduce the Shape of /f/

- Explain that now you will show students how to write the letter that makes the /f/ sound. Trace the letter with your finger as you say the letter-writing cue “Curve down the flower, then right across the leaves.” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

#### **Example:**

**What picture does this letter look like? *Flower*. Yes, this letter looks like a flower.**

#### Write /f/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.
- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the flower. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.) Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /f/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /f/ and circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /b/ **Down the bat and right around the ball.**
  - /r/ **From head to tail and along his paws.**
- Include other review letters by your students as needed.

#### Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

fan

bit

- Collect the Partner Practice Booklets.

## Emergent Reading

### Story Review

- Briefly review the concepts-of-print book *What Smells?*
- Review the focus skill.

**Remember that the little mark at the end of the title is called a question mark. A question mark tells us that someone is asking something. The girl on the cover wants to know what smells. Let's read the story again to remember all the smelly things in our story.**

### Partner Reading

- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.



# Math Mysteries

TIMING GOAL: 25 minutes

## Show What You Know



- Show the Ten-Frame Card for the number 9. Ask students to say the number. Ask students to count the dots on the card. Continue in the same manner for several other Ten-Frame Cards 1–10.



- Award pocket points if several students are able to successfully identify and count to the numbers that are shown.

tps

rwe

**T-P-S: Think about what you learned in math last time. What did you learn about the numbers 1–10?**

**RWE: Yesterday we learned about the numbers 1–10. We looked at sets of noses and made sets of cubes that were the same number as the sets of noses.**

## Active Instruction

- Tell students that they will continue working with the numbers 1–10 today.
- Give each student a Ten-Frame Card or Dot-Set Recognition Card for any number 1–10. Explain that you will hold up a Number Card, and students who have a Ten-Frame or Dot-Set Recognition Card that has the same number should stand up.

tps

- After students with matching cards stand, invite one student with a matching Dot-Set Recognition Card and one student with a matching Ten-Frame Card to come and stand by you. Place all the cards side by side.

**T-P-S: Do these cards match? How do you know?**

- When all have agreed that they match and students have explained their thinking, ask students who are standing to be seated again.
- Repeat the activity several times with different numbers 1–10. Repeat any numbers that students seem to struggle with.

## Partner Practice

- Tell students that they are going to work with their partners to play Number Match. Select a student to come up and act as your partner. Take a set of matching cards, and mix them up. Lay the cards face down in front of you and your partner. Explain the activity.

**My partner and I are going to take turns turning over cards and looking for two cards that show the same number. (A match might be the Number Card for 2 and the Dot-Set Recognition Card for 2 or the Ten-Frame Card for 2 and the Dot-Set Recognition Card for 2.) We are going to play until each of us has made a few matches.**

You may add the Number Word Cards to the matching card sets for students who need an additional challenge.

- Give each pair of students a set of matching cards. Tell them to find a place in the room where they have space to lay the cards out in front of them. Tell them to take turns looking for matches the way you and your partner modeled.
- As students play, circulate and stop to ask several students how they know that two cards show the same number.

### Recap



- Hold up the number 4 Dot-Set Recognition Card. Ask students to hold up the matching Number Card or Ten-Frame Card. Repeat with several other numbers 1–10.
- Award pocket points if several students are able to successfully show the matching Number Card or Ten-Frame Card.
- Review the different ways to represent numbers.

**T-P-S: What are the different ways we used to show numbers today?**

**RWE: Today we showed numbers using Number Cards. We also showed numbers using Dot-Set Recognition Cards and Ten-Frame Cards.**

- Play the “Ten Butterflies” video to reinforce the concept of 10.

Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.

## Let’s Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Spinach,” from *The 20th Century Children’s Poetry Treasury*, page 74

### Introduce the Poem

**Our poem today is about food that the author doesn’t like the taste of—spinach. As you listen to the poem, you might think of a food that you don’t like to taste.**

- Read the poem. Slightly emphasize the rhyming words.



Gather students in a place where you will model during Write Away.

## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we have been talking about using our tongues to taste. You are going to write about something you like to taste.**



**What do you like to taste?**

- Share an example that applies to you. If needed, acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write as needed.

**I think that I will write a sentence that says, “Pineapple pizza tastes good.”**

- Review previously introduced emergent writing strategies. T-P-S: **What are some things that I can do if I don’t know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, and copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

**Example:**

**I am ready to write my sentence. My sentence is, “Pineapple pizza tastes good.”**

- **The first word is “pineapple.”** What sounds do you hear in “pineapple”? Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
- **“Pizza” is the next word. I think I’m going to draw a pizza.** Draw a pizza.
- **The next word is “tastes.”** “Taste” is on the theme vocabulary word list, so I can copy it. I also hear an /s/ sound at the end of “tastes.” Write “tastes.”
- **The last word is “good.”** I hear /g/ and /d/. Write each sound on the last line as you say it.

- Reread your sentence, touching each word, or word representation, as you do.

## Partner Planning

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

## Writing

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

## Let’s Think About It

TIMING GOAL: 20 minutes

## Theme-Learning Recap



- Review the learning focus of the day. **Today we learned about our sense of taste. The foods that we eat have many different flavors and tastes. Which part of our bodies helps us to taste the food that we eat? *Mouth, tongue, taste buds.***

**Let’s say our rhyme about the five senses.**

- Recite the rhyme “My Five Senses” together while doing the gestures.

- Introduce the following guessing game.

**Let’s play a guessing game. I’ll show you how to play by giving you clues about a food, and you will guess the food that I am thinking of. Then one of you will be the clue giver, and the rest of us will try to guess the food that you’re thinking of.**

- Play the game with the sounds that were introduced throughout this unit.

**I am thinking of a food that begins with /p/ (Point to “p” on the wall frieze.), and it is something that you might eat for lunch or dinner. You might put cheese and other toppings such as pepperoni on it. *Pizza*. Yes. *Pizza* begins with /p/, and it is a lunch or dinner food, and you put toppings on it! Wonderful!**

**Let’s do another one. I am thinking of a food that begins with /k/. It is red and comes in a bottle. Sometimes you dip your french fries or other foods in it. *Ketchup*. Yes. *Ketchup* begins with /k/, is red, and comes in a bottle. You might dip foods such as french fries or chicken nuggets in it. Terrific!**

**Teacher’s Note:** If necessary, repeat and extend the clues.

- Invite students to act as the clue giver. You may need to ask some students to whisper to you the food that they want their classmates to guess, so you can help them with clues and beginning sounds.

### Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “taste buds.” Taste buds are the tiny bumps on our tongue that help you to taste. T-P-S: When did we see, hear, or use the word “taste buds” today?**

**Another word we learned is “saliva.” Saliva is liquid made by your mouth to help digest food. Many of you might call it “spit.” T-P-S: When did we see, hear, or use the word “saliva” today?**

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

**Theme Vocabulary:**

taste buds  
saliva

- Use the suggestions below to help foster oral-language development.

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Taste buds tongue.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her.  <i>We can say, <b>There are taste buds on my tongue.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>My tongue has taste buds.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence.  <b>How do your taste buds help you?</b>



- Award pocket points if the student is able to create a complete sentence.

**Partner Challenge**

- Review the Partner Challenge of the day.

**We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to give an “I” Message that tells how you would feel if you were Little Red Riding Hood and you met a stranger on the way to Grandma’s house.**



- Use the sharing sticks to select partnerships to share their “I” Messages about the Partner Challenge. Point out some of the different feelings that students would have if they were Little Red Riding Hood. Congratulate students for giving complete “I” Messages that tell both how they feel and why they feel this way.



- Award pocket points when students give complete “I” Messages that tell how they feel and why.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

**Pocket Points for the Day**

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.



## Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the elephant for today's show.
- **Read & Respond:** Distribute the *What Smells?* books. **You get to bring these books home with you today! Share *What Smells?* or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the elephant stamp to place an animal image on each student's hand.



# Day 10 | Ready, Set...

## Focus

My skin can feel.

Additional Materials Needed Today	
<b>Greetings, Readings, &amp; Writings</b>	<ul style="list-style-type: none"> <li>Literacy Lab: Sets of the <i>Little Red Riding Hood: A Peaceful Adaptation</i> sequence cards from the appendix</li> </ul>
<b>Gathering Circle</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Theme Exploration</b>	<ul style="list-style-type: none"> <li>Trade book: <i>I Wonder Why I Sleep</i></li> <li>Opaque bags (two) containing items readily identified by the way they feel (e.g., marker, banana, paper, stethoscope, cup)</li> <li>Thematic vocabulary word cards for “touch” and “skin” or IWB access</li> </ul>
<b>Rhyme Time</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>STaR</b>	<ul style="list-style-type: none"> <li>A storybook to read for free-choice day</li> </ul>
<b>15-Minute Math</b>	<ul style="list-style-type: none"> <li>No new materials</li> </ul>
<b>Snack/Outside/ Gross-Motor Play</b>	<ul style="list-style-type: none"> <li>Any healthy snack</li> <li>Playground balls, beanbags, something to serve as a target</li> </ul>
<b>Stepping Stones</b>	<ul style="list-style-type: none"> <li>A concepts-of-print book to read for free-choice day (student copies)</li> <li>Picture cards: rope, rug, balloon, bike, feather, fork or IWB access</li> <li>Key cards: “r,” “b,” “f” or IWB access</li> </ul>
<b>Math Mysteries</b>	<ul style="list-style-type: none"> <li>10 Little Fingers Booklet (appendix), one per student</li> <li>Pencils and crayons</li> </ul>
<b>Let’s Daydream</b>	<ul style="list-style-type: none"> <li>“Tent,” page 9 of <i>The 20th Century Children’s Poetry Treasury</i></li> </ul>
<b>Write Away</b>	<ul style="list-style-type: none"> <li>Chart paper and marker or whiteboard for teacher modeling</li> <li>Pencils</li> <li>Paper or students’ writing journals</li> <li><i>Writing Development Feedback Guide</i></li> </ul>
<b>Let’s Think About It</b>	<ul style="list-style-type: none"> <li>Cool Kid certificates</li> </ul>

## Learning Labs—Additional Materials

- SOLO assessment for your current grading period

### Art Lab | Making Finger Paint

- Shaving cream
- Food coloring
- Bowls or empty egg cartons
- Stirring implements (coffee stirrers, craft sticks, plastic spoons, etc.)

### Math Lab | Number Match

- Number Match cards (Dot-Set Recognition Cards, Ten-Frame Cards, and Number Cards for numbers 1–10)

# Day 10 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines	Teacher Routines
<ol style="list-style-type: none"> <li>1. Remove coats and backpacks.</li> <li>2. Turn in homework.</li> <li>3. Sign in.</li> <li>4. Self-select activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greet parents and students.</li> <li>2. Remind students to read the Arrival Activities poster as they prepare for their day.</li> <li>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</li> <li>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</li> </ol>

## Homework

- Read & Respond

## Available Activities

### Classroom Library Lab

- Same as day 9

### Literacy Lab

- Same as day 9

### Math Lab

- Same as day 9

### Computer/Media Lab

- Same as day 9

### Writing Lab

- Students may continue to work on their Little Red Riding Hood books.

### Other

- Same as day 9



Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

# Gathering Circle

TIMING GOAL: 15 minutes

Routine
<ol style="list-style-type: none"> <li>1. Welcome students to the Gathering Circle.</li> <li>2. Check attendance.</li> <li>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</li> <li>4. Remind students about the responsibilities associated with each classroom job as needed.</li> <li>5. Make sure that students are sitting with their partners for the week.</li> </ol>

## Home Link Debrief

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



**T-P-S: Last night you showed someone at home how you can write the numbers from 1 to 10. Choose one number from 1 to 10, and write the number on your partner’s back. See if your partner is able to guess the number.**



- Use the sharing sticks to select two or three children to draw a number from 1 to 10 for the whole class. Award pocket points in recognition of successful answers.

## Class Council

- Review “I” Messages.
- Use “I” Messages and other Getting Along Together skills previously introduced to address any classroom concerns.
- Use the following alternate activity if your class has no concerns.
- If there are no specific concerns that you need to address with your class, use the following theme-related activity to demonstrate how to use “I” Messages when people have different feelings about the same thing to avoid conflict.



**This week we spent a lot of time talking and thinking about our senses. We sampled different things to taste, smell, touch, listen to, and look at. You had many opportunities to think about and tell what you like and don’t like using your senses. You heard other students’ opinions about what they thought about the same things. It’s interesting that while one person may love the way something tastes and mark it as a five on the Feelings Thermometer, another person might not like it at all and mark the Feelings Thermometer at the one for the same thing. WGR: Is that okay? Yes. RWE: Yes, of course it is. We know that people can feel very differently about the same thing.**

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Let's pretend that we're in a situation in which we don't feel the same way as someone else about something and see how we can work it out. You and a friend are having lunch together. You really love what you have to eat. Your friend doesn't like the way your food looks or smells. She makes a face and says, "Oh yuck! How can you stand to eat that horrible stuff? It's so gross!" T-P-S: How would that make you feel? Acknowledge various feelings, and point out that not all students feel the same way about this.

T-P-S: Tell your partner where you would mark the Feelings Thermometer to show how strong your angry feelings are when your friend says something mean about what you have to eat. T-P-S: What do you think might happen if you feel so angry that you would mark the Feelings Thermometer at a four or five? RWE: This could cause a conflict with you and your friend that might end up with the two of you arguing or fighting. T-P-S: What is something we learned about to help us in a situation like this? RWE: When you use an "I" Message, you let others know how you feel and why you feel that way. Learning to give an "I" Message helps us so we don't have conflicts with our classmates. We can use the Getting Along Together skills that we're learning so we don't have problems that turn into conflicts in kindergarten. We won't have to wait for a Class Council meeting.

## Theme Exploration

TIMING GOAL: 15 minutes

### Partnership Question of the Day

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We have been learning about all the wonderful things our bodies can do. Our bodies help us to hear, see, smell, and taste. Our bodies also help us to run, jump, and sing songs.

T-P-S: What are some things you can do with your body?

We have been making a list of our Daily Messages this week. Today we will finish our list. Let's see what today's message says.

### Daily Message

I have five ways of learning about the world.

1. I hear with my ears.
2. I see with my eyes.
3. I smell with my nose.
4. I taste with my tongue.
5. I touch with my skin.

- Write today's Daily Message in front of students, adding it to the list of Daily Messages. Read all five days' messages, touching each word as you read it.



- Reinforce literacy objectives by pointing out the following:
  - WGR: **What words are the same in sentences 1, 2, 3, 4, 5?** “I,” “with,” and “my.” Underline these words in sentence 5.
  - Remind students of the /t/ sound that you circled in sentence 4. Reread sentence 5, and have students identify the word that begins with the /t/ sound. Circle the “t” in “touch.”
  - Ask students how they know which order to read the sentences in the list. *They are numbered. We read from the top to the bottom.*

## Theme Learning



- Explain the content of the Daily Message.

**Another way that we learn is through our sense of touch. We could also call it our sense of feeling. What are some things that you like to touch or feel? *Answers will vary.* What are some things that you do not like to touch or feel? *Answers will vary.***

**Our sense of touch gives us a lot of information. I’m going to pass around these bags, and I’d like each of you to feel some of the objects inside one of the bags, but do not look at the objects. Don’t name what you think you feel. After you feel one or two things, pass the bag to the person next to you.** Pass the bags around the circle in opposite directions to minimize wait time. While students are waiting, engage them in reciting “My Five Senses” or “Silly, Silly Sammy.” After all students have felt in a bag, call on several to name some items that they felt.

**You know how many things feel and what they are without looking at them because you’ve felt them in the past. For instance, you may not see a marker or know what color it is without looking, but you know that it is a marker by the way it feels. While you held and used markers before, the nerves in the skin on your hands sent messages to your brain about what a marker feels like.**

**Your brain learned that a marker with a top on it is long, smooth, and round and that it is flat on both ends. Your brain knows that it cannot use the sense of touch to know the color of the marker. What sense will tell you the color of a marker? *Sight, seeing.* If your hand feels a banana, but your eyes don’t see it, your brain is quite sure that it is a banana even if you don’t see the yellow color.**

**Let’s read a new page in our book.** Use *I Wonder Why I Sleep* to provide information about the body’s skin.

- Read the text that goes with the questions “What is my skin for?” and “How thick is my skin?” on page 10.

**Your skin covers your body like a suit, fits very tightly, and can stretch. Your skin keeps germs from getting inside your body. Your skin also has many nerves right under it that send messages to the brain, telling it many things all the time.**

**Most of the time, when we want to feel something, we use our hands. The skin on our hands sends messages to our brains about what we**

**touch. Our skin can help us tell if something is hot or cold. Our skin can also help us tell if something is hard or soft or if it's rough or smooth.**



- Play the digital dictionary videos for “touch” and “skin.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

**Our two new words for today are “touch” and “skin.”**

**Our sense of touch lets us know how something feels. I can make a sentence with the word “touch.”**

**I use my hands to touch and feel.**

**When we touch something, our skin helps to tell us how it feels. Our skin helps us know when something is hot or cold or rough or soft. I can make a sentence with the word “skin.”**

**My body is covered with skin.**



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

## Rhyme Time

TIMING GOAL: 10 minutes

### Say the Rhyme

- Have students recite “Silly, Silly Sammy.” (See day 9 for the words.) Encourage them to do the physical motions that accompany the rhyme.

