

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

Cornucopia



KinderCorner
2nd Edition
PLUS

***KinderCorner 2nd Edition Plus Theme Guide:
Unit 5***

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pitney bowes  ★ macy's



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Why *Cornucopia*?

Children are innate scientists. They are keen observers as they try to figure out their world. They notice patterns of events (we celebrate most holidays at the same time each year), of their daily lives (lunch is always after breakfast), and of nature (it gets dark at night).

As the seasons evolve, children begin to notice changes in their natural environments. But because some of the changes occur gradually, they often escape the notice of younger children, who may notice the brilliant colors of an autumn tree but fail to see this as part of the many gradual changes that are taking place. Five-year-olds, however, are attuned to more global and subtle changes. These children begin to recall having seen such changes before and to wonder what they mean and why they occur. This unit is written to help kindergartners begin to see the why and how of seasonal changes and what those changes mean in terms of their own lives and the lives of plants, animals, and farmers.

Students will discover the effects of seasonal change as they measure and chart the gradual changes in temperature throughout the unit. Students will also engage in hands-on activities as they explore seasonal produce, such as pumpkins and apples. Students are encouraged to imagine a fall setting and take on seasonal roles during structured and unstructured dramatic play.

After learning how the seasons affect plants, your students will be ready to see where the foods they eat come from and how those foods are harvested. Do apple pies grow on trees? Do eggs come from rabbits? These are the types of questions posed by kindergartners, and they are just two of the many questions that we hope will be answered in the second half of *Cornucopia* about the abundance and variety of foods in the world.

We hope you enjoy planting the seeds of thought for your students throughout this unit. We also hope that you will enjoy watching them reap an abundance of knowledge and wonder.

Cornucopia

daily focus

- There are four seasons in a year. They are fall, winter, spring, and summer.
- The weather changes in the fall.
- Plants change in the fall.
- Animals change in the fall.
- People make changes in the fall.
- Food comes from a variety of sources before it gets to stores.
- Some eggs come from chickens and ducks.
- Bread comes from grains.
- Fruit grows on bushes, vines, and trees.
- Vegetables come from plants. Different vegetables are harvested at different times of the year.

Creative Domain

Students will:

- pretend with objects.
- participate in singing and chanting activities.
- take on dramatic roles.
- approach activities with increasing flexibility and imagination.
- use objects from nature to create theme-related works of art.

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.
- demonstrate confidence in abilities.
- participate actively in classroom activities.
- indicate their feelings on the Feelings Thermometer.

Cognitive Domain

Students will:

- observe and make discoveries.
- classify by multiple characteristics.
- make inferences and draw conclusions about stories heard.
- make a plan when doing an activity.
- order objects in sequence.
- play Brain Games to develop working memory and response inhibition.

Language/Literacy Domain

Students will:

- participate in collaborative group conversations.
- identify book conventions.
- explore books independently.
- recall facts from stories heard.
- identify initial, final, and medial phonemes in words.
- segment and count syllables.
- blend sounds to read words.
- discriminate visually between individual words and sentences in print.
- use increasingly complex vocabulary.
- use thematic vocabulary in conversations.
- demonstrate an awareness of the function of writing.
- demonstrate an interest in writing to communicate.
- recognize basic punctuation (periods, commas) and identify their meaning.

Mathematical Domain

Students will:

- create and name sets of nine and ten objects.
- name and describe a circle, a square, a rectangle, and a triangle.
- name and identify a box, a ball, and a cone.
- count by 5s.
- classify and sort.
- identify patterns.
- copy, extend, and create patterns.
- graph data.
- analyze data in graphs.

Social Studies Domain

Students will:

- demonstrate an awareness of the roles people play in society.
- dramatize buying, selling, and manufacturing.
- dramatize knowledge and the use of currency in society.

Science Domain

Students will:

- predict outcomes.
- record observed data.
- draw conclusions.
- observe weather patterns and effects.
- use a thermometer to read the temperature.
- explore properties of plants.
- describe basic life cycles of selected plants (apples, pumpkins).

Interpersonal Domain

Students will:

- give “I” Messages to communicate and explain their feelings.
- participate in problem-solving scenarios.
- use active-listening skills.
- take turns and share.
- cooperate with others on completing a task.
- participate appropriately in cooperative activities.

Physical Domain

Students will:

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

Theme-Related Words	
autumn	harvest
bush	scrambled
dozen	season
dress	variety
fall	vegetables
fur	vine
gradually	yeast
grains	

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

Math Words	
ball (sphere)	round
box (rectangular prism)	shape
can (cylinder)	side
circle	solid
corner	square
geometry	ten (10)
length	triangle
nine (9)	graph
rectangle	pattern
	repeat

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
carries
connect
creature
decide
demanding
explore
knead
mellow
picking
treasure