### Develop Phonological Awareness—Recognizing Alliteration



- Reread the rhyme. Ask students to identify the initial sounds of “silly” and “Sammy.”
- Ask students what they notice about the sounds in “silly” and “Sammy.” *They both begin with the /s/ sound.* Repeat the phrase “Silly, silly Sammy” from the poem.
- Point out that “silly” is a describing word. Prompt students to think of other describing words that start with /s/.

**“Silly” is a describing word. It tells us something about Sammy. Sammy is silly. “Sleepy” is another describing word. We could say that Sammy is sleepy and silly. What other describing words can you think of that begin with /s/?**



- Invite students to share their /s/ words with their partners. Use the sharing sticks to select one or two students to share. String together the adjectives to create an alliterative phrase about Sammy (e.g., Silly, sleepy, sneaky Sammy).
- Invite students to say their own names aloud, and then say the first sound of their names.



- Demonstrate: **Sammy, /s/**
- Invite students to work with their partners to create their own alliterative phrases such as Mad Manny or Happy Jose.
- Use the sharing sticks to select two or three partnerships to share their phrases. Award pocket points if several students are able to successfully create short alliterative phrases.



Sing the song “Let’s Read Together” with students.

## STaR Free Choice

TIMING GOAL: 20 minutes



- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.



Use 1-2-3 Move to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

## Learning Labs

TIMING GOAL: 40 minutes

### Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
  - Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
  - Use the methods described in the *Writing Development Feedback Guide* to provide feedback.
4. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.

## **Dramatic Play Lab | Doctor's Office**

Description:

- Students will continue to use the dramatic play area as a doctor's office.

When You Tour:

- Remind students that the lab is open today.

## **Blocks Lab | Build It!**

Description:

- Students will continue to build with blocks.

When You Tour:

- Remind students that the lab is open today.

## **Art Lab | Making Finger Paint**

Description:

- Students will use food coloring and shaving cream to make finger paint.

Purpose:

- Participation in this lab will help students to develop fine-motor skills and will provide the opportunity for students to explore art materials creatively.

When You Tour:

- Explain that students will mix food coloring and shaving cream to make finger paint. They will then use the finger paint to paint pictures.
- Demonstrate placing only one or two drops of food coloring in each bowl or cup of shaving cream.

Facilitate Learning:

- Use the following questions to prompt students and facilitate oral-language development.
  - **I wonder what will happen if you add more food coloring?**
  - **If you mix those two colors together, what color do you think you will make?**

## **Classroom Library | Free Reading**

Description:

- Students will continue to explore books independently or with a friend.

When You Tour:

- Point out the concepts-of-print book *What Smells?* and the flannel board and Little Red Riding Hood pieces that have been added to the lab.
- Remind students that if they would like to read one of the books with a friend, even if they are just pretending, they can use the ear and mouth cards to help them take turns reading and listening.

Facilitate Learning:

- Use this opportunity to provide guidance or coaching to students who have not yet demonstrated mastery of the objectives as indicated on the weekly record form.

## **Literacy Lab | Play School: Alphabet Bingo**

Description:

- Students will continue to play alphabet bingo.

When You Tour:

- Remind students that they can play alphabet bingo today.

## **Math Lab | Number Match**

Description:

- Students will play Number Match.

Purpose:

- This lab provides students with an opportunity to match numerals, dot sets, and ten-frames for each number 1–10.

When You Tour:

- Point out that the Number Match cards from yesterday's Math Mysteries lesson are in the lab. Review the rules of the Number Match game as necessary.

Facilitate Learning:

- Ask students to explain how they know that the Number Cards, Dot-Set Recognition Cards, and/or Ten-Frame Cards match or do not match.

### Computer/Media Lab | Free Exploration

Description:

- Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

When You Tour:

- Remind students that the computer/media lab is open. If you have a recording device, point out that students can use it to record their voices or the instruments that students make in the art lab.

### Science Lab | Using My Five Senses

Description:

- Students will continue to use their five senses to make and record observations about various items.

When You Tour:

- Remind students that the lab is open today.

### Sand/Water Lab | Free Exploration

Description:

- Students will continue to learn about sand and/or water.

When You Tour:

- Remind students that the lab is open today.

### Writing Lab | Sequencing *Little Red Riding Hood: A Peaceful Adaptation*

Description:

- Students will cut out illustrations of the story *Little Red Riding Hood: A Peaceful Adaptation*, put them in sequence, and staple them to create their own books.

When You Tour:

- Remind students that they can make their own *Little Red Riding Hood: A Peaceful Adaptation* books today.



Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away the lab items and move to the 15-Minute Math board.



## 15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

### Calendar

#### Days of the Week

#### Days of School Tape

- If today is the thirty-fifth day of school, record the numeral 35 using a green marker. Remind students that the numbers ending in 5 or 0 will be written in green so students can easily skip count by 5s and 10s. Point to the green numbers on the tape, and read, **5, 10, 15, 20, 25, 30, 35**. Then invite students to read all the numbers on the tape with you.

### Ten-Frames

### Hundreds Chart

### Our-Favorite-Ice-Cream Graph

- Point out the new graph on the 15-Minute Math bulletin board. Read the title of the graph and the labels for the kinds of ice cream. Take out the plastic bag of paper ice cream scoops, and select three or four. Read the names on the scoops, and ask those students to come up and place their scoops in the appropriate spot. (See the sample bulletin board in the teacher manual for an example of the graph.) Remind students that scoops of ice cream will be added to the graph each day until all the scoops are on the graph.
- Ask, **Which sense tells us the flavor of ice cream? Taste. Our sense of taste tells us the flavor. Which sense tells us that ice cream is cold? Touch. Our sense of touch tells us that it is cold. Our tongue has nerves under its skin that feel the cold also.**



Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.



## Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

### Snack

- Talk about the textures of food items as you enjoy a healthy snack with students.

### Outside/Gross-Motor Play

- Throw, catch, pass, bounce, and roll balls in a variety of sizes and textures. Encourage free exploration of the equipment, including balls, beanbags, and the target.



When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.



## Stepping Stones

TIMING GOAL: 30 minutes

### Beginning Phonics: Review /r/, /b/, and /f/

#### Remember the Review Sounds



- Explain that today students will review the last three new sounds that they learned.
- Show the Animated Alphabet segments for /r/, /b/, and /f/.

#### Review Games

##### Letter Detectives

- Display the key cards for the three review sounds. Have partnerships search the classroom for either objects that begin with one of the review sounds or a word that contains one of the review letters. Students should stand next to the object or word that they find. Ask each partnership to share their object or word with the class.
- Award pocket points if most of the students successfully find objects or words that represent the review sounds.



##### Body Formation

- Invite students to form the shape of each of the review letters with their bodies.

**Picture Cards:**

rope  
rug  
balloon  
bike  
feather  
fork

**Matching Game**

- Display the key cards for the three review sounds spaced apart. Show a picture that begins with one of the review sounds. Provide a moment for students to think and then point to the key card that corresponds to the correct beginning sound of the picture.

**Partner Practice**

- Ask students to find page 14 in their Stepping Stones Partner Practice Booklets.
- Announce which partner should begin, and have students take turns reading the sounds to each other. The listening partners should point to the sounds and provide help as needed. They should write their initials in the box at the bottom of the page once the reading partners have completed the page.
- When partners have finished, have the class read the sounds together. Then use the sharing sticks to select a partnership to read the sounds to the class.
- Invite partners to take turns reading the words. When partners have finished, have the class read the words together. Then use the sharing sticks to select a partnership to read the words to the class.
- Award pocket points if students read the sounds and words successfully.



**Writing**

- Distribute writing supplies (mini whiteboards and dry-erase pens, chalkboards and chalk, crayons and paper, etc.) to each student.
- Have students write letters for sounds as you call them out, reinforcing the writing cues as needed. Include sounds that were introduced this week and those for which students have not yet demonstrated mastery as recorded on the weekly record form.

**r – From head to tail and along his paws.**

**b – Down the bat and right around the ball.**

**f – Curve down the flower, then across the leaves.**

**Emergent Reading**

**Free Choice**

- Invite students to select one or more concepts-of-print books to read with their partners.
- Monitor students as they read together. When students demonstrate skills, record these observations on the weekly record form .



Invite students to sing “March to Math” to signal that it is time for Math Mysteries.



# Math Mysteries

TIMING GOAL: 25 minutes

## Show What You Know



- Select several students to count to 10.
- Select students to start at the number 5 and count to 10.
- Continue to have students start at any number other than 1 and count to 10.



- Award pocket points if several students are able to successfully count to 10 when starting at a number other than 1.
- Review the previous day's lesson.



**T-P-S: Think about what you learned in math last time. What did you learn about the numbers 1–10?**

**RWE: Yesterday we learned about the numbers 1–10. We matched Number Cards, Ten-Frame Cards, and Dot-Set Recognition Cards so they all showed the same number.**

## Active Instruction

- Tell students that they will continue working with the numbers 1–10 today.
- Explain to students that you have a new counting song about fingers that you want to share with them. Sing the song for students:

**Ten Little Fingers** (to the tune of “Ten Little Indians”)

**1 little, 2 little, 3 little fingers.**

**4 little, 5 little, 6 little fingers.**

**7 little, 8 little, 9 little fingers.**

**10 little fingers in a row.**



- Teach them the song in a My Turn, Your Turn fashion.
- Hold up a copy of the 10 Little Fingers Booklet. Explain the booklet to students. **This is a counting book called “Ten Little Fingers,” but it is not finished yet. The author forgot to write the number on each page.** Tell students that they will finish the book by counting the fingers on each page and writing the missing number.
- Before giving students their books, model writing the numbers. **Let's write the numeral 1.** Model as you say the writing cue, **Start up high, and go straight down.** Allow students a moment to practice writing the numeral in the air. Then ask them to write it on the palms of their hands.
- Continue in the same fashion until you have modeled all the numerals 1–10.

## Partner Practice

- Give each student a copy of the 10 Little Fingers Booklet and a pencil. Explain that they will count the fingers on each page with their partners and then write the missing numeral. Partners should check the numerals in their partners' books to make sure that they are written correctly.
- As students work on their booklets, circulate and observe how well students can write recognizable numbers.
- If partnerships finish early, allow them to color their books. Tell students that if they do not finish their booklets, they can complete them during Greetings, Readings, & Writings or in the math lab the next time they come to school.
- When most students have completed the activity, take a few moments to read the book together. Remind students to point to the words as they read.

## Recap



- Hold up five fingers. Ask students to write the numeral in the air. Repeat with several other numerals 1–10.
- Award pocket points if several students are able to successfully write the numerals that are represented by your fingers.
- Review the importance of writing numerals correctly.

**T-P-S: Why is it important to write our numerals correctly?**

**RWE: It is important to write our numerals correctly so others can recognize and read them.**



Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.



## Let's Daydream

TIMING GOAL: 25 minutes

### Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

### Recommended Poetry Selection

- “Tent,” from *The 20th Century Children’s Poetry Treasury*, page 9

### Introduce the Poem

**Since we have been talking about our skin’s sense of touch today, I thought I would read the poem “Tent,” which says that the body’s skin is like a tent stretched from bone to bone.**

- Read the poem twice.



Gather students together in a place where you will model during Write Away.



## Write Away

TIMING GOAL: 20 minutes

### Prewriting

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

**Today we have been talking about feeling with our skin. You are going to write about something you like to feel.**

**What do you like to feel? Why?**



- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write as needed.

**I think that I will write a sentence that says, “Rabbit fur feels soft.”**

- Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, and copy a word.*

**I will use these things to write my sentence. You can use them when you write your sentence too.**

- To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

### **Example:**

**I am ready to write my sentence. My sentence is, "Rabbit fur feels soft."**

– **The first word is "Rabbit." What sounds do you hear in "rabbit"?**

Repeat the word slowly a few times, emphasizing the individual sounds.

Write any letters that students say.

– **"Fur" is the next word. I hear a /f/ and /r/ sound in "furr." I'm going to write those sounds.** Write "f" and "r."

– **"Feels" is the next word. Do you hear any sounds that you know in this word?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.

– **The last word is "soft." I hear some sounds that we've learned. I hear /s/, /f/, and /t/.** Write each sound on the last line as you say it.

- Reread your sentence, touching each word, or word representation, as you do.

### **Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.
- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

### **Writing**

- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

## Sharing



- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.



Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

## Let’s Think About It

TIMING GOAL: 20 minutes

### Theme-Learning Recap



- Review the learning focus of the day.

**Today we learned about our sense of touch. When we touch our skin against something, nerves in the skin send messages about the object to the brain. Touching helps us to know whether something is hot or cold. What else can we learn by touching something? Answers will vary. Possible responses include: whether the object is hard, soft, smooth, bumpy, etc.**

- Review the learning focus of the week, incorporating the theme-related vocabulary words for the week. As you mention each sense, point to the part of the body associated with it.

**This week we have been learning about our senses. How many senses do we have? Five. Yes. We have five senses—the sense of hearing, the sense of sight, the sense of smell, the sense of taste, and the sense of touch.**

- Tell students you will review the five senses by playing a game. You will tell students something that you know, and students will respond by indicating the sense that tells you this information.

**Our five senses help us to learn about the world around us. We are going to play a game to review our senses. I will tell you something that I know, and you will tell me the sense that tells me that information. For example, if I tell you that candy is sweet, you will say, “Taste.” If I say, “Chips are salty,” you will say, “Taste,” again.**

**Let’s try one together. I know that a dog barks. Which sense helps me to know this? Hearing. Yes. I know that a dog barks because my ears and my sense of hearing let me hear the dog bark.**

- Play the game with students. Restate their responses by using the sense in a sentence with the body part associated with it. For example, “I know candy is sweet because my taste buds help me to taste.” Some suggestions follow. You may wish to use sentences that relate to your classroom or to experiences that your students will be familiar with.

**The sky is blue.** *Sight.*

**Ice is cold.** *Touch.*

**Pizza is yummy.** *Taste.*

**A rabbit’s fur is soft.** *Touch.*

**Garbage is stinky.** *Smell.*

**A telephone is ringing.** *Hearing.*

**Rain is wet.** *Touch.*

**Bananas are yellow.** *Sight.*

### Vocabulary Review



- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and make connections to the contexts in which the word was used today.

**One of our new words today is “touch.” Touch is the sense that tells you how something feels. T-P-S: When did we see, hear, or use the word “touch” today?**

**Another word we learned is “skin.” Skin is the layer of stretchy stuff that covers your body. When you touch something, you use your skin to feel it. T-P-S: When did we see, hear, or use the word “skin” today?**

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

- Use the suggestions below to help foster oral-language development.

**Theme Vocabulary:**

touch  
skin

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. <b>Hands touch.</b>	Good answer. Can you say that in a complete sentence?	If the student is unable to respond in a sentence, model a sentence for him or her. <i>We can say, <b>My hands touch things.</b></i>
The student responds in a complete, but not very elaborate, sentence. <b>I use my hands to touch.</b>	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. <b>What kinds of things do you touch in our classroom?</b>



- Award pocket points if the student is able to create a complete sentence.

**Cool Kids Recognition**

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

**Pocket Points for the Day**

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.
- Pour the chips into the jar, and observe how close the total is to the reward line.
- Remind students about their reward.

## Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

**Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**

**Theme Exploration: When you eat supper tonight, think about all the ways that you can use your senses. What does your food look like? What does it smell like? How does it taste? Does it make noise when you eat it? Do you use your hands to touch your food?**

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# What Else Can We Get Into?

- Add an alarm clock with a loud ticking sound to the dramatic play lab.
- Go on a listening walk with students. Before going outside ask them what sounds they think they might hear on the walk. Record the sounds they identify on a battery-operated tape recorder or, if that is not possible, jot down the sounds on a notepad. Later, recall with students the sounds they heard; ask them whether the sounds were loud or soft.
- Go on a smelling walk with students. Before going outside ask them what smells they might find. Encourage anyone who notices a smell to give the group a clue so the others can guess what he or she smells. You may want to do this inside the building around lunchtime if your school provides hot lunches.
- Provide opportunities for students to touch various textures with their bare feet. If the floor in your room has different textures, take a touching walk in bare feet. Put samples of different textures of fabric or paper on the floor for a touching walk. Tape the samples to the floor to prevent slipping.
- Play the game Twister with a game mat or colored hoops.
- Play Simon Says using vocabulary and pacing that is fun and challenging—not frustrating or competitive—for your group. Focus on some of the names of the body parts with which your students are less familiar, such as the elbow, wrist, spine, rib, etc.
- Take a field trip to a doctor’s office or clinic.
- Invite visitors from the medical profession; e.g., doctor, nurse, physician’s assistant, dentist, dental hygienist, ophthalmologist. Ask them to bring some of the tools they use in their professions to show to students and to explain or demonstrate how they are used.
- Invite to class a person with a disability who is willing to demonstrate adaptations.
- Form a circle and sing “The Hokey-Pokey,” building on students’ vocabulary of body parts. Many kindergartners will not know “right” from “left”; you might use “one” and “the other” instead.
- Make a full-size puzzle, using one of the body tracings as a model and copying or pasting onto corrugated cardboard or sturdy bristle board. The puzzle can be as simple or elaborate as the needs of your students and your time and interest dictate.