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	"I" Message Brain Game: Copy Me!	Skill lesson: Review feelings words.
 Theme Exploration	Learn why we have different seasons.	Learn how thermometers work. Learn that the temperatures are cooler in the fall in many places.
 Rhyme Time	"Fall" Produce rhyming words.	"Fall" Blend sounds to make words.
 STaR	<i>In November</i> Focus: Relate story plots to reality.	Retell <i>In November</i> by relating the story events to objects or pictures.
 Dramatic Play Lab	KinderCorner Farm: Role-play on an imaginary farm.	KinderCorner Farm
 Blocks Lab	Covering Leaf Shapes: Predict and discover the area of leaf shapes.	Covering Leaf Shapes
 Art Lab	Four Seasons: Create images that depict different seasons.	Four Seasons
 Classroom Library Lab	Free-Choice Reading: Explore self-selected books.	Free-Choice Reading
 Literacy Lab	Play School: Letter Posters: Cut and glue pictures based on initial sounds.	Play School: Letter Posters
 Math Lab	Pie Shop: Create recipes, and measure ingredients for pies.	Pie Shop
 Computer/Media Lab	Free Exploration: Explore software, or listen to music.	Free Exploration
 Sand/Water Lab	Free Exploration: Explore properties of sand and water.	Floating Leaves: Test leaves to see whether they sink or float.
 Science Lab	Scientist's Station: Pumpkin Exploration—The Outside	Scientist's Station: Pumpkin Exploration—The Outside
 Writing Lab	Free-Choice Writing: Write about a topic of your choice.	Fall Changes: Write about things that change in the fall.
 15-Minute Math	Introduce shapes poster.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Serve graham crackers and hot chocolate or apple cider. Pretend to pick apples.	Serve nuts and crackers. Play Acorn, Acorn, Apple.
 Stepping Stones	Read <i>My Pumpkin</i> . Review "I" and "and." Introduce the sight word "have."	Begin to recognize the sound and shape of "e." Read <i>My Pumpkin</i> with partners.
 Math Mysteries	Introduce two-dimensional shapes.	Explore rectangles and squares.
 Let's Daydream	"Trees"	"Trees"
 Write Away	Write about your favorite season. Introduce strategy: Remember a word.	Write about what you see, hear, taste, smell, or feel on a fall day.
 Let's Think About It	Identify seasons in pictures.	Create a temperature graph.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: Introduce the Feelings Tree. <i>Lots of Feelings</i>	"I" Messages Play Copy Me!	Class Council
Learn how plants change in the fall.	Learn how animals change in the fall.	Learn about changes people make in the fall.
"Fall" Segment words into sounds.	"Fall" Recognize alliteration.	"Fall" Blend and segment onsets and rimes.
<i>The Fall Festival</i> Focus: Compare illustrations in different stories.	Retell <i>The Fall Festival</i> through pantomime.	Free Choice
KinderCorner Farm	KinderCorner Farm	KinderCorner Farm
Build a Farm: Use blocks to build farm buildings.	Build a Farm	Build a Farm
Tree Art: Paint a large paper tree.	Leaves on a Tree: Add real or paper leaves to the paper tree.	Leaves on a Tree
Free-Choice Reading	Free-Choice Reading	Free-Choice Reading
Play School: Letter Posters	Play School: Letter Posters	Play School: Letter Posters
Pie Shop	Pie Shop	Pie Shop
Free Exploration	Free Exploration	Free Exploration
Floating Leaves	Floating Leaves	Floating Leaves
Scientist's Station: Pumpkin Exploration—The Outside	Scientist's Station: Pumpkin Exploration— The Inside: Teacher slices the pumpkin, and students explore the inside.	A Close Look at Apple and Pumpkin Seeds
Fall Changes	Fall Changes	My Favorite Colors: Write about your favorite colors, and use colorful writing implements.
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Make and eat squirrel feed. Play Squirrel in the Tree.	Play a free-choice game, or learn a new one.	Play "Circle Game" or "Colors."
Begin to recognize the sound and shape of "l." Read <i>Dress Up</i> . Review "l," and sound out "am."	Begin to recognize the sound and shape of "h." Read <i>Dress Up</i> with partners.	Review /e/, /l/, and /h/. Free choice with concepts-of-print book.
Explore triangles.	Review two-dimensional shapes.	Explore three-dimensional shapes.
"Autumn Woods"	"Autumn Woods"	"Autumn"
Write about what happens to trees in the fall.	Write what you would do if you were an animal and it started to get cold in the fall.	Add a sentence to one written on days 1–4.
Read <i>Our Pumpkin</i> .	Discuss how animal coats get thicker in the fall.	Discuss changes people make in the fall. Play Telephone with new vocabulary.

Peek at the Week 2

Lesson Component	Day 6	Day 7
Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
Gathering Circle	"I" Message Brain Game: Catch That Sound	Skill lesson: Feelings Tree
Theme Exploration	Learn about various sources of food.	Learn about sources and properties of eggs.
Rhyme Time	"Fall Food" Identify initial sounds.	"Fall Food" Blend sounds to make words.
STaR	<i>Red Are the Apples</i> Focus: Ask questions about unknown words.	Retell <i>Red Are the Apples</i> by associating color words with different parts of the book.
Dramatic Play Lab	Produce Stand: Role-play in an imaginary produce stand.	Produce Stand
Blocks Lab	Produce Delivery: Transport food to the produce stand.	Produce Delivery
Art Lab	Make Apple Prints: Dip apple halves in paint.	Egg Day: Decorate eggs.
Classroom Library Lab	Free-Choice Reading: Explore self-selected books.	Free-Choice Reading
Literacy Lab	Play School: Letter Posters: Cut and glue pictures based on initial sounds.	Play School: Letter Posters
Math Lab	Dinner Party: Set a table for one to eight guests.	Patterns – Extend patterns
Computer/Media Lab	Free Exploration: Explore software, or listen to music.	Free Exploration
Sand/Water Lab	Free Exploration: Explore properties of sand and/or water.	Free Exploration
Science Lab	Fall Weather Report: Observe and report on weather conditions.	Fall Weather Report
Writing Lab	Free-Choice Writing: Write about a topic of your choice.	Name That Animal: Draw and write about an imaginary animal.
15-Minute Math	Introduce Our-Favorite-Ice-Cream Graph.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Serve apple slices. Play Farmer, May I?	Serve eggs. Play Hot Egg.
Stepping Stones	Read <i>Trees</i> . When vowels are together, they make a new sound. Introduce /ee/. Review "have."	Begin to recognize the sound and shape of "sh." Read <i>Trees</i> with partners.
Math Mysteries	Identify and define patterns.	Copy patterns.
Let's Daydream	"The Secret Place"	"Covers"
Write Away	Write about a silly food.	Write about eggs.
Let's Think About It	Sort foods by their source.	Play Match the Eggs.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: Feelings Tree	"I" Messages Play Catch That Sound.	Class Council
Learn about types of breads. Set up an experiment with yeast.	Learn about the origins and characteristics of fruit.	Learn how vegetables grow.
"Fall Food" Segment words into sounds.	"Fall Food" Segment words into syllables.	"Fall Food" Segment words into syllables.
<i>Jalapeño Bagels</i> Focus: Summarization	Retell <i>Jalapeño Bagels</i> by summarizing sections of the story.	Free Choice or Extension Activity: Make Applesauce
Bakery	Bakery	Bakery
Bread Delivery	Bread Delivery	Bread Delivery
Apple Prints or Egg Decorations	Apple Prints or Egg Decorations	Apple Prints or Egg Decorations
<i>The Little Red Hen</i> : Explore <i>The Little Red Hen</i> and other books.	<i>The Little Red Hen</i>	<i>The Little Red Hen</i>
Play School: Letter Posters	Play School: Letter Posters	Play School: Letter Posters
Patterns – Block Patterns	Patterns – Block Patterns	Patterns – Block Patterns
Free Exploration	Free Exploration	Free Exploration
A Gourd Garden: Pretend to grow gourds and/or squash.	A Gourd Garden	A Gourd Garden
Fall Weather Report	Fall Weather Report	Fall Weather Report
Name That Animal	Name That Animal	Name That Animal
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve bagels. Play a free-choice game.	Make and eat fruit salad. Pretend to harvest fruit.	Serve applesauce. Play Hot Eggplant.
Begin to recognize the sound and shape of "z." Read <i>In My Garden</i> . Review "I" and "my." Introduce the comma.	Begin to recognize the sound and shape of "w." Read <i>In My Garden</i> with partners.	Review /sh/, /z/, and /w/. Free choice with concepts-of-print book.
Identify and extend patterns.	Create and compare patterns.	Create and compare patterns.
"Something Told the Wild Geese"	"No Shop Does the Bird Use"	"You Never Hear the Garden Grow"
Write about your favorite kind of bread or your favorite food to eat with bread.	Write about what your favorite fruit looks and tastes like.	Add a sentence to one written on days 6–9.
Examine the yeast in the experiment.	Explore steps for making applesauce.	Play true-or-false game with thematic concepts.