Cut the shape into as many pieces as you think appropriate for your group. You might simply cut out arms and legs, for example, or make it more challenging by cutting hand, wrist, forearm, elbow, upper arm, and shoulder pieces. Decide whether to provide an outline or just display the assembled pieces; or provide an outline and then invite students to remove it as they become more proficient.

- Extend the dramatic play and blocks labs to include dental hygiene. Students could build a dentist's office in the blocks lab and use the dolls as patients.
- Set up an obstacle course with a balance beam, tunnel, ropes, and/or hollow blocks. Invite students to move over, under, around, and through the obstacles.
- If time and staffing permit, make finger gelatin in large flat pans. The recipe can be found on the box of gelatin. As you and students prepare the gelatin, engage them in thinking about the senses they are using: their sense of smell to detect the flavor/scent of the gelatin; their sense of sight to see the color, read the directions and see what to do; their sense of touch to feel the tools they are using and the temperature of the water and gelatin; their sense of hearing to hear the stirring; and, of course, their sense of taste to enjoy the fruits of their labor!

# Resource Corner

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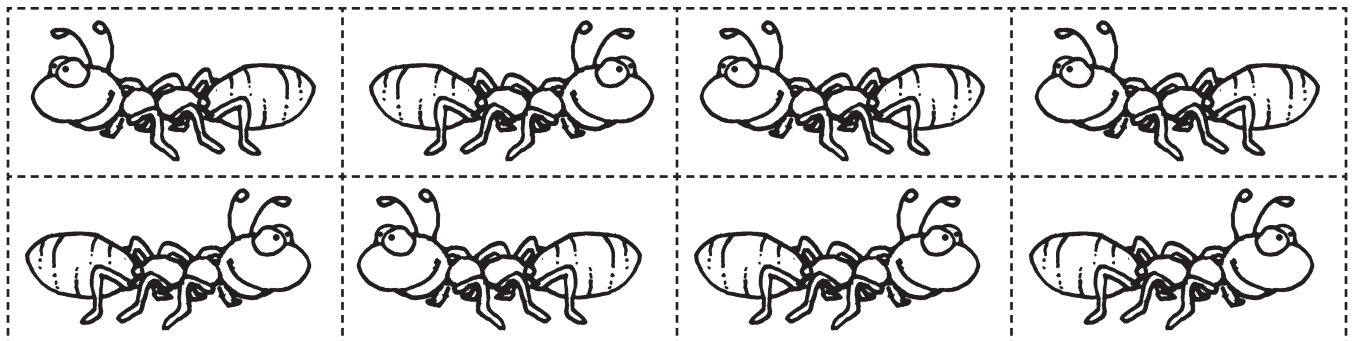
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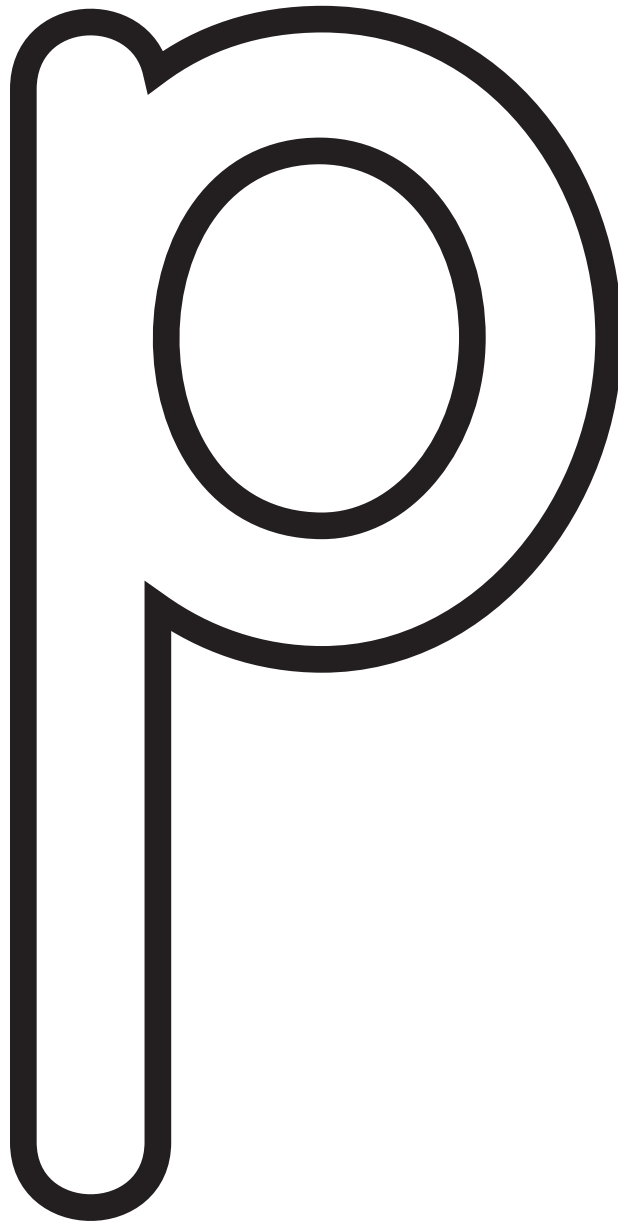
# 6 on a Stick

Make one copy per student.



# "p" Outline Sheet

Make one copy per student.



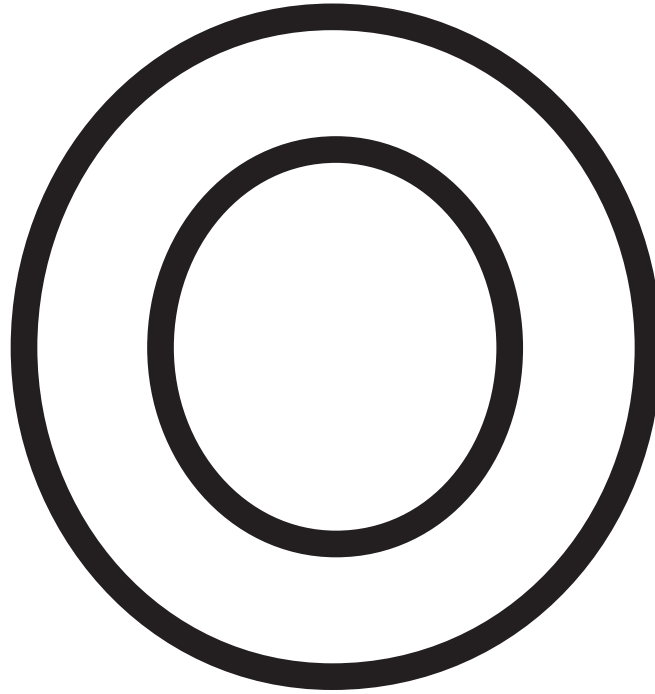
# "g" Outline Sheet

Make one copy per student.



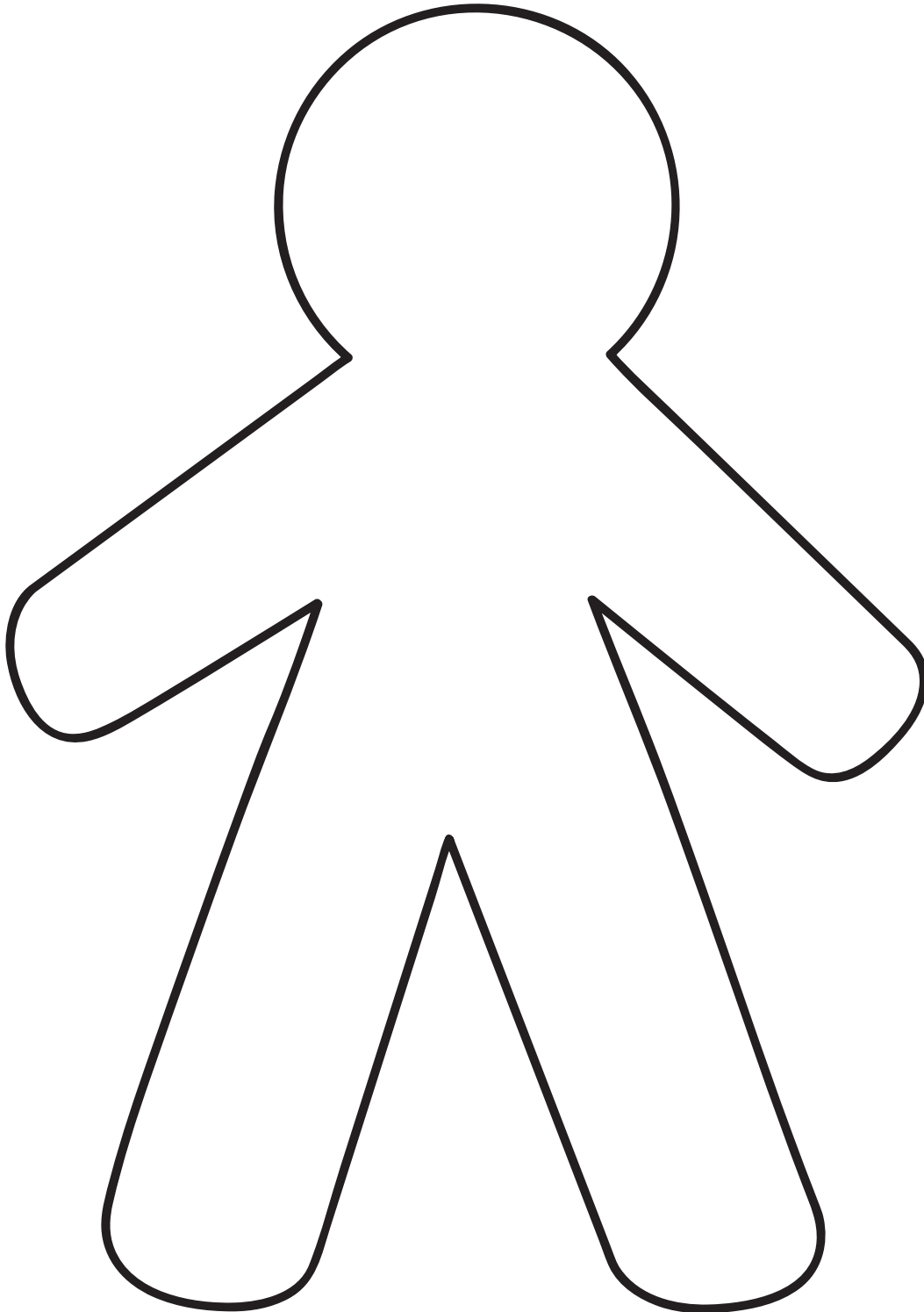
# "o" Outline Sheet

Make one copy per student.



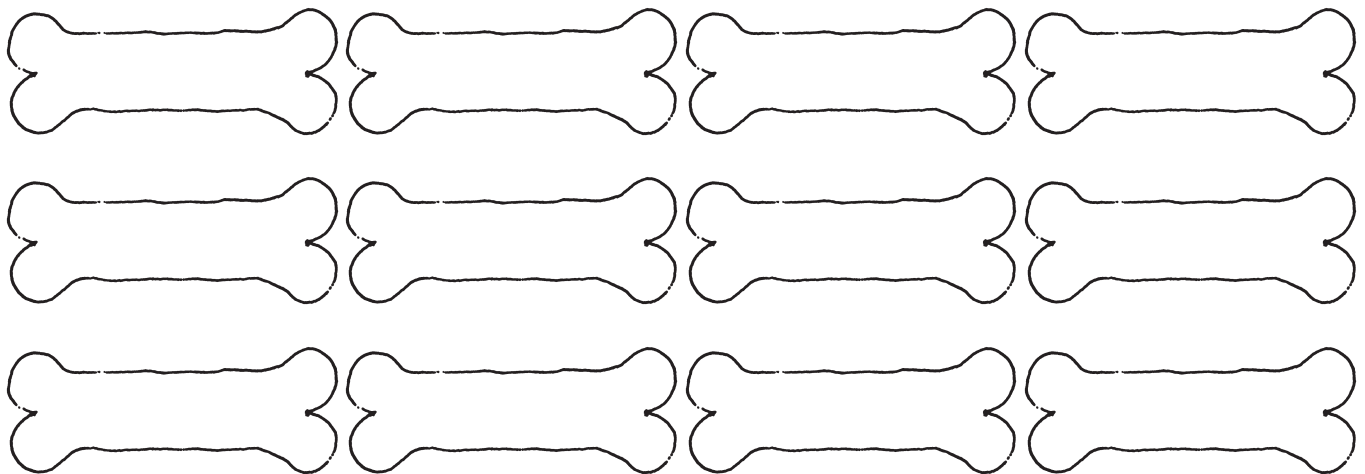
# Head to Toe Workmat

Make one copy per student.



# Seven Bones

Make one copy per student.



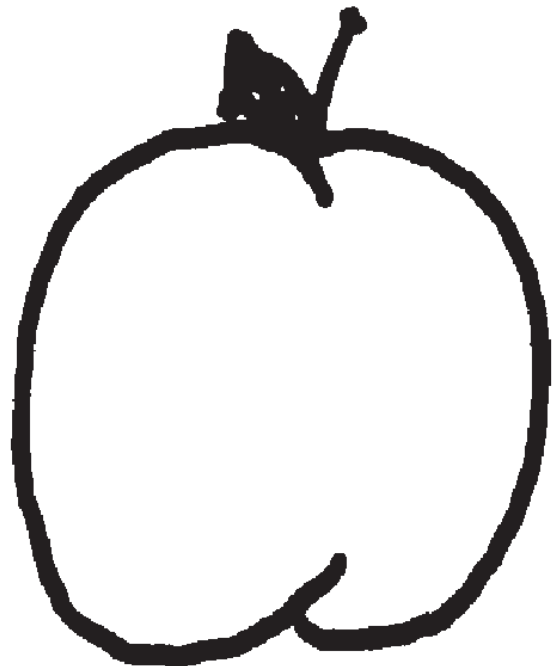
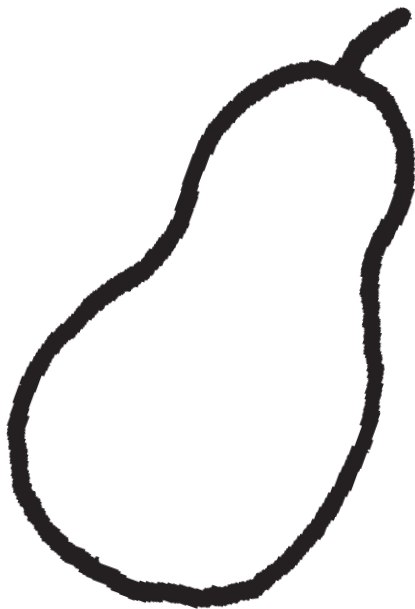
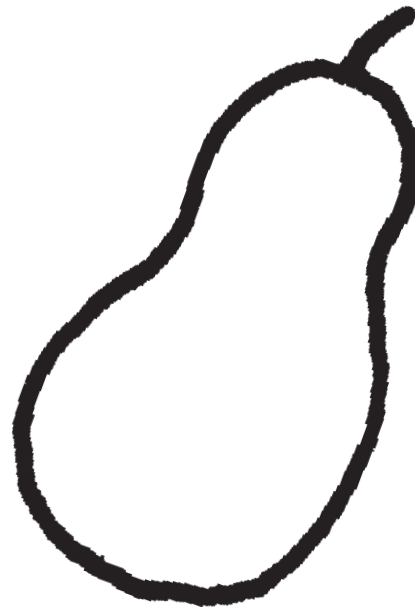
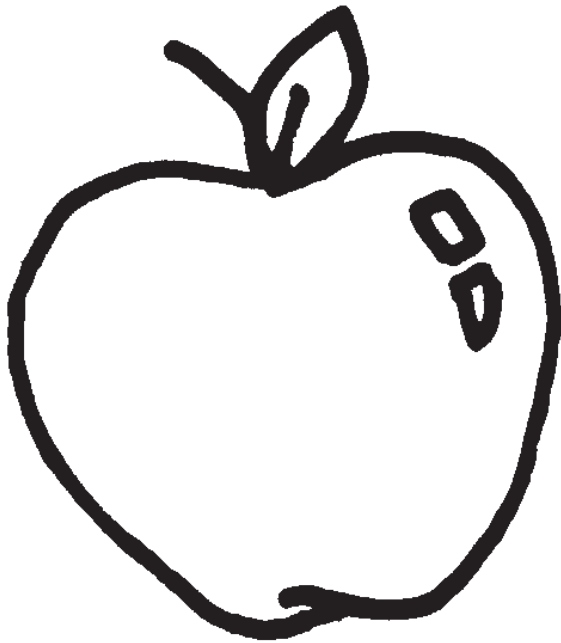
# Shopping Cart Workmat

Make one copy per student.