You Will Need

Supplied by SFAF:

Books	STaR
	<i>In November</i> by Cynthia Rylant
	<i>The Fall Festival</i> by Mercer Mayer
	<i>Red Are the Apples</i> by Marc Harshman and Cheryl Ryan
	<i>Jalapeño Bagels</i> by Natasha Wing
	Concepts of Print
	<i>My Pumpkin</i> by Sally Francis Anderson (SFAF), teacher and student copies
	<i>Dress Up</i> by Barbara Wasik, student copies
	<i>Trees</i> by Mary Alice Bond, student copies
	<i>In My Garden</i> by Mary Alice Bond, student copies
Theme Exploration	<i>The Little Red Hen</i> by Carol Ottolenghi (Theme Exploration)
	Other
	<i>The 20th Century Children’s Poetry Treasury</i> by Jack Prelutsky
	<i>Lots of Feelings</i> by Shelley Rottner (Gathering Circle) (from unit 2, <i>I Am Amazing!</i>) <i>I Feel Fine!</i>)
Media	
	KinderCorner 2nd Edition Plus Media and Software flash drive
	KinderCorner 2nd Edition Plus Home Link show for unit 5
	<i>Language Play & Listening Fun for Everyone!</i> CD
	<i>Learning Basic Skills Through Music, Volume 1</i> CD
Cards/Card Sets	KinderCorner Phonics Picture Cards
	Key cards: “e,” “ee,” “h,” “l,” “p,” “sh,” “w,” and “z”*
	Uppercase and Lowercase Letter Cards: “Ee,” “Hh,” “Ll,” “Ww,” and “Zz”
	Picture cards: elephant, envelope, escalator, hand, hat, heart, lamp, leaf, lion, sheep, shell, shirt, wagon, watch, web, zebra, and zoo*
	KinderCorner Activity Cards
	Seasonal Go-Together Picture Cards
	Applesauce-Making Picture Series cards
	Other
	Letter-Blending Cards: “a,” “d,” “e,” “g,” “h,” “i,” “l,” “m,” “o,” “p,” “r,” “s,” “sh,” “t,” “w,” and “z”

Math Kit Items	
Overhead Spinner “Tomorrow” card Shapes Around Us poster	Set of Dot Cards 1–10, one set for the teacher and one set per pair Set of Number Cards 1–10, one set for the teacher and one set per pair Set of Ten-Frame Cards 1–10
Other SFAF Items	
KinderCorner Weekly Record Forms for unit 5, weeks 1 and 2 (generate with data tools) Cool Kid certificates (4) Demonstration Thermometer Puppets: KinderRoo, Joey, and Alex Read & Respond bookmarks Stepping Stones Partner Practice Booklet for unit 5 Transparent color counting chips (for pocket points) <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher’s Manual)</i>	

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

Teacher Acquired:

Food		
	<p>Snack</p> <p>Graham crackers</p> <p>Hot chocolate or apple cider</p> <p>Nuts or peanut butter and crackers</p> <p>Oat-ring cereal</p> <p>Sunflower seeds</p> <p>Peanuts</p> <p>Nutritious fall snack (e.g., apple butter on whole-wheat crackers)</p> <p>Hard-boiled eggs</p> <p>Eggs</p> <p>Bagel</p> <p>Apples of different varieties</p> <p>Fruits</p> <p>Applesauce</p>	<p>Theme Exploration</p> <p>Eggs, two</p> <p>Yeast, one package</p> <p>Sugar, two tablespoons</p> <p>Water, warm and cold</p> <p>Apples</p> <p>Bananas</p> <p>Grapes</p> <p>Pears</p> <p>Peaches</p>
Office/Craft Supplies		
	<p>Zipper-closure baggies</p> <p>Cookie sheets</p>	<p>Colored craft sticks</p> <p>Opaque bag for KinderRoo</p>
Optional Items		
	<p>Baskets</p> <p>Thermometer, outdoor</p> <p>Common objects for /e/, /h/, /l/, /sh/, /w/, /z/</p> <p>CD or digital recording of lively music</p> <p>Plastic bags for leaf gathering</p>	

To Be Prepared:

Day 1	
GRW	• Create sign-in sheets with lines for students to write their names.
TE	• Make thematic vocabulary word cards for “season” and “gradually.”*
LL	• Create large leaves from construction paper using the patterns provided in the appendix.
SS	• Duplicate and cut apart <i>My Pumpkin</i> text-matching sentences, one set per partnership (appendix).
	• Make word wall word card for “have.”
MM	• Write the word “circle” on three-by-five-inch index cards, one card per partnership.
	• Create shape finders, one per student. (Bend the top half of a pipe cleaner to form a circle. The bottom half of the pipe cleaner should serve as the shape-finder’s wand. The end result should be similar in shape to a lollipop.)
WA	• Create icon for Remember a Word (copy from <i>KinderCorner 2nd Edition Plus Teacher’s Manual</i>) for the Writing Strategies Bank.
LTAI	• Duplicate the theme-introduction letter for unit 5, one per student (appendix).
Day 2	
TE	• Make thematic vocabulary word cards for “fall” and “autumn.”*
STaR	• Find small items to use for retell (mouse, bird(s), farm animal(s), pumpkin, apple, family dolls) or duplicate <i>In November</i> picture cards (appendix).
MM	• Create a rectangle and a square from construction paper.
	• Label a set of three-by-five-inch index cards, one labeled “square” and one labeled “rectangle” for each partnership.
	• Adjust the shape part of the shape finders to be in the shape of a square or rectangle.
LTAI	• Create graph, labeled with the days of the week (Monday to Friday) on the horizontal axis and numbered from 0 to 100 degrees on the vertical axis.
Day 3	
GC	• Duplicate and cut out leaves for Feelings Tree, two sets (appendix).
Snack	• Duplicate Squirrel Feed Recipe, one per table (appendix).
MM	• Create a triangle from construction paper.
	• Label three-by-five inch index cards with the word “triangle,” one for each partnership.
	• Adjust the shape part of the shape finders to be in the shape of a triangle.
Day 4	
GRW	• Place key card for “l” in the literacy lab.
MM	• Duplicate the Shape Sheets (appendix). Tape the shapes, in random order, on the floor to outline a large circle.
	• Duplicate the Shape Cards (appendix), one set per partnership. Make sure each set has one circle, one square, one triangle, and one rectangle card.
Day 5	
GRW	• Place key card for “h” in the literacy lab.
GC	• Locate Feelings Faces cards from units 2 and 3.
	• Duplicate Feelings Thermometer, one per partnership (appendix).
MM	• Gather one example each of a ball, box, cube, and can shape.
	• Fill a paper bag with a variety of balls, boxes, cubes, cans, circles, squares, and rectangles. (Small Shapes cutouts are included in the appendix.)
	• Label a set of three index cards with the words “ball,” “cube,” and “can,” one set per partnership.

Day 6	
MM	<ul style="list-style-type: none"> • Duplicate the Pattern Copying workmat, one per student (appendix). • Duplicate the Right Number Cards (appendix), five sets.
LTAI	<ul style="list-style-type: none"> • Create grocery bag or basket filled with images of food or play food from the dramatic play lab.
Day 7	
TE	<ul style="list-style-type: none"> • Make thematic vocabulary word cards for “dozen” and “scrambled.”*
STaR	<ul style="list-style-type: none"> • Create color-name word cards for the following words: “brown,” “white,” “yellow,” “orange,” “green,” “crimson,” “purple,” “black,” “blue,” “red,” and “gold.” You may choose to use colored paper with black word labels, or use colored markers to write on white cards (e.g., write the word “green” with a green marker).
Snack	<ul style="list-style-type: none"> • On a large, oval sheet of paper, draw four smaller ovals with the titles “scrambled eggs,” “hard-boiled eggs,” “both kinds,” and “none.”
LL	<ul style="list-style-type: none"> • Duplicate Patterns page (appendix), one per student.
MM	<ul style="list-style-type: none"> • Fill a plastic bag with five cubes each of red, blue, and green, one bag per student. • Make a stick of linking cubes with a pattern: red, blue, green, red, blue, green, red, blue, green.
LTAI	<ul style="list-style-type: none"> • Duplicate one copy of the Egg Patterns pages on cardstock, and cut each egg in half along the dotted line (appendix).
Day 8	
TE	<ul style="list-style-type: none"> • Place key card “sh” in the literacy lab. • Make thematic vocabulary word cards for “grains” and “yeast.”*
STaR	<ul style="list-style-type: none"> • Find, or retrieve a picture of, a jalapeño.
MM	<ul style="list-style-type: none"> • Fill plastic bags containing linking cubes (any two colors, ten of each color), one per student. Note: Used also on days 9 and 10 • Duplicate Extending Patterns strips (appendix).
LL	<ul style="list-style-type: none"> • Duplicate Pattern-Block Strips A and B (appendix).
Day 9	
TE	<ul style="list-style-type: none"> • Place key card “z” in the literacy lab. • Make thematic vocabulary word cards for “bush” and “vine.”*
RT	<ul style="list-style-type: none"> • Gather a box, basket, or grocery bag of food or pictures of a variety of foods that students should be familiar with. The names of the foods should be two or three syllables long.
MM	<ul style="list-style-type: none"> • Prepare yarn: cut it into necklace or bracelet lengths (one per student).
Day 10	
TE	<ul style="list-style-type: none"> • Place key card “w” in the literacy lab. • Make a thematic vocabulary word card for “vegetables.”*
RT	<ul style="list-style-type: none"> • Locate the box, basket, or grocery bag of food or pictures of food used on day 9. Add new pictures or food items, including those with four-syllable names if appropriate for your students.
MM	<ul style="list-style-type: none"> • Prepare a stick of multilink cubes in a red-and-blue alternating pattern. • Fill plastic bags of linking cubes (or use bags created for day 8). • Duplicate the pattern sheets (appendix), fifteen copies.
LTAI	<ul style="list-style-type: none"> • Locate happy-or-sad-face sticks (from units 2 and 3).