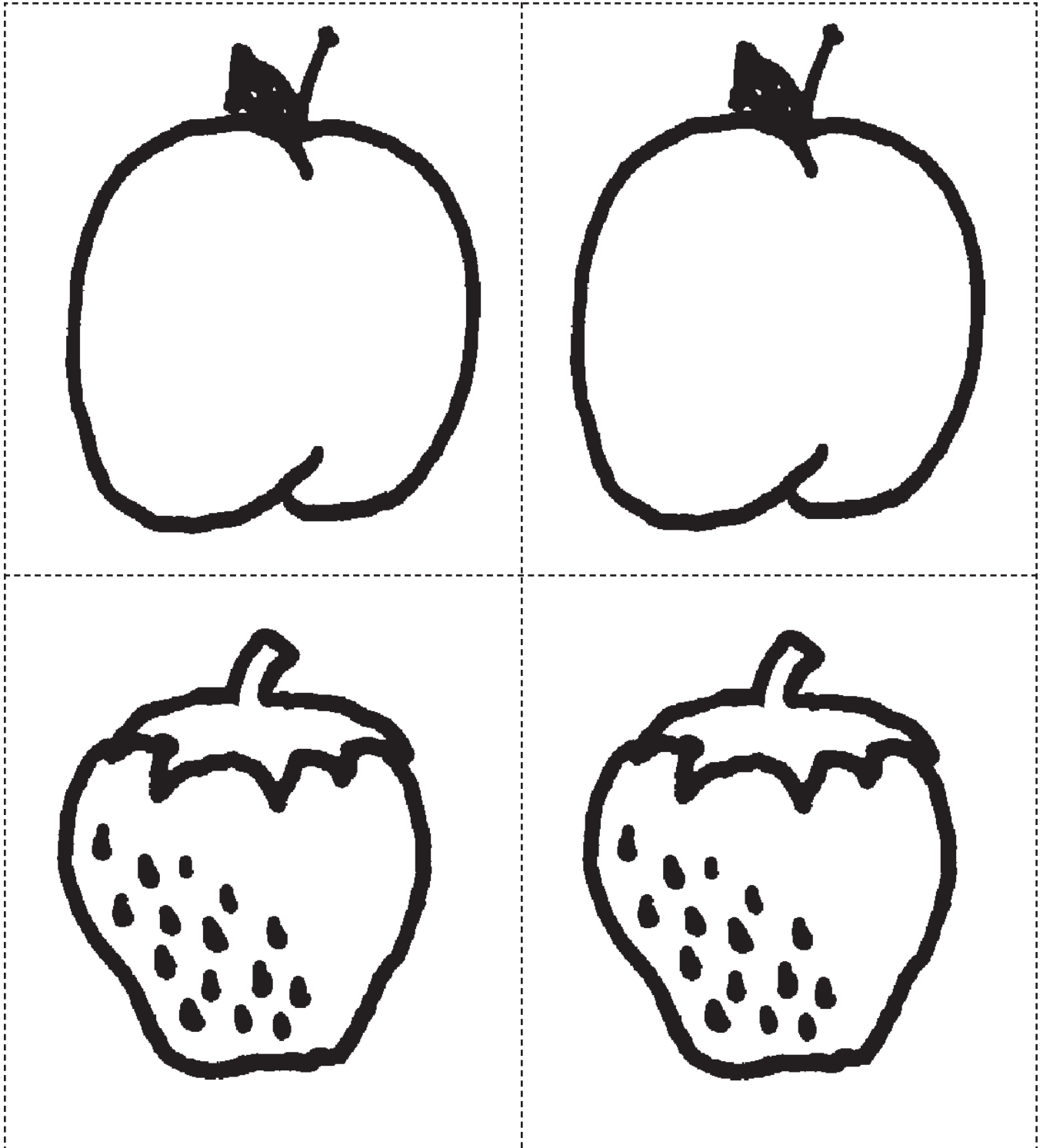
# Hungry Caterpillar Sets

For art lab use, make one copy and cut along dotted lines. If not using in art lab, copy and cut each form. Punch a hole in the middle of each image before STaR. Laminate if possible.



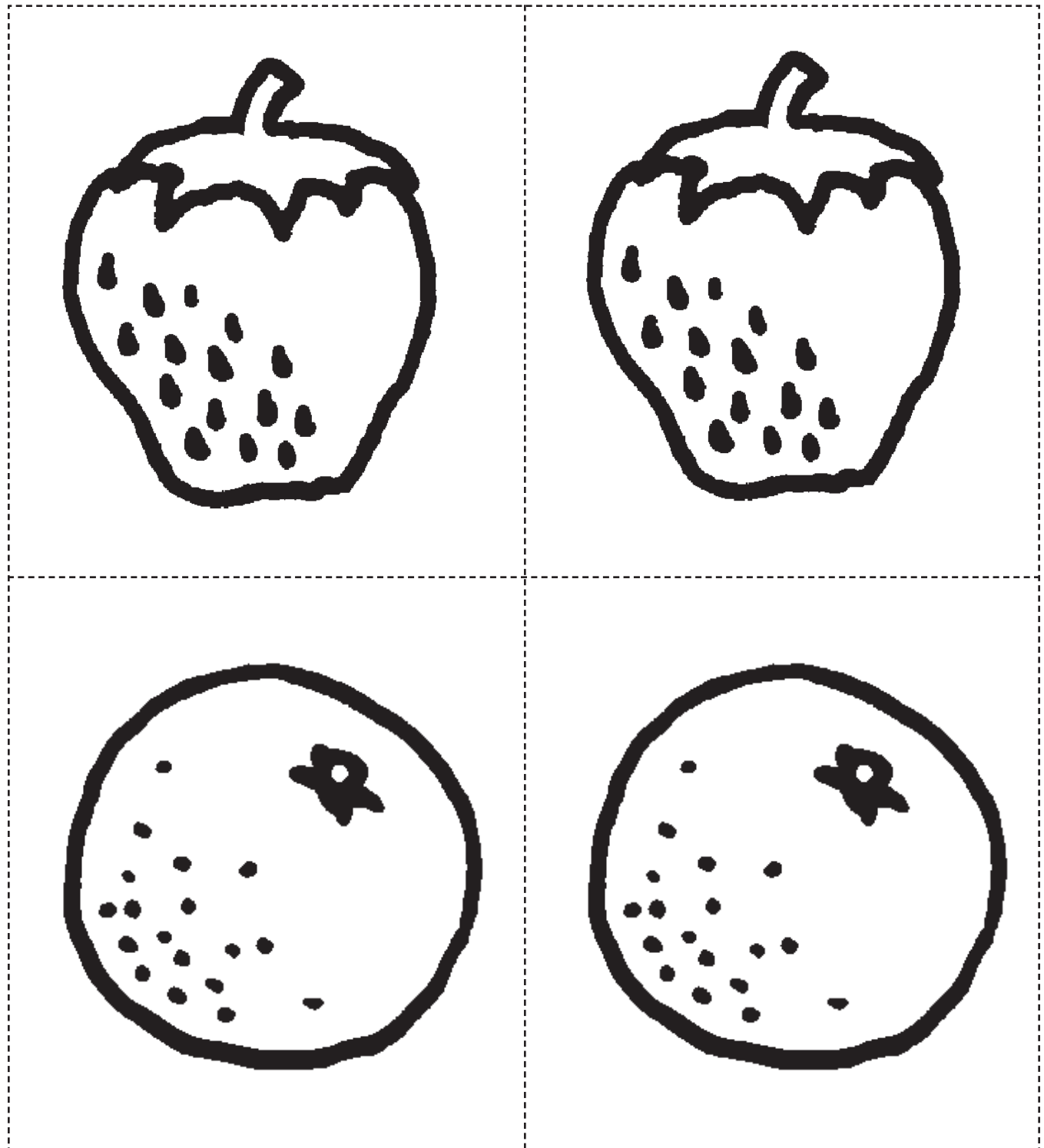
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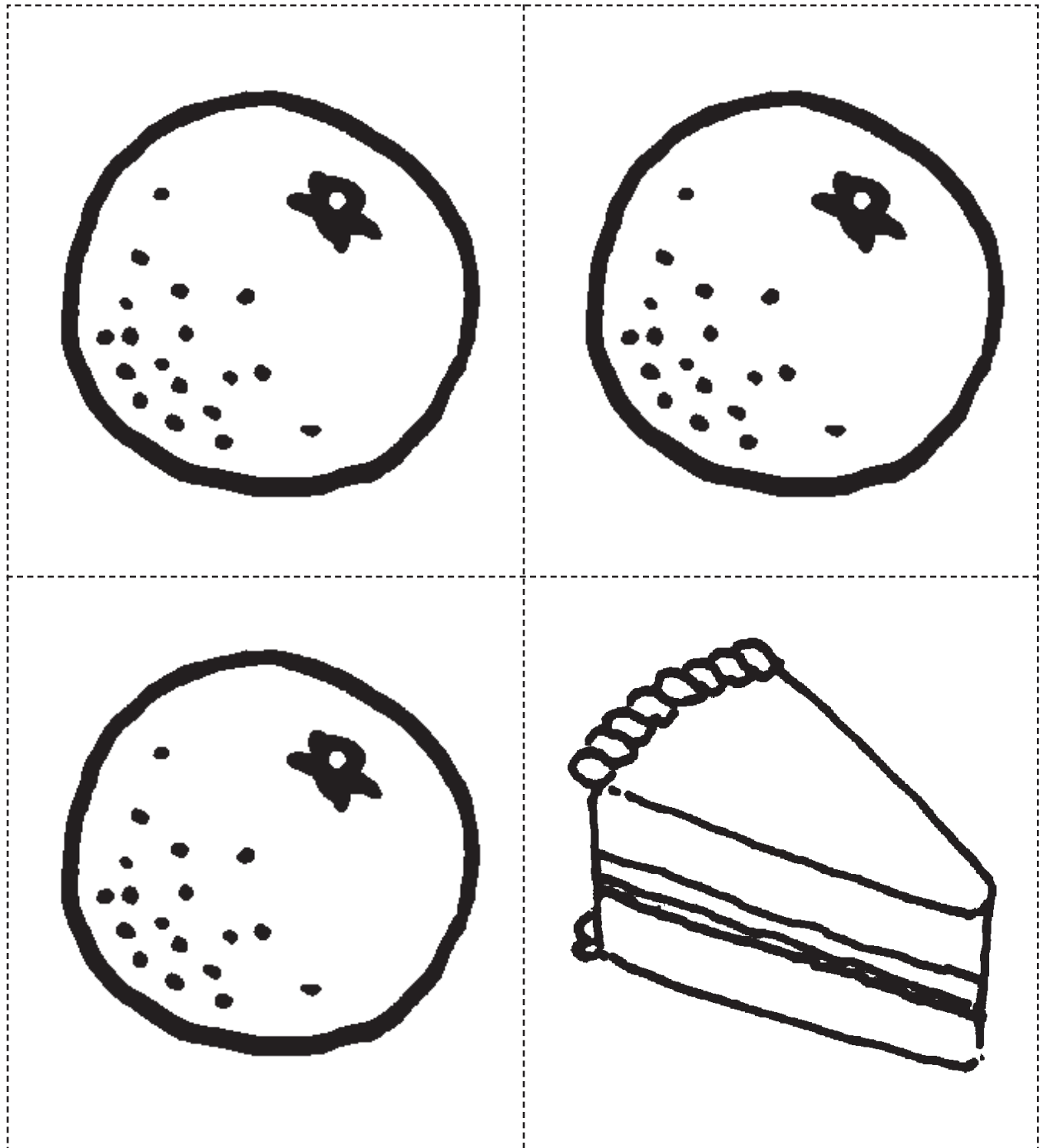
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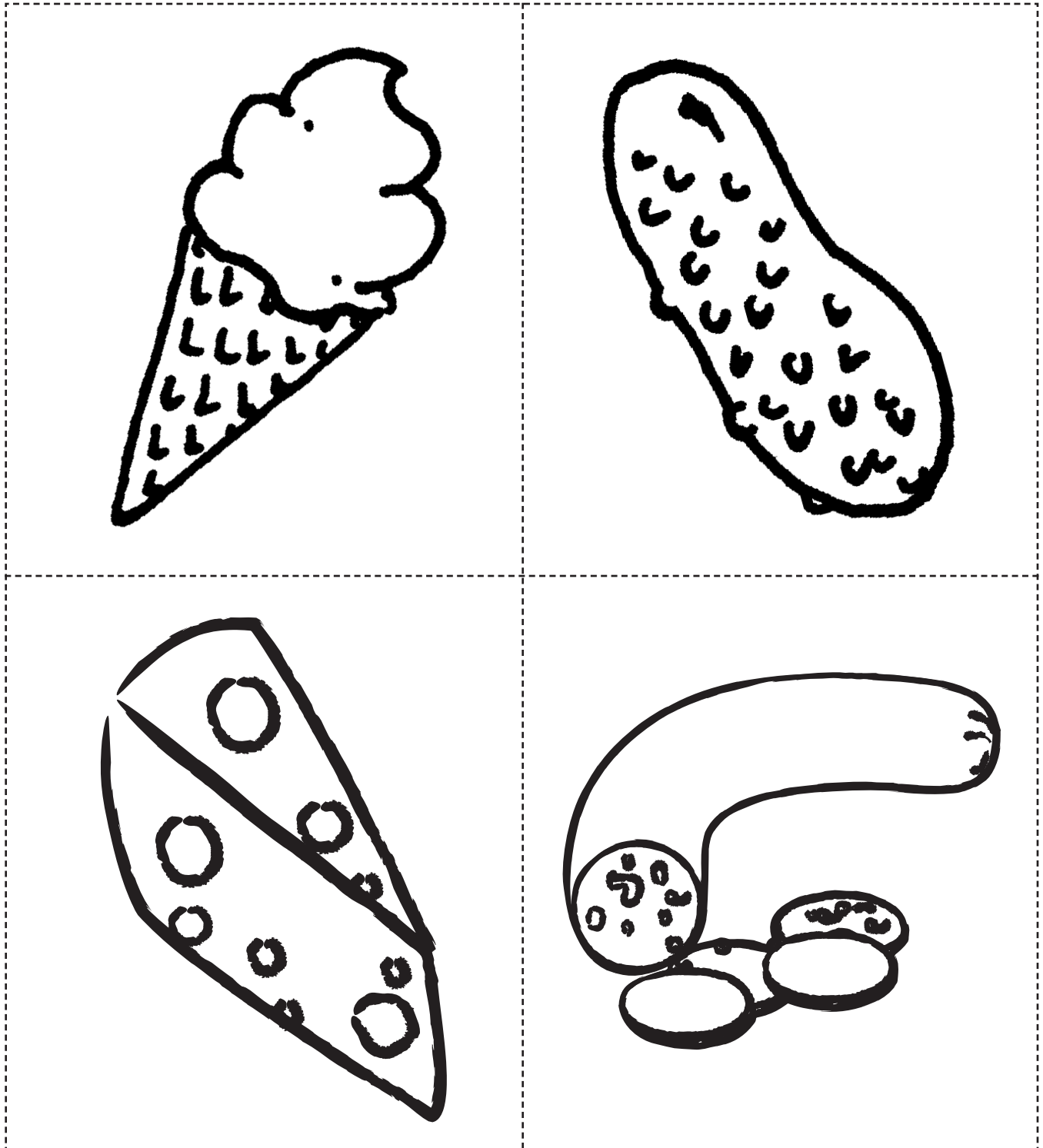
# Hungry Caterpillar Sets

For art lab use, copy and cut along dotted lines. If not using in art lab, copy and cut each form. Punch a hole in the middle of each image before STaR. Laminate if possible.



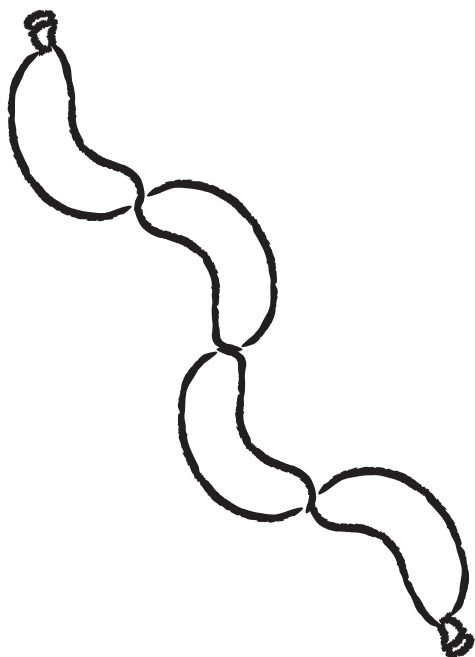
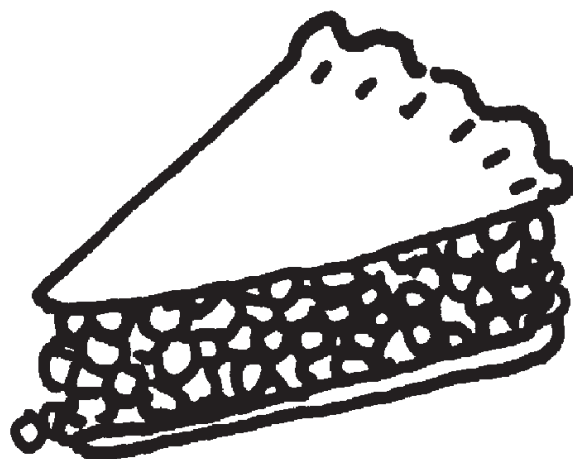
# Hungry Caterpillar Sets

For art lab use, copy and cut along dotted lines. If not using in art lab, copy and cut each form. Punch a hole in the middle of each image before STaR. Laminate if possible.