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

Day 1 | Ready, Set...

Focus

There are four seasons in a year. They are fall, winter, spring, and summer.

Materials	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Sign-in sheets that include only lines for students to write their names on • Weekly record form for unit 5—week 1 • 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 • 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” • Math Lab: Multilink cubes or counters • Writing Lab: A variety of writing instruments and paper, students’ writing journals • Theme-related puzzles and games
Gathering Circle	<ul style="list-style-type: none"> • Colored craft sticks (or other items with which to create a pattern), two red and two blue, one set per student • Paper, one sheet per partnership • Seasonal Go-Together Picture Cards (see To Be Prepared section of You Will Need)
Theme Exploration	<ul style="list-style-type: none"> • Theme vocabulary word cards for “season” and “gradually” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive
STaR	<ul style="list-style-type: none"> • Trade book: <i>In November</i>
15-Minute Math	<ul style="list-style-type: none"> • Shapes Around Us posters
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Graham crackers • Hot chocolate or apple cider • Baskets
Stepping Stones	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • Concepts-of-print book (teacher and student versions): <i>My Pumpkin</i> • <i>My Pumpkin</i> text-matching sentences (appendix) • Word card for “have”

Materials	
Math Mysteries	<ul style="list-style-type: none"> • Number Cards 1–8, one set • Three-by-five-inch index cards, each with the word “circle” written on it, one card per partnership • Tape and pins • Shape finders, one per student
Let’s Daydream	<ul style="list-style-type: none"> • “Trees,” <i>The 20th Century Children’s Poetry Treasury</i>, page 45
Write Away	<ul style="list-style-type: none"> • Journals, pencils, place to write for teacher modeling • <i>Writing Development Feedback Guide</i> • Writing Strategies Bank or IWB access • Icon for “Remember a Word”
Let’s Think About It	<ul style="list-style-type: none"> • Seasonal Go-Together Picture Cards • Read & Respond bookmarks • Home Link animal stamp: parrot

Learning Labs—Materials

Dramatic Play Lab KinderCorner Farm
<ul style="list-style-type: none"> • Farm clothes (e.g., overalls, straw hats, work jackets, boots, plaid shirts) • Materials to create different crops (e.g., colored paper to make corn, carrots, lettuce) • Plastic farm-tool set (optional) • Scissors • Tape • Crayons or markers <p>Teacher’s Note: Save student-created crops for use in the lab’s produce stand next week.</p>
Blocks Lab Covering Leaf Shapes
<ul style="list-style-type: none"> • Small blocks • Large leaf shapes cut from construction paper (appendix)
Art Lab Four Seasons
<ul style="list-style-type: none"> • Open-ended materials, such as construction paper, wrapping paper, glue, scissors, paint, paintbrushes, easel, smocks, yarn, sequins, markers, crayons, etc., that students can use to create art pieces.
Classroom Library Lab Free-Choice Reading
<ul style="list-style-type: none"> • Public and school library and STaR books related to the themes of seasons, fall, farming, harvest, leaves, and plants

Literacy Lab | Play School: Letter Posters

- Letter posters for /r/, /b/, and /f/
- Scissors
- Glue
- Read and Recycle box

Math Lab | Pie Shop

- Paper
- Pencils
- Pie pans or paper plates
- Tablespoons or scoopers
- Toy cash register and play money (or a box to serve as a register and supplies to make play money)

Computer/Media Lab | Free Exploration

- Computers, tape recorders, digital tablets, or other electronic media that you may have; software, applications, or CDs to accompany the media

Sand/Water Lab | Free Exploration

- Sand and water play tools—measuring cups and spoons, funnels, buckets, scoops, plastic jars, and bottles in a variety of shapes and sizes

Science Lab | Scientist's Station: Pumpkin Exploration—The Outside

- Pumpkin
- Apples or other heavy objects (enough to balance the weight of the pumpkin)
- Balance scale
- Number scale (optional)
- Piece of yarn or measuring tape (longer than the pumpkin's circumference)
- Linking cubes or ruler

Writing Lab | Free-Choice Writing

- Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini chalkboards or white boards, journals, etc.)

Day 1


**Greetings, Readings,
& Writings**

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond
- Ask students the following questions about the previous unit: **Did you use your senses as you ate your meals this weekend? What did your food look, smell, and taste like? Did it make noise when you ate it? Did you use your hands to touch your food?**

Sign In

- The sign-in sheet today will only include lines. Encourage students who have not yet learned to write their names to use emergent-writing forms that you have introduced.

Available Activities

Classroom Library Lab

- Include new theme-related books about fall or the harvest.

Literacy Lab

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

Math Lab

- Make sure that multilink cubes are available in the lab. Encourage students to make sets of nine and ten items with the cubes.

Computer/Media Lab

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

Writing Lab

- 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



- Explain the challenge.

When I woke up this morning, I felt excited because we’re going to learn about something new today. WGR: What is it called when you tell how you feel and why you feel that way? I just gave an “I” Message about how I feel about what we’ll do in kindergarten today. We’ve learned about giving “I” Messages to tell others how we feel and why.

Our Partner Challenge today is to give an “I” Message about how you feel about what we will learn today.

- Provide a brief time for students to think about the Partner Challenge and to ask clarifying questions if needed. Encourage them to think about more specific feelings than happy or good. You may wish to talk with them to identify and define

other feelings they may have about what will happen in school today. Some feelings you may want to think about are curious, unsure, anxious, etc.

- Remind students that they will have more time to talk with their partners about the challenge at snack and at other times during the day. Tell them that they will earn pocket points when they use active-listening skills and/or give an “I” Message that contains both how they feel and why.

Brain Game

- Explain the game.

We play our Brain Games to help us exercise our mind muscles. Our game this week is Copy Me! This game helps us remember. Demonstrate the Remember signal (hands held on either side of your head, massaging your temple).

We’ve been learning about patterns, and in our Brain Game today, we’ll be making and remembering patterns. Distribute a set of colored craft sticks (or other items for making patterns) to each student. Assign one member of each partnership to be Peanut Butter and the other Jelly. Tell partners to sit back to back. **Peanut Butters, make a pattern with your colored sticks** (or other items). Give students a moment to make patterns. Have students turn around so they can see their partners’ patterns. **Jellies, look carefully at the pattern your partner made so you will remember it.** Allow a few seconds for students to do this. **Peanut Butters, cover your pattern with your paper. Jellies, make your partner’s pattern with your sticks** (or other items). When all the Jellies finish, have the Peanut Butters reveal their patterns. Invite partnerships to compare the patterns.

- Play the game again with the Jellies creating the pattern and the Peanut Butters replicating it.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

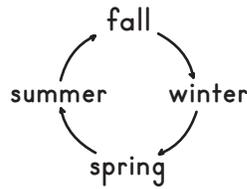


We are starting a new theme today. Many of you noticed some new books, games, or other things in our classroom. T-P-S: What do you think we will be talking about this week?

This week we will learn all about the changes that happen during this time of year. You may have noticed some changes happening outside such as the leaves changing color and falling from the trees or the air getting a bit chillier. (If you are in a climate that does not match this description, adjust the instruction to your needs.)

Our Daily Message is going to tell us more about what we will learn about today. Let’s see what our Daily Message says.

Daily Message



There are four seasons in a year. They are fall, winter, spring, and summer.



- 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:
 - Circle the period at the end of each sentence. **There are two periods in our Daily Message.** WGR: **What does this tell us?** *There are two sentences in the message.*
 - Circle the commas in the second sentence. **This sentence has three commas.** WGR: **Are commas the same as periods?** *No. No, commas and periods are different. Periods tell us that we are at the end of a sentence. They tell us to stop.* WGR: **What do commas tell us?** *To pause. Yes. Commas separate ideas in a sentence. When you see a comma, you take a small breath. Listen as I read the sentence. Point to each word as you read the sentence. Pause briefly as you encounter each comma.*
 - **There is a word in here from our word wall!** WGR: **Look at our message.** **What word do you recognize from our word wall?** “A.” Circle the word “a.”

Theme Learning



- Explain the content of the Daily Message.

Who knows what I mean by the word “season”? Pause for any student to venture a definition.

Today we are going to talk about what seasons are. Right now we are in the middle of a season called fall. After that, we will be having the season called winter. Many places in the world have four seasons in a year.

Point to the name of each season on the diagram as you say, **Fall changes to winter. Winter changes to spring. Spring changes to summer, and summer changes back to fall. The seasons change as Earth—the planet we live on—travels around the sun.**
- Invite students to stand and spread out with their partners. Have students work in partnerships to demonstrate how Earth travels around the sun.

We are going to pretend to be the sun and the earth so we can see why the seasons change. Peanut Butters, you will be the sun. Jellies, you will be the earth. Suns, you will stand still in your place. Earths, you will walk in a slow circle around the sun. Let’s practice this. Encourage Earth students to walk in a slow circle around their partners. As students walk, say, **The earth moves around the sun like you are moving around your partner. It takes a very long time for the earth to move around the sun.**



**It takes one whole year for the earth to move all the way around the sun!
As the earth moves, it tilts.**

- Have the Earths stop walking and face their Suns. Have the Earths lean their faces toward the Suns.

Earths, can you feel the heat on your face? It is hot! WGR: What season do you think we are in when we are so close to the sun? *Summer.*

- Have the Earths move one-quarter of the way around their partners, standing straight up when they stop.

Now we are in an in-between season. We are not quite as close to the sun, but we can still feel its warmth! We are in the season of fall.

- Have the Earths move another quarter of the way around their partners. Have the Earths lean away from the Sun.

Oh no! WGR: Now Earth is tilting away from the sun! Can you feel the heat on your face like you could before? *No.* When our part of Earth is tilting away from the sun, we are cold! We are in the season of winter.

- Have the Earths move the final quarter around their partners, standing straight up when they stop.

Earths, you have started to tilt back toward the sun. WGR: Can you feel it getting warmer? Yes. It is now spring—the season after winter and before summer!

- Repeat this activity as needed. You may wish to have students switch their roles as Earths and Suns.

- Invite students to take their seats.

We just saw how the seasons change gradually, or slowly, from one season to the next. We don't go right from the hot summer to the cold winter. Instead, we have the in-between season of fall. During fall, the weather gradually changes from hot to cold.

Over the next two weeks, we will learn more about how the seasons gradually change.



- Play the digital dictionary videos for “season” and “gradually.”
- 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 “season” and “gradually.”

A season is a time of year. There are four seasons: fall, winter, spring, and summer. I can make a sentence with the word “season:”

We are in the season of fall.

The word “gradually” means slowly. When we say something happens gradually, we mean that it happens very slowly over time. I can make a sentence with the word “gradually:”

You will gradually grow from a child to a grown-up.



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 “Fall.”

Today we will begin to learn a new rhyme about the season called fall, or autumn. 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.

My Turn

Your Turn

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

Fall

Fall is the season when the air cools down. (Hug self as if chilly.)

Leaves fall from trees—red, gold, and brown. (Move hands from above head downward and side to side.)