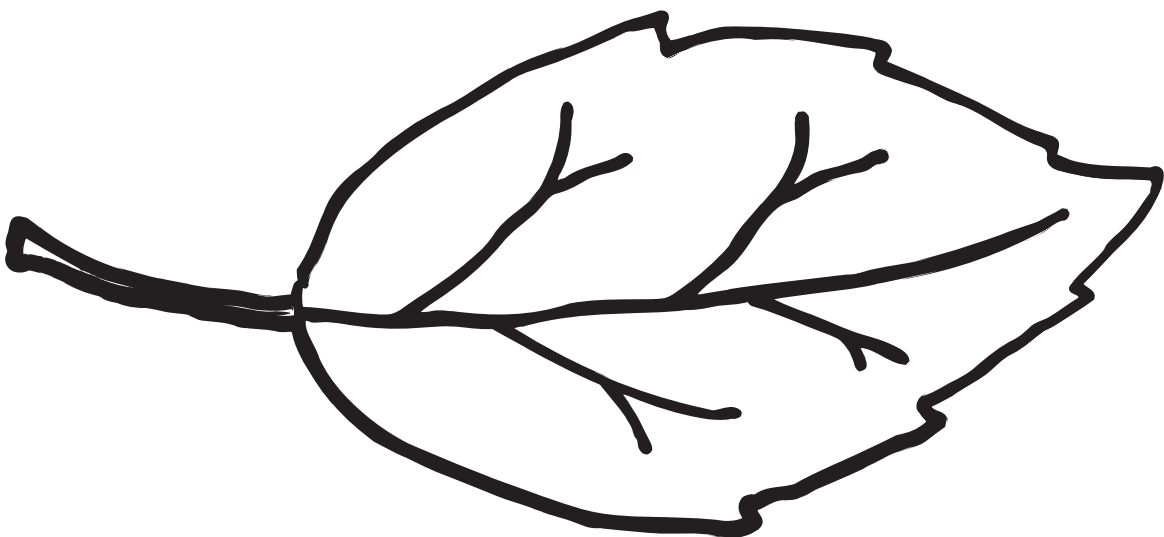
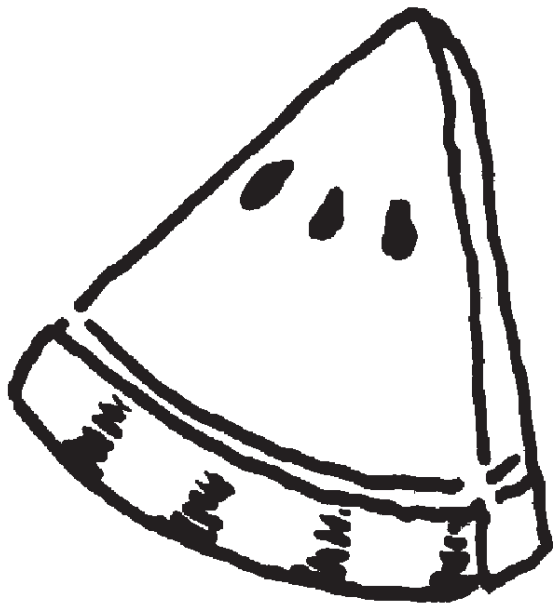
# Hungry Caterpillar Sets

For art lab use, copy and cut along dotted lines. If not using in art lab, copy and cut each form. Punch a hole in the middle of each image before STaR. Laminate if possible.



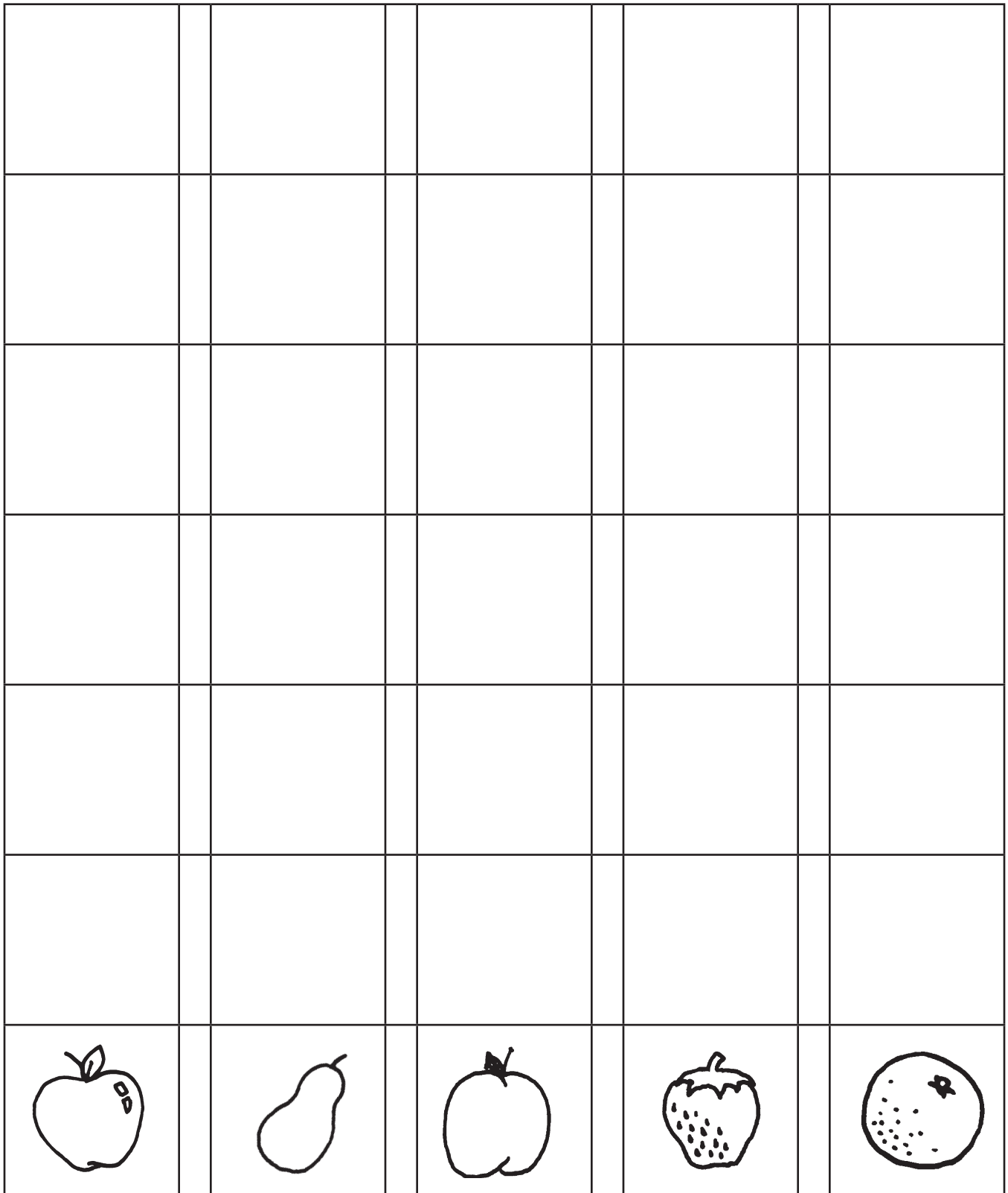
# Hungry Caterpillar Sets

For art lab use, copy and cut along dotted lines. If not using in art lab, copy and cut each form. Punch a hole in the middle of each image before STaR. Laminate if possible.



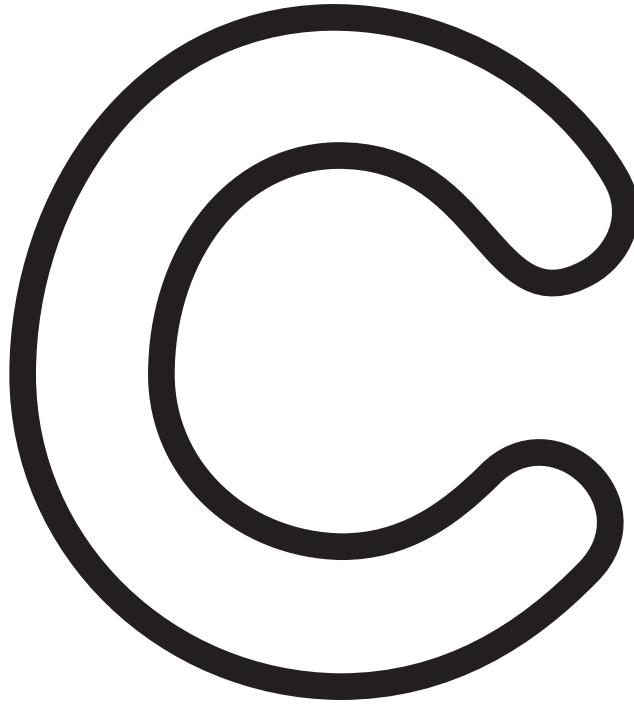
# Graphing Grid

Copy one per student.



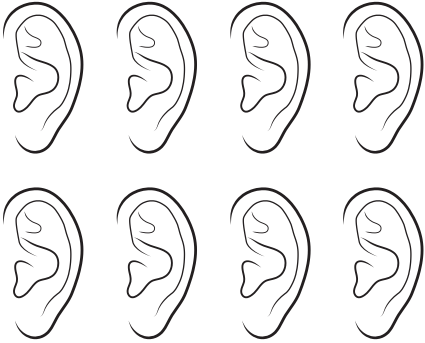
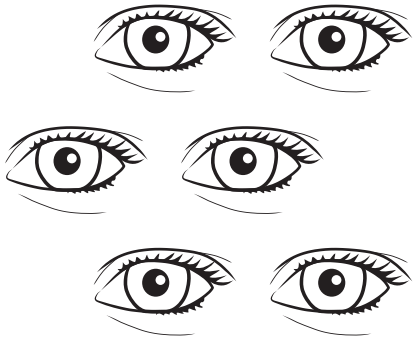
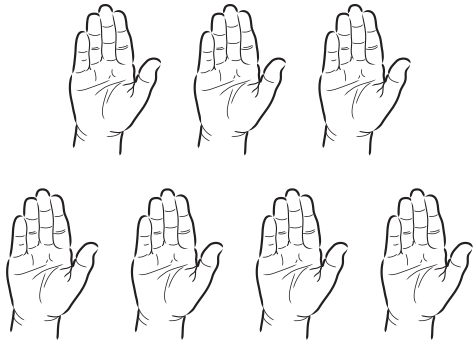

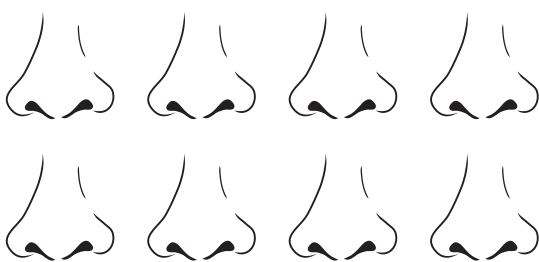
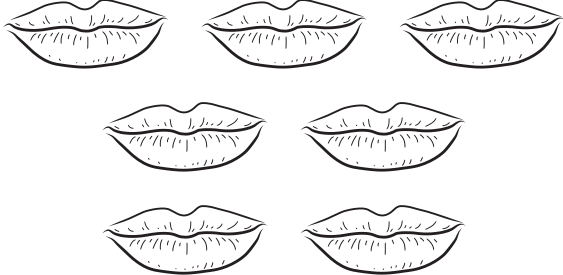
# "c" Outline Sheet

Make one copy per student.



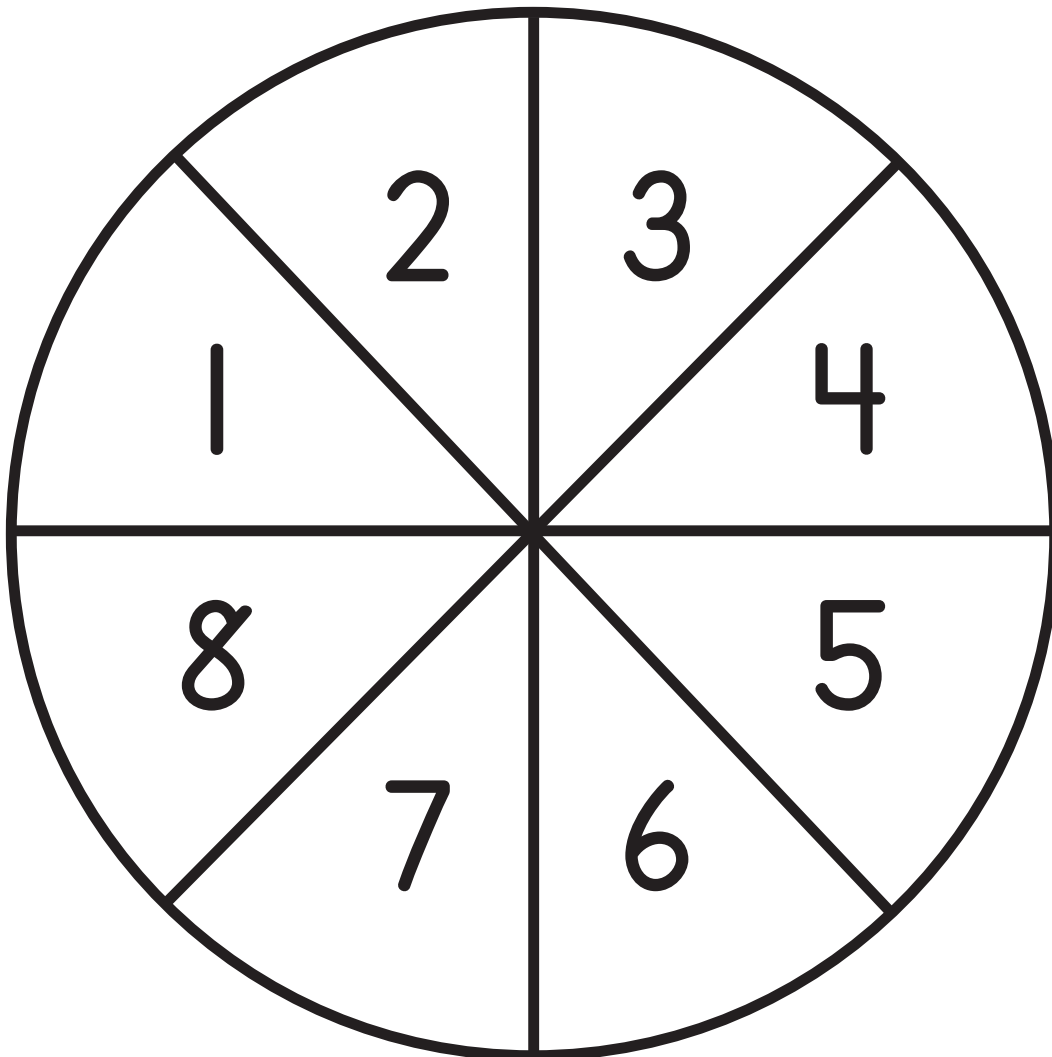
# Count the Body Parts

Count the body parts in each box. Then write the correct number on the line.

 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>

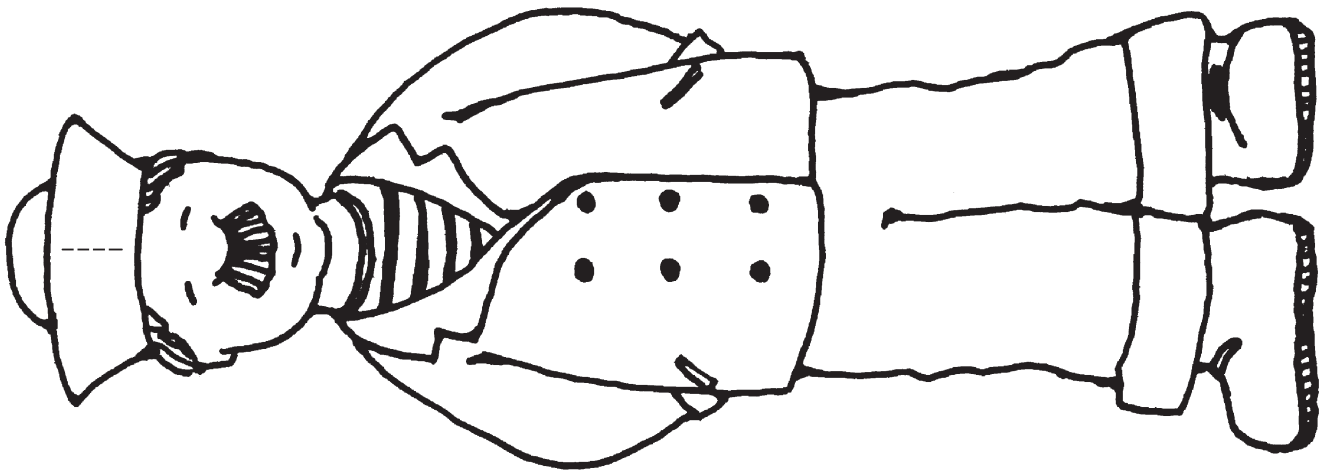
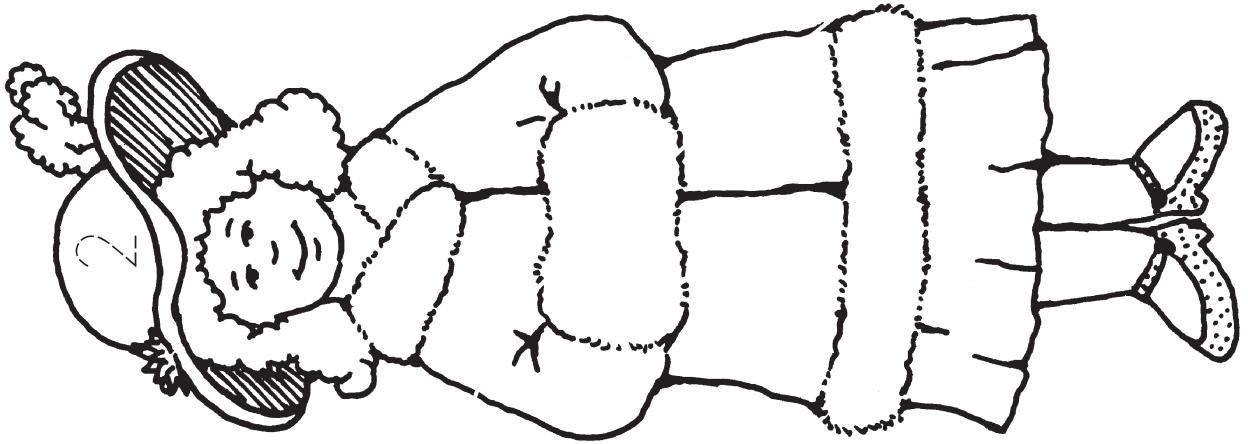
# 1–8 Number Spinner

Make one copy.



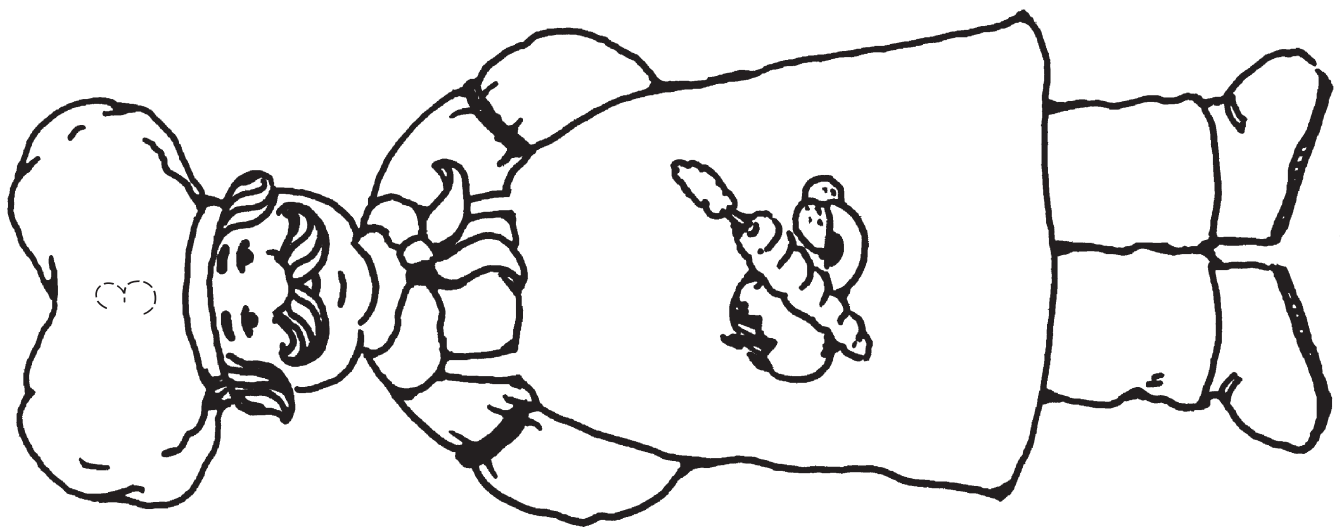
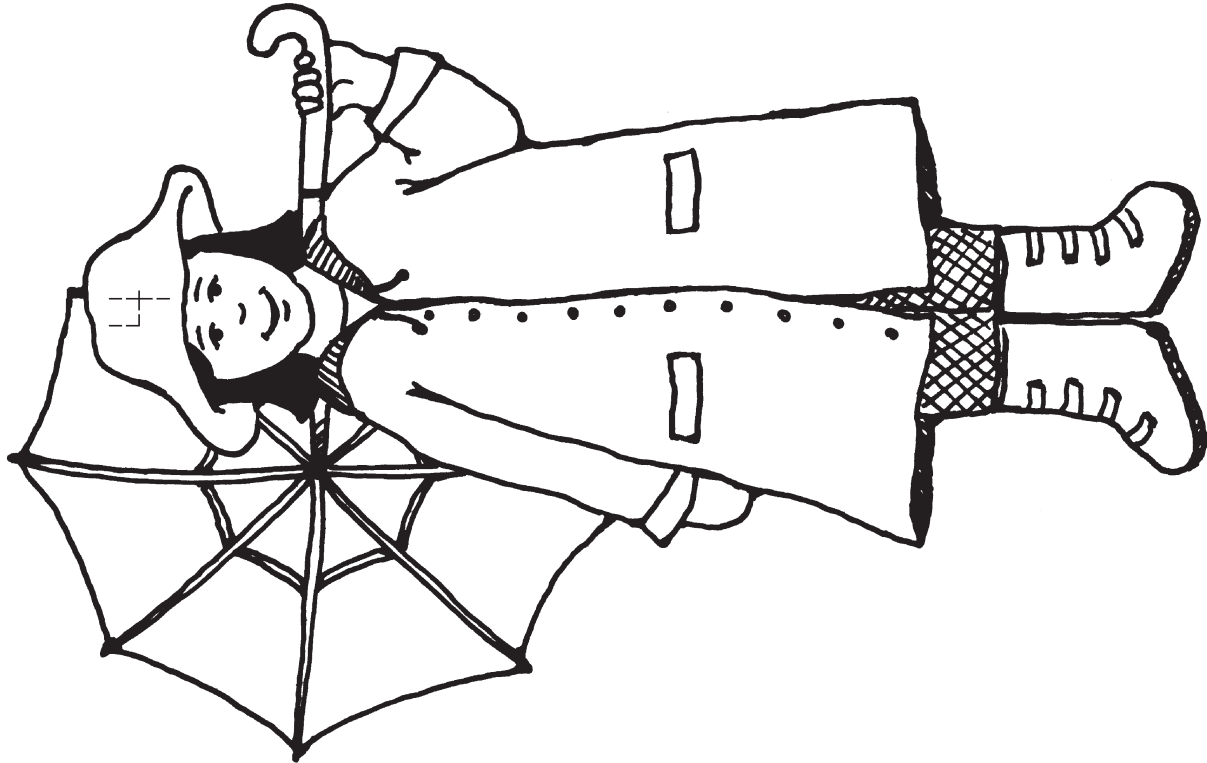
# The Right Number Cards

Copy five sets. Color and laminate if possible.



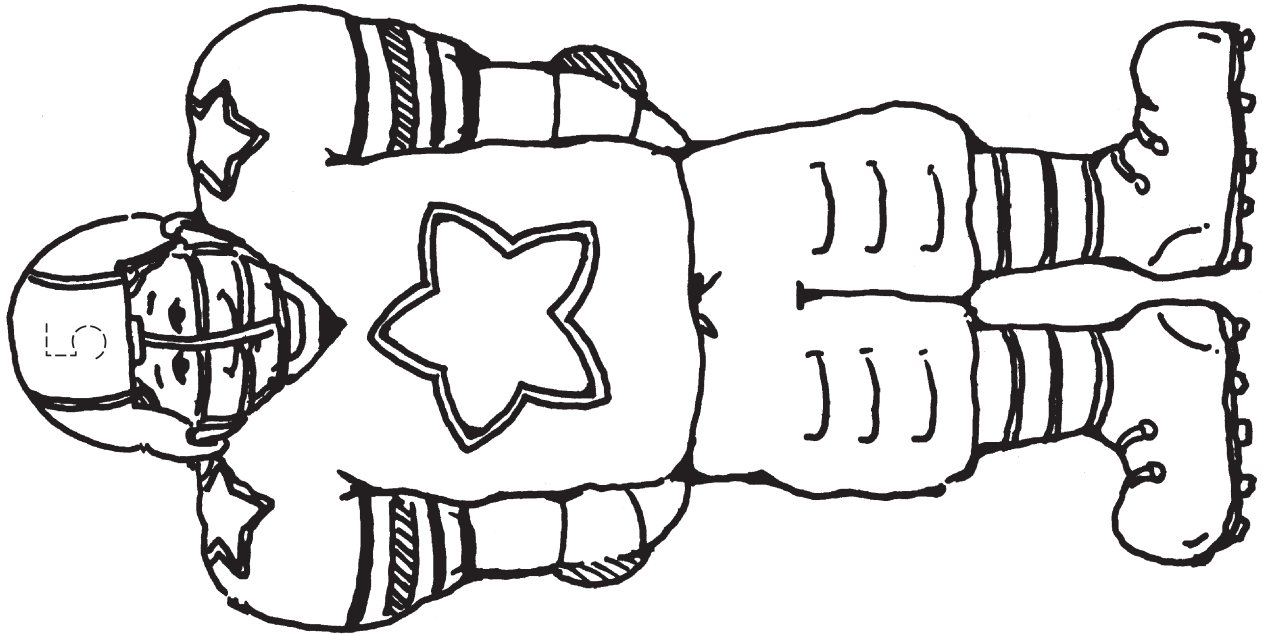
# The Right Number Cards

Copy five sets. Color and laminate if possible.



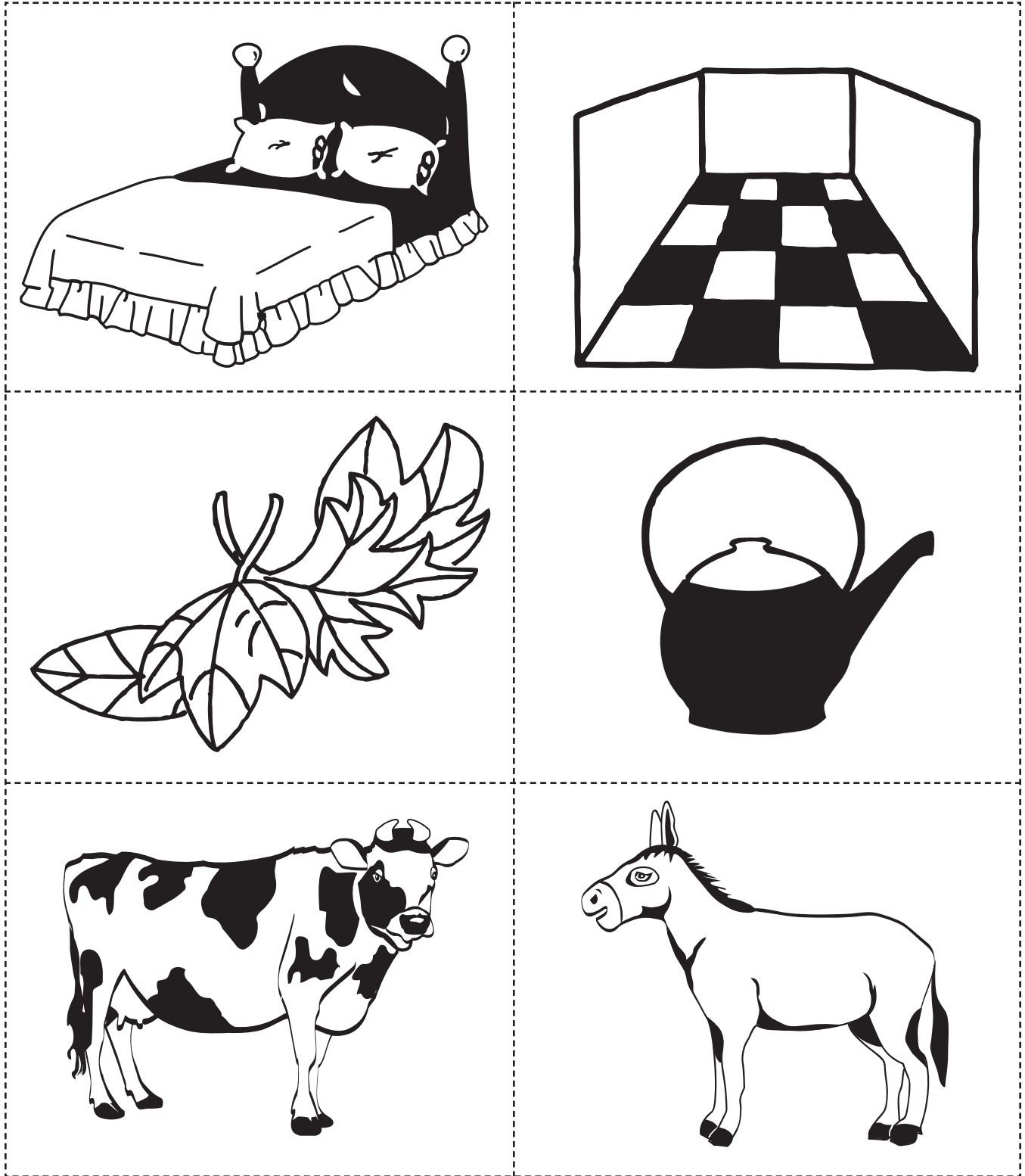
# The Right Number Cards

Copy five sets. Color and laminate if possible.



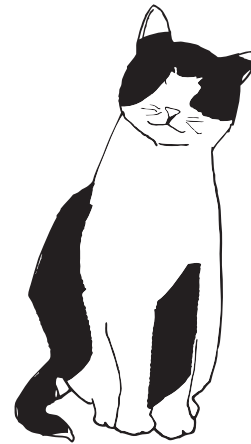
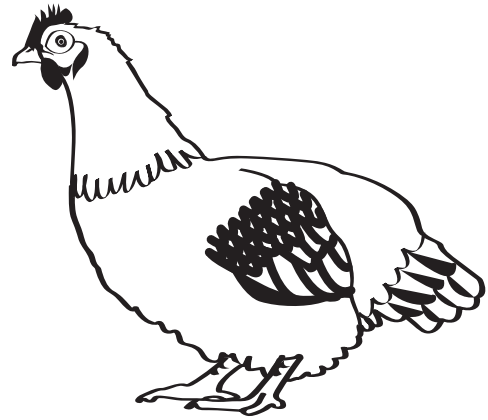
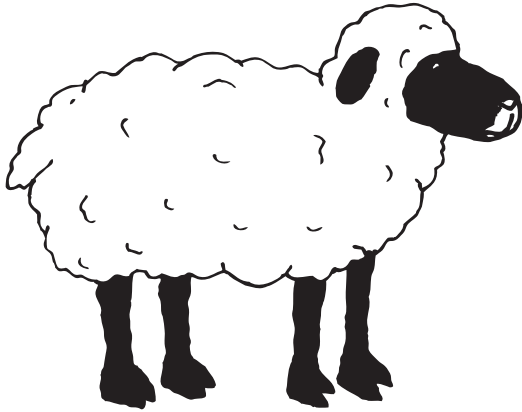
# Too Much Noise

Make one copy, cut, and adhere each item to a craft stick.



# Too Much Noise

Make one copy, cut, and adhere each item to a craft stick.



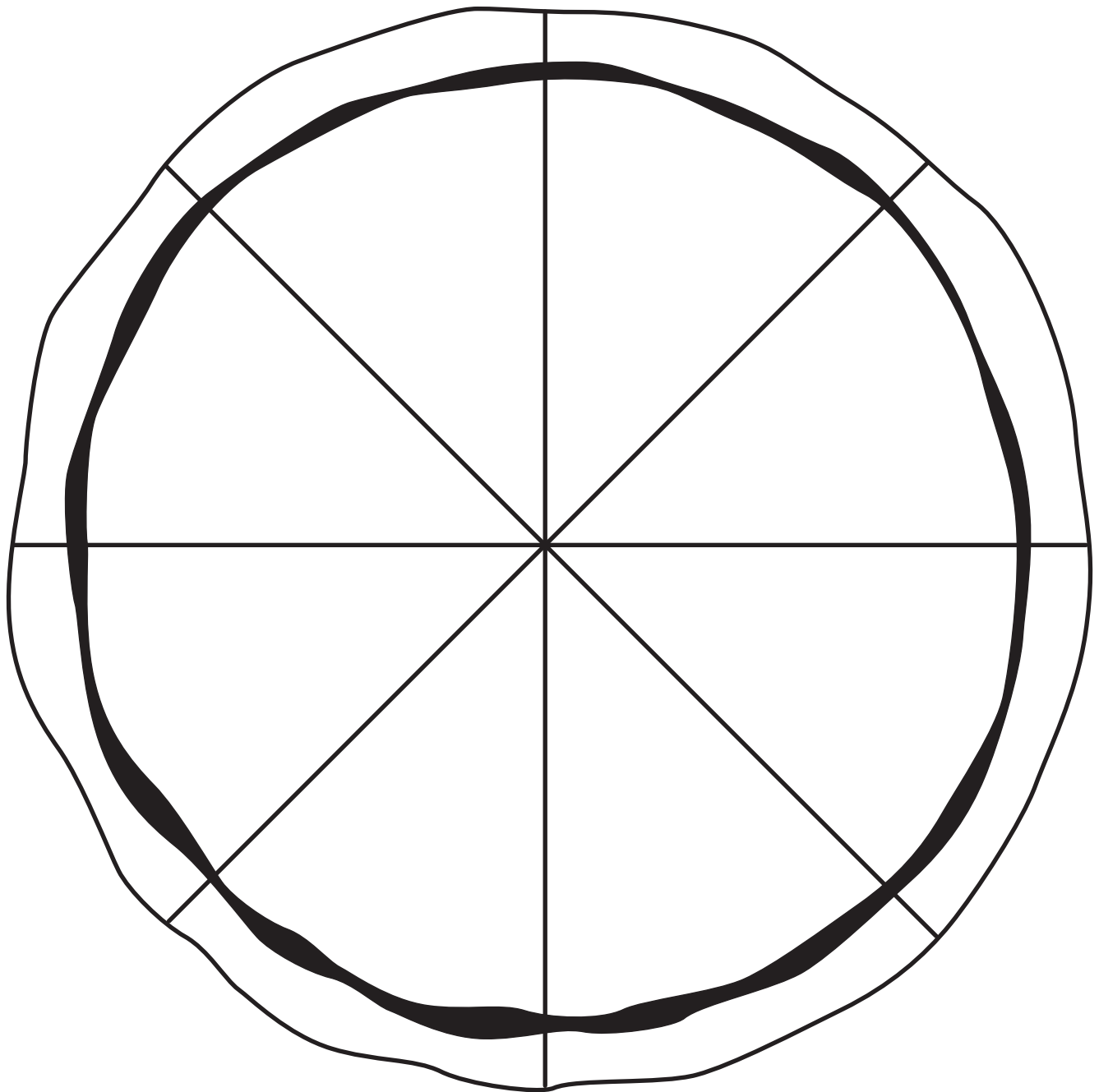
# Eye Chart

Make one copy.