Pumpkins from vines (Bend over as you point to the ground.) **and apples from trees.** (Stretch hands above head.)

Make tasty pies (Rub tummy.). **May I have some, please?** (Extend one arm forward, palm up.)

Animals get ready for winter’s cold air. (Hug self as if chilly.)

I need warm clothes! What shall I wear? (Hold elbows at sides with forearms extended to the side.)

Develop Phonological Awareness—Producing 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. T-P-S: What’s a word that rhymes with “brown”? *Accept correct answers whether or not they are in the poem.*

- Introduce the rhyming game.

Today we will play a rhyming game that’s a lot like Simon Says. I’m going to say two words and an action. If the words rhyme, you will do the action. If they don’t rhyme, don’t do the action!

Let’s try one together. Ready? If “trees” and “please” rhyme, stand up!

- Play the game. Some suggested word pairs and actions are listed below. Don't forget to include some word pairs that do not rhyme!

Word pairs:	Actions:
• red head	• stand up
• air wear	• sit down
• vines leaves	• clap your hands "x" times
• clothes nose	• turn around in a circle
• fellow yellow	• put your hands on your head /over your ears/over your eyes, etc.
• shoe sock	

- Help students to 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 how it looks the same when he or she says both words.



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

Teacher: **red head** Students: **red head**

What did you see? Was your partner's mouth open both times? Did your partner's mouth open?



- Continue in this manner with the remaining rhyming word pairs.
- Award pocket points if most students are able to successfully perform the activity.



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



TIMING GOAL: 20 minutes

STaR Words:

creatures
treasures
journeys
mellow

In November

Written by Cynthia Rylant

Illustrated by Jill Kastner

This book poetically explores the changes in fall as animals and people prepare for the cold winter months. The beautiful oil pictures help to bring the imagery of the words to life.

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.

The name of our story today is *In November*. WGR: What is another word for the name of a book? *The title*. The author of this story is Cynthia Rylant. WGR: What is the author’s job? *Write the words*. The person who made the pictures for this story is Jill Kastner. WGR: What is the person who makes the pictures called? *Illustrator*.

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



Open the book so students can see the front and back covers. **When you see the front and back covers of this book at the same time, it looks like one big picture. Let’s see if this picture helps us know what the story will be about.** T-P-S: **What animal do you see in this picture? What is the mouse doing? Why do you think there is a picture of a mouse and colored leaves on the cover of a book with the title *In November*?**

Turn to the dedication page. T-P-S: **What is the mouse doing in this picture? It looks like the mouse is running and leaving tracks on the ground. T-P-S: What other ideas does this give you about what will happen in this story? When we read the story, we will find out if your ideas are in here.**

- Introduce the story vocabulary words.

This story has some interesting new words. One of the words is “creatures.” Creatures are living persons or animals. In this story, the word “creatures” is used for animals. WGR: What creature did we see on the cover of the book? *A mouse*.

Another new word is “mellow.” This word describes, or tells, about the way something tastes. In this story, mellow tells us about the cider. It has a mild apple taste.

There is another word in our story that you may have heard before. The word is “treasures.” T-P-S: What do you think of when you hear the word “treasure”? Usually when we hear the word “treasure” we think of something valuable like money or gold. A treasure can be anything that someone thinks is valuable or important. In our story, we will hear that the birds think berries are treasures because berries are important to the birds.

- 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 or not 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.

- **Page 2:** Using a soft voice, read this first page while students view the illustration. Think Aloud: **I can picture in my mind a soft white puffy blanket of snow covering the animals and flowers now that it is fall and getting closer to winter. Close your eyes, and try to picture what the author, Cynthia Rylant, is trying to say as I read the words again.** Reread the text as students close their eyes and try to visualize the images presented by the words.
- **Page 4:** T-P-S: **What do you think the author meant when she wrote, “...the trees are standing all sticks and bones”?** *Replies; they don’t have leaves on them, and the branches look bare like sticks and bones.* Restate and reinforce the word “bare.”
- **Page 6:** A **“journey”** is a trip. If you’ve ever gone to visit relatives who live far away, then you have taken a long **journey**, or trip, to visit them. T-P-S: **Where do you think birds go on their journeys?** *Replies.* **Why do you think some birds go on a journey? Do you think this could happen in real life? Why (or why not)?**
- **Page 9:** The author writes, **“All berries will be treasures.”** When we talked about this new word, we said **treasures** are things that are valuable or important to someone. T-P-S: **Why do you think the berries will be treasures for the birds?**
- **Page 10:** Demonstrate the word “shiver” when you read it. Have students imitate you. T-P-S: **When do you usually shiver?**
- **Page 15:** T-P-S: **Why do the cats, mice, and bees pile up? Do you think this happens in real life? Why (or why not)?**
- **Page 20:** This part of the book tells about the holiday of Thanksgiving that some people celebrate. It’s a time when people visit with their families and share a meal made from the foods like those we read about in *Red Are the Apples*.
- **Page 27:** Think Aloud: **I think the author talks about November being winter’s gate because winter is the season that comes right after fall, and when you open a gate and walk through it, you go into a new place. After November, you go into a new season.**

After Reading

T-P-S: **What are some of the things that people and animals do in November?**

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

In November, the weather changes, and the animals have to get ready for the winter. This reminds me of our new word “creatures.” Let’s make a sentence together using the word “creatures.” 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 with the words "treasures" and "mellow."



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

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 | KinderCorner Farm

Description:

- The dramatic play area will be a vegetable farm.

Purpose:

- Participation in this lab will reinforce thematic concepts and 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 farm. Students will plant and harvest crops.
- Use Think-Pair-Share to have students identify the different roles they could play on a farm. *Tractor driver, seed planter, vegetable/fruit pickers, etc.* Remind students to specify which role they would like to play as they write their lab plans.
- Point out the different props that they will find in the lab. Invite students to share their ideas about how they could use the materials to make crops and other props.