A  
CS  
DUIT  
PONDGK  
TUOSAMPG  
KIDSATCPUM

# Pizza Workmat

Make one copy per student.



# ABC Bingo

Make one copy and cut.

m	a	u
r	free	s
n	g	k

t	d	g
p	free	o
n	i	c

g	p	a
m	free	u
o	k	n

t	i	n
d	free	s
g	c	r

# ABC Bingo

Make one copy and cut.

s	i	p
c	free	r
t	g	o

d	n	g
k	free	p
a	u	i

i	c	r
p	free	s
n	k	d

p	t	n
s	free	o
k	r	a

# ABC Bingo

Make one copy and cut.

s	o	k
b	free	d
u	r	n

b	t	r
o	free	p
m	i	d

r	m	d
t	free	b
o	i	a

p	i	u
g	free	o
t	n	b

# ABC Bingo

Make one copy and cut.

n	a	m
u	free	p
f	i	t

f	g	o
s	free	c
b	k	r

a	b	g
i	free	k
m	f	n

o	p	b
r	free	u
n	t	f

# Number Bingo Cards

Duplicate and cut apart the cards, one card per student. Mount and laminate if possible.

1	6	5	4
9	3	2	7

---

2	5	6	3
10	4	1	8

(1 of 5)

# Number Bingo Cards

Duplicate and cut apart the cards, one card per student. Mount and laminate if possible.

10	2	3	7
1	9	8	4

---

2	7	10	3
5	9	8	6

(2 of 5)

# Number Bingo Cards

Duplicate and cut apart the cards, one card per student. Mount and laminate if possible.

4	10	9	8
5	2	3	7

---

2	4	5	1
7	8	10	3

(3 of 5)

# Number Bingo Cards

Duplicate and cut apart the cards, one card per student. Mount and laminate if possible.

5	8	2	6
3	7	10	1

---

9	4	8	1
6	1	7	3

(4 of 5)

# Number Bingo Cards

Duplicate and cut apart the cards, one card per student. Mount and laminate if possible.

6	9	1	2
4	5	8	3

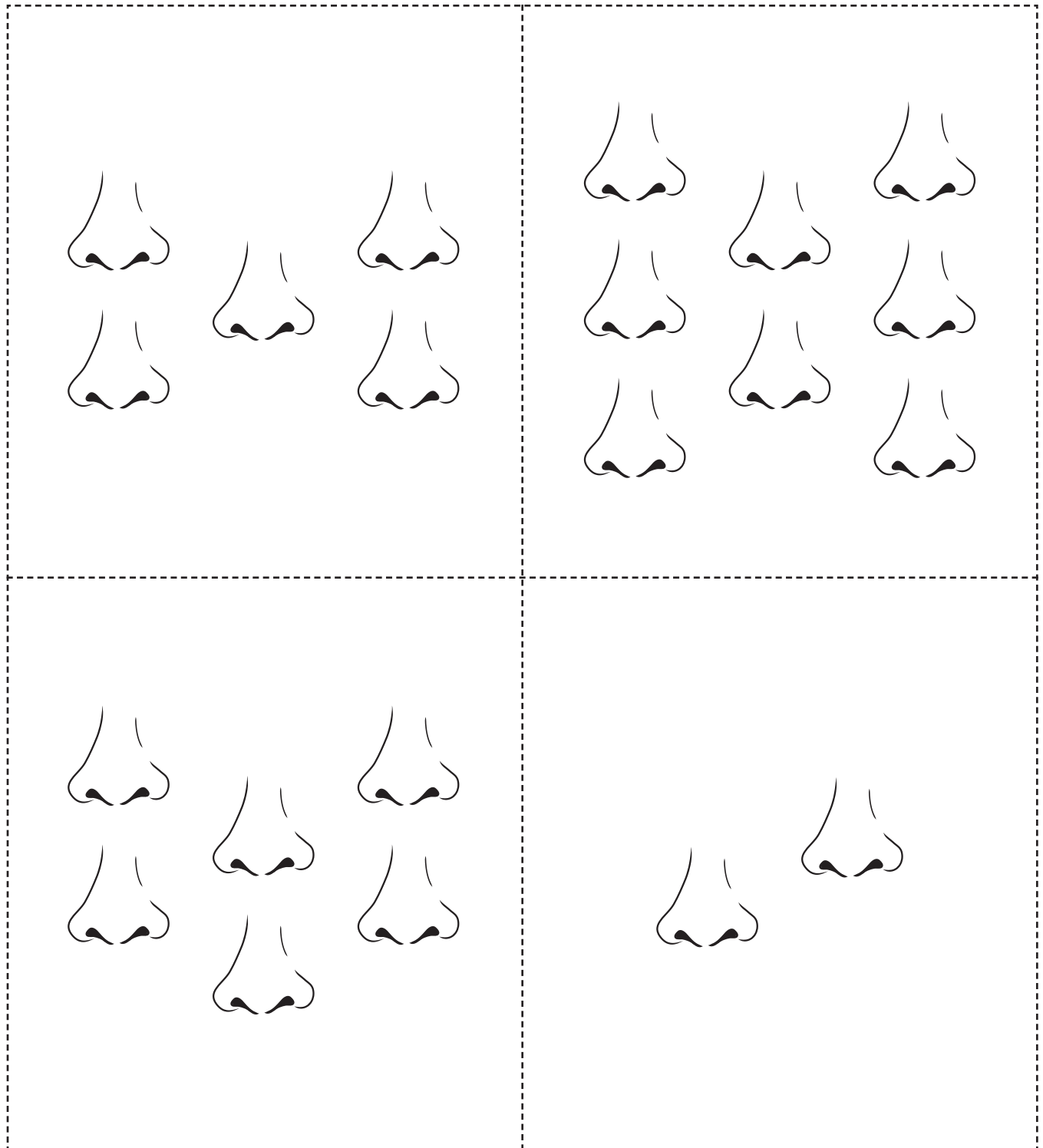
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3	6	7	8
2	9	4	10

(5 of 5)

# How Many Noses?

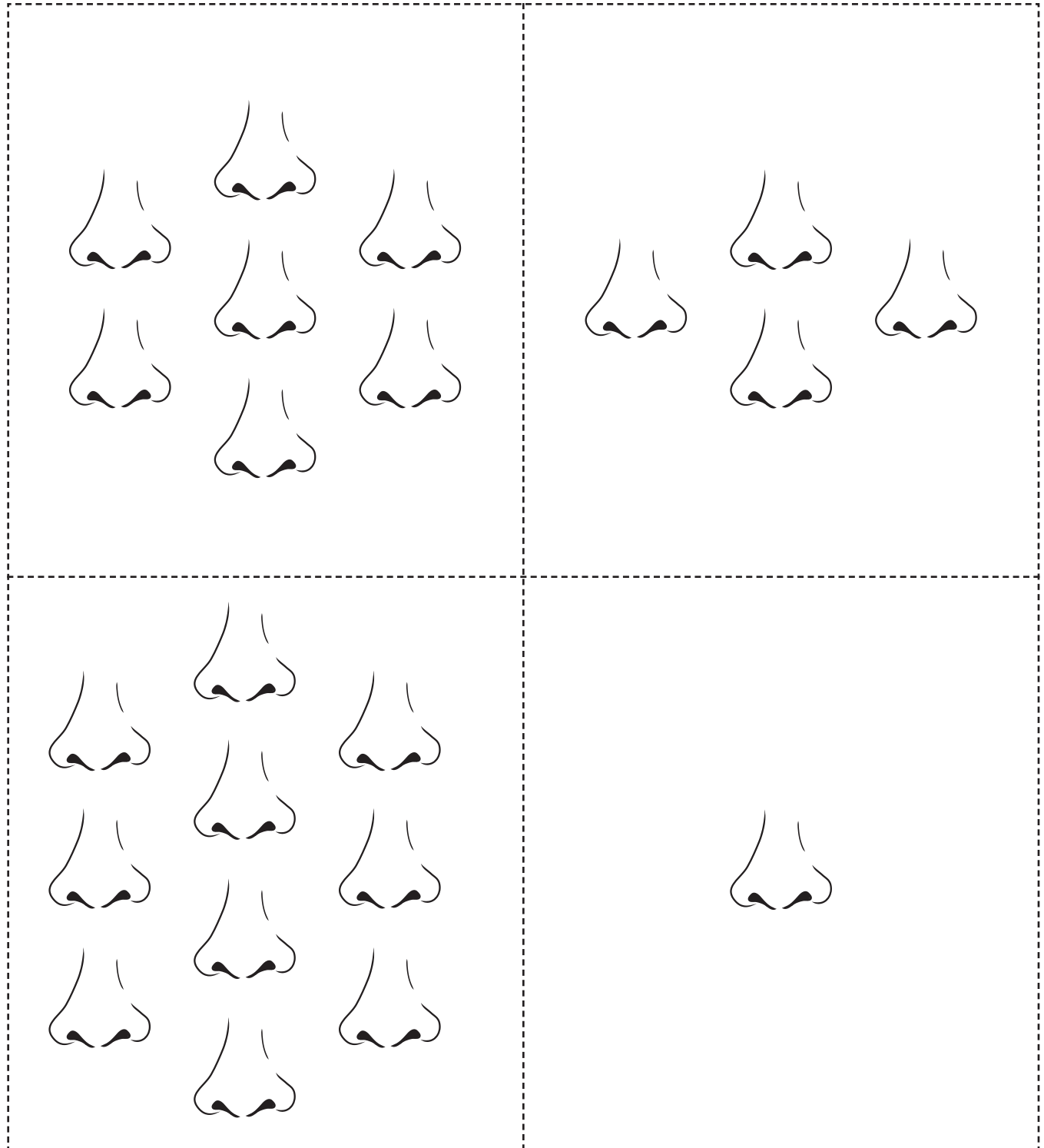
Copy and cut apart the cards, one set per partnership.



(1 of 3)

# How Many Noses?

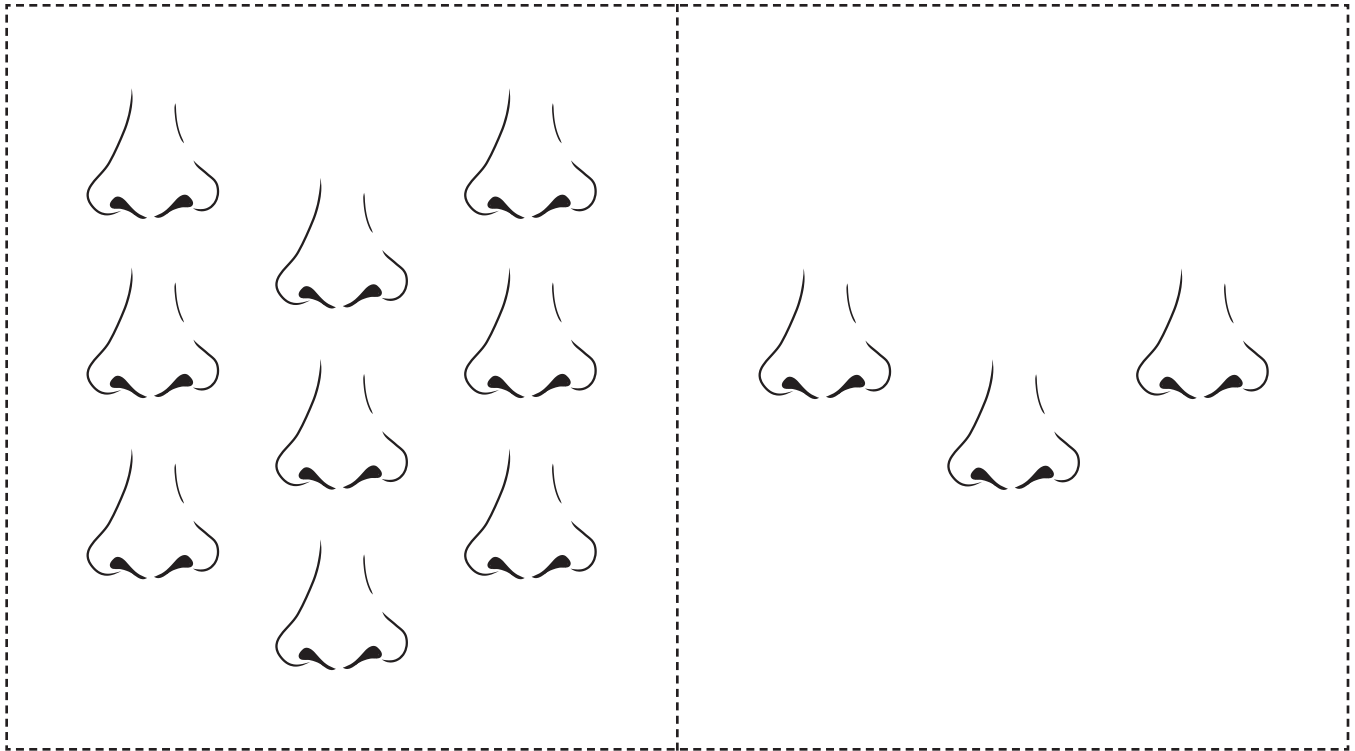
Copy and cut apart the cards, one set per partnership.



(2 of 3)

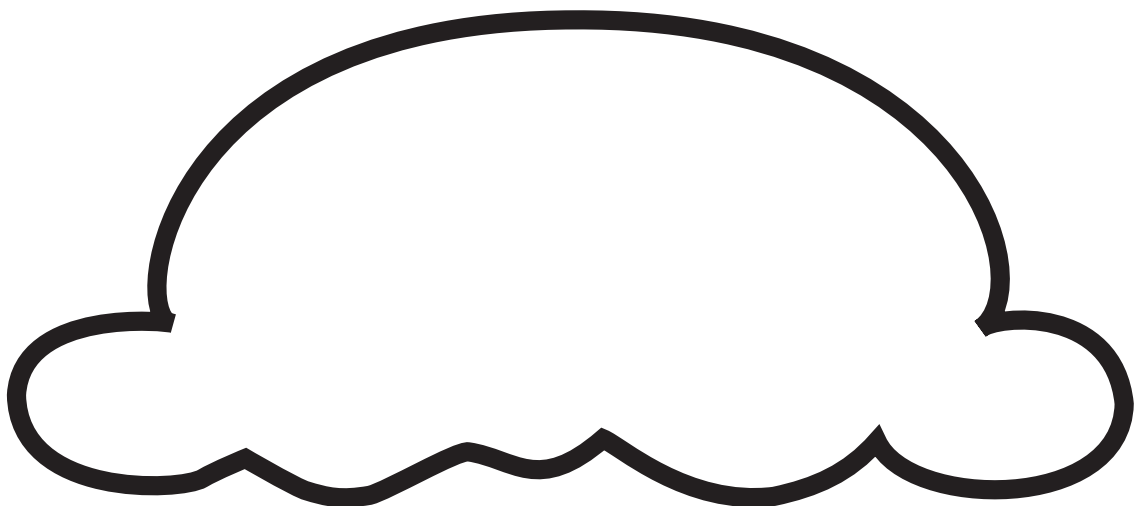
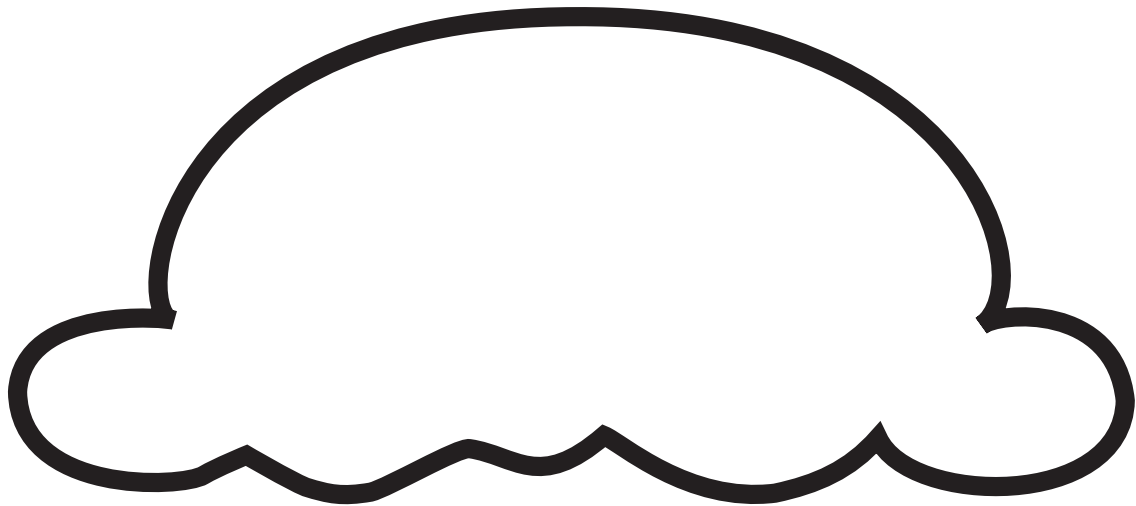
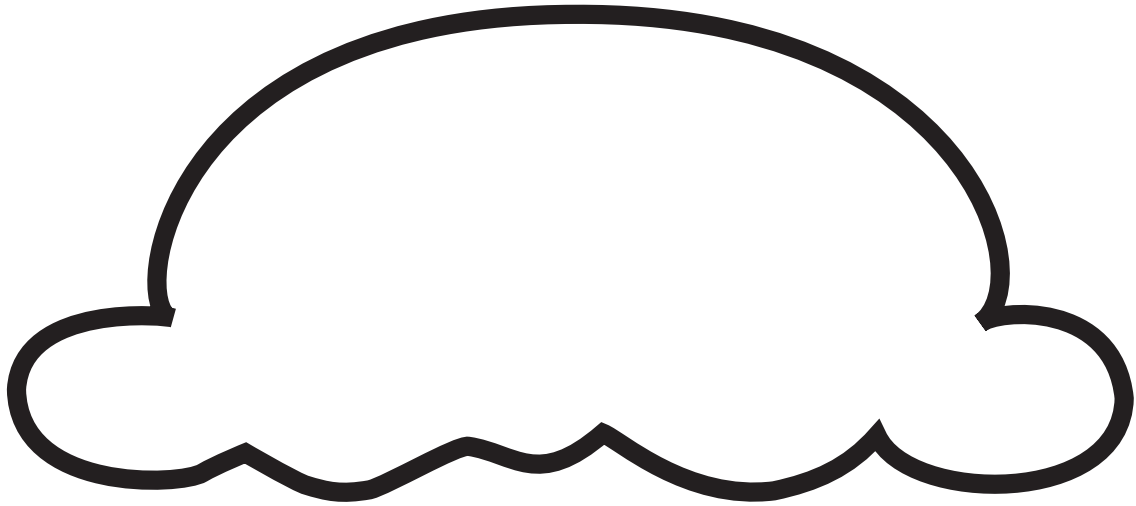
# How Many Noses?

Copy and cut apart the cards, one set per partnership.



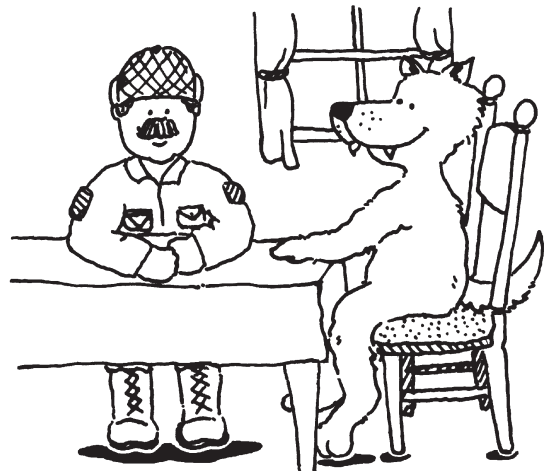
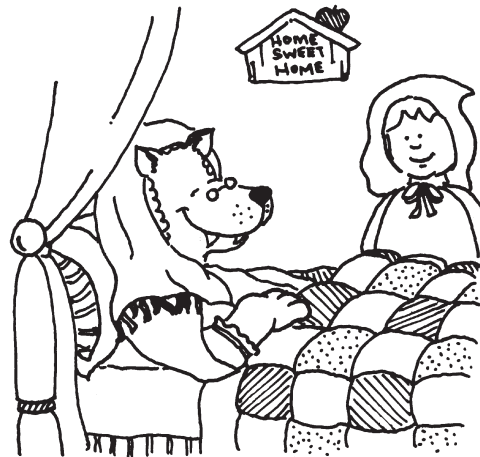
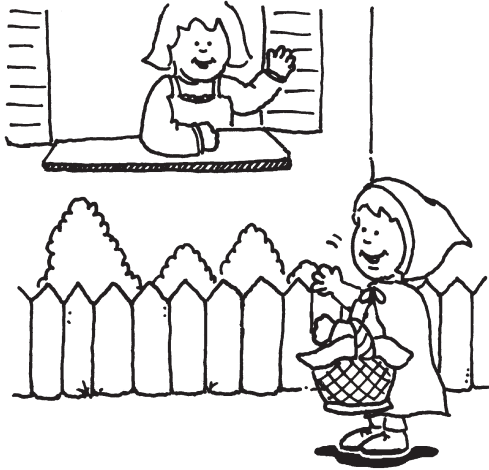
# Ice Cream Scoops

Copy and cut—one scoop per student.



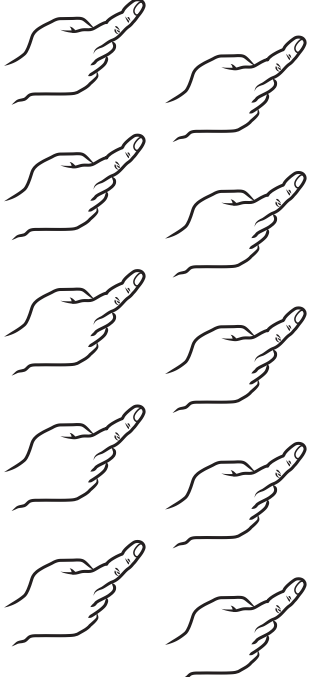
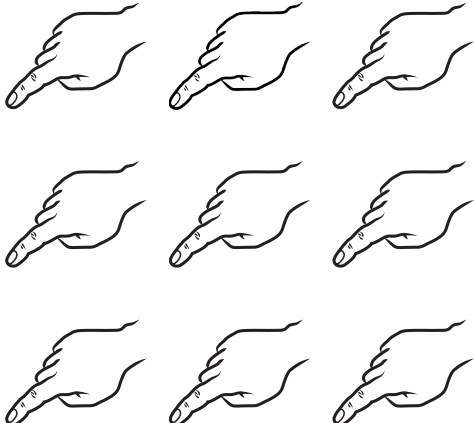
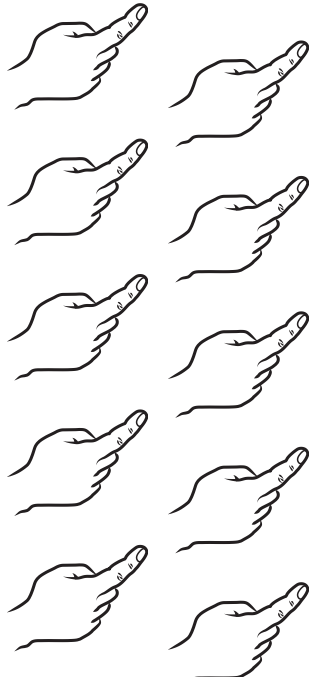
# Little Red Riding Hood Sequence Page

Make one copy per student.



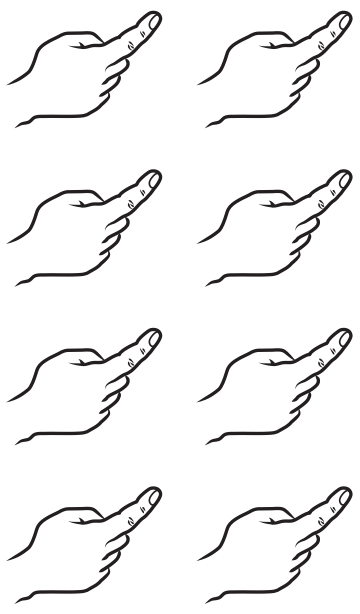
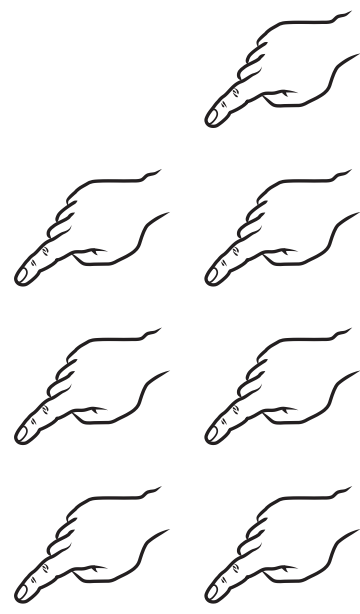
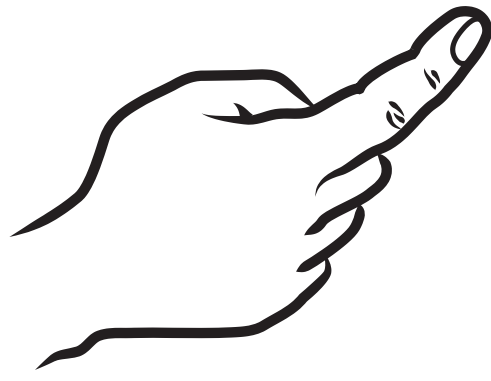
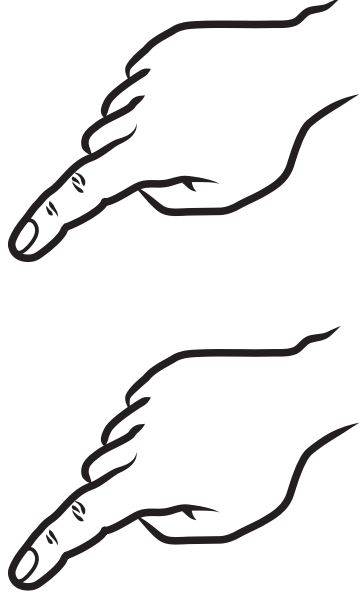
# 10 Little Fingers Booklet

Copy, fold, and staple the pages to form a booklet.

<p>_____ little fingers in a row.</p> 	 <p>There were _____ little fingers.</p>
<p>This book belongs to _____</p>  <h2>10 Little Fingers</h2>	

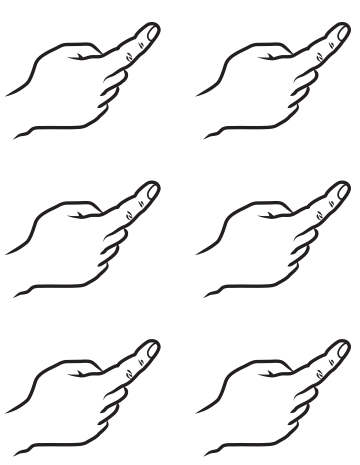
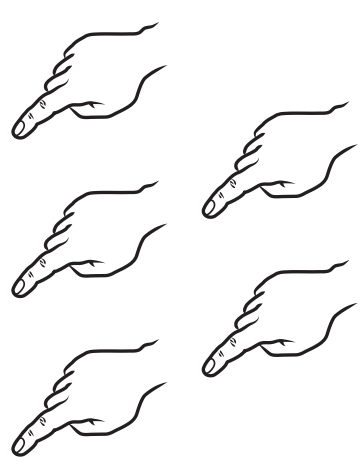

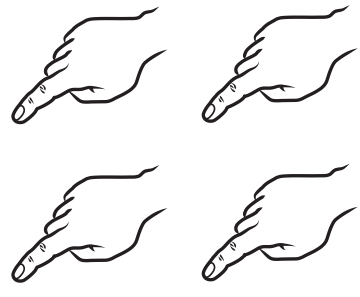
# 10 Little Fingers Booklet

Copy, fold, and staple the pages to form a booklet.

<p>There were _____.</p> 	 <p>There were _____.</p>
<p>There was _____.</p> 	 <p>There were _____.</p>

# 10 Little Fingers Booklet

Copy, fold, and staple the pages to form a booklet.

<p>There were _____ little fingers.</p> 	 <p>There were _____.</p>
<p>There were _____ little fingers.</p> 	 <p>There were _____.</p>

## Dear Family,

Children are naturally curious about their bodies and the way they work. In the unit *Head to Toe* we will learn about the human body, beginning with the amazing brain and the five senses that we use every day.

In the first week your child will learn how the brain, heart, lungs, stomach, muscles, and bones all work together.

The following week, we will explore the five sense organs—the eyes, ears, nose, tongue, and skin. We will learn about how these organs send information to the brain and how the body responds to this information.

As your child works and creates in the labs for this unit, he or she will find many opportunities to learn about the remarkable human body. Among other activities, the children will examine skin, hair, and nails under a magnifier; listen to others' heart and lungs; pretend to be a nerve transmitting a message; identify foods through senses other than sight; and make a detailed body replica for an art project.

The book *I Wonder Why I Sleep* will help the children learn about the body parts under the skin. Singing with and dancing to songs from Hap Palmer's *Getting to Know Myself* will reinforce vocabulary, and help children recognize and name body parts.

How can you help?

You can visit the library and check out some books to read to your child at home. Books such as *The Very Hungry Caterpillar*, *Mabela the Clever*, *Little Red Riding Hood*, and *Too Much Noise* focus on the five senses.

As with each unit, your child will bring home simple repetitive stories to keep. Listening as your child reads them to you is always a great way to support his or her reading development.

Watching the Home Link show online with your child and talking with him or her about school will also reinforce the reading, math, and other skills that he or she is learning.

## Estimada familia:

Los niños son naturalmente curiosos acerca de sus cuerpos y cómo funcionan. En la unidad *Head to Toe (Cabeza a los pies)*, vamos a aprender sobre el cuerpo humano, comenzando por el cerebro increíble y los cinco sentidos que usamos todos los días.

En la primera semana, su hijo aprenderá cómo el cerebro, el corazón, los pulmones, el estómago, los músculos y los huesos todos trabajan juntos.

A la semana siguiente, vamos a explorar los cinco órganos de los sentidos—el ojos, oídos, nariz, lengua y piel. Vamos a aprender acerca de cómo estos órganos envían información al cerebro y cómo el cuerpo responde a esta información.

A medida que su hijo trabaja y crea en los laboratorios de esta unidad, se encontrará con muchas oportunidades de aprender sobre el cuerpo humano extraordinario. Entre otras actividades, los niños van a examinar la piel, el cabello y las uñas bajo una lupa; escuchar el corazón y los pulmones de los demás; pretender ser un nervio que transmite un mensaje; identificar los alimentos a través de otros sentidos que a la vista; y hacer un modelo del cuerpo detallado para un proyecto de arte.

El libro *I Wonder Why I Sleep (Me pregunto por qué duermo)* ayudará a los niños a aprender sobre las partes del cuerpo debajo de la piel. Cantar y bailar las canciones de Hap Palmer *Getting to Know Myself (Llegar a conocerme)* reforzará vocabulario, y le ayudará a los niños a reconocer y nombrar partes del cuerpo.

¿Cómo puede ayudar?

Usted puede visitar la biblioteca y sacar algunos libros para leer a su hijo en casa. Libros como *The Very Hungry Caterpillar (La oruga muy hambrienta)*, *Mabela the Clever (Mabela el astuto)*, *Little Red Riding Hood (Caperucita roja)*, y *Too Much Noise (El exceso de ruido)* se concentran en los cinco sentidos.

Al igual que con cada unidad, su hijo llevará a casa historias simples y repetitivas para mantener. Escuchar medida que su hijo les lee sobre su salud es siempre una buena manera de apoyar su desarrollo de la lectura.

Mirar el programa Home Link online en casa con su hijo y hablar con él acerca de la escuela también reforzará las de lectura, matemáticas y otras habilidades que está aprendiendo.



# Weekly Record Form

Unit 4 | Week 1: Head to Toe

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Students	Graphemes				Oral-Language Development			PA	Beginning Reading		Emergent Writing	GAT	Math		Homework
	Reads and writes	t	i	n	SOLO vocabulary (score 0-100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Produces words that rhyme with "dog," "cat" (D, ND)	Explains the role of author (D, ND)	Sounds out the word "tin" (D, ND)	Stages Observed • Write Away • Lab Plan <input checked="" type="checkbox"/> Conference Completed		Represents numbers 6-8 with objects	Writes numbers from 6-8	Read & Respond
	R										<input type="checkbox"/>				
	W										<input type="checkbox"/>				
	R										<input type="checkbox"/>				
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D = Demonstrated    ND = Not Demonstrated