Facilitate Learning:

- Ask questions that will help students to 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.
- Students might need ideas on how to use the materials to create props for the farm.

Examples:

- **I wonder what we can use to make lettuce. Maybe we can crumple up green paper into a ball.**
- **We can cut carrots out of the orange paper.**
- Ask students questions that prompt them to think about what happens on a farm.

Examples:

- **I wonder where we can plant the crops?**
- **What should we do with the crops after we harvest them?**

Blocks Lab | Covering Leaf Shapes

Description:

- Students will use blocks to cover large leaf shapes on the floor.

Purpose:

- Participation in this lab will help students to develop fine-motor skills, estimation skills, and oral language. It will also provide opportunities to practice measuring with nonstandard units.

When You Tour:

- Point out the large leaf shapes on the floor in the blocks lab.
- Tell students they can use the blocks to cover the leaf shapes on the floor.
- Ask students how many blocks they think it would take to cover the different leaves.

Facilitate Learning:

- Encourage students to estimate the number of blocks that will cover each leaf and then count to see how close their guesses were.
- Help students count the blocks on a leaf. Ask them how they could fit more blocks on the leaf. *Stack them or push them together.*
- Suggest that students use the blocks to line the edges of the leaves and then count the blocks.

Art Lab | Four Seasons

Description:

- Students will fold a piece of paper into four panels and draw or paste images related to each season.

Purpose:

- Participation in this lab will reinforce thematic concepts and 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:

- Model folding paper into four panels.
- Explain that students can draw seasonal pictures or cut out and paste images from the materials in the Read and Recycle box.

Facilitate Learning:

- Use this time to reinforce theme-related vocabulary as you encourage students to share about what they are doing.
- Ask students what images come to mind when they think about each season.
- Ask students what they like best about each season.

I see that the leaves on your tree are gradually changing from green to red.

Classroom Library Lab | Free-Choice 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.

When You Tour:

- Point out any new books that focus on the seasons, fall, weather changes, leaves, trees, harvest, etc.

Facilitate Learning:

- Observe students as they read, or pretend to read, the books in this lab. Notice whether they are holding the books upright and turning the pages from front to back. Talk with them about what they see happening in the illustrations.

- Throughout the week, read the titles of several books, and see if students can predict whether each book is mostly an information book or a storybook. Be sure to have examples of each type.
- 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: Letter Posters

Description:

- Students will make posters for the letters “r,” “b,” and “f” by finding, cutting out, and gluing pictures of items that begin with /r/, /b/, and /f/ onto large sheets of paper.

Purpose:

- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.

When You Tour:

- Point out the posters that you have prepared for each letter.
- Explain that students can work together to look through the magazines and other things they find in the Read and Recycle box. If they find items that begin with the /r/, /b/, or /f/ sounds, they can cut them out and paste them to the appropriate poster. You may also allow them to cut out and paste the actual letters.

Facilitate Learning:

- Show enthusiasm for items that students have added to their posters. Say the name of each item, and emphasize the beginning sound.
- Emphasize theme-related vocabulary by using the word “gradually” to describe students’ work. **Your poster is gradually getting covered with lots of pictures!**

Math Lab | Pie Shop

Description:

- Students will create recipes and measure ingredients for fall pies.

Purpose:

- This lab provides an opportunity for students to practice counting and naming sets of objects. Participation in this lab will also introduce students to concepts of measurement as they measure ingredients in their recipes.

When You Tour:

- Explain that the math lab is a pie shop that needs some new fall pies such as apple, pecan, and pumpkin. The bakers will create new recipes for the pies and will write down their recipes so they can share them with other bakers. Point out the ingredients (linking cubes and other small manipulatives) and the measuring cups

and tablespoons (or scoopers) that students can use to add their ingredients to the pies.

- Ask students to identify some of the roles they could play in the pie shop to help them begin to think about their lab plans. As a part of the discussion, introduce the idea of switching roles. For example, perhaps in the beginning, all students are playing the role of bakers and are writing and baking new recipes. Then, once they are done, some of them can become customers and cashiers.

Facilitate Learning:

- Encourage students to use their imaginations, and reinforce theme-related vocabulary by joining in on the play. Ask questions, or make statements, that will communicate your role.

Examples:

As a fellow baker:

- **That pie looks delicious! What ingredients are in your pie?**
- **How many apples/pumpkins/pecans does your recipe call for?**
- **Will you share your recipe with me? How many of each item do you need to make your pie?**

As a customer:

- **I would like a pie with seven apples in it. Do you have any pies with seven apples? Could you show me how you would make a pie with seven apples?**
- **I see that you have two pumpkin pies. Which pie has more pumpkins in it? Can you tell me how many pumpkins each pie has in it?**

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 that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

- Take time this week to spend some time with students in this lab and engage in discussion about the music they are listening to or the software they are using.

Sand/Water Lab | Free Exploration

Description:

- Students will explore the properties of sand and/or water by experimenting with a variety of tools.

Purpose:

- This lab provides students with an opportunity to investigate the natural world with a focus on water and sand.

When You Tour:

- Remind students of any new tools or materials that you have placed in the lab.

Facilitate Learning:

- Ask questions that will help students to think about the nature of sand and water and the tools and materials in the lab. For best results, jump in, and join the play as you interact with students.

Examples:

- **What could you do with that _____?**
- **How did you _____?**
- **Why did you pick that _____?**

Science Lab | Scientist's Station: Pumpkin Exploration—The Outside

Description:

- Students will continue to examine the outside of a pumpkin.

When You Tour:

- Tell students that they will explore a pumpkin.
- Refer to the science steps poster, and ask questions that will spark ideas about what students want to explore.
 - **Look at the tools that we have in the lab. What are you wondering about the pumpkin that we could find out by using these tools?** *How much it weighs, how tall it is, or what it smells like.*
 - **I wonder what kind of sound it would make if I thumped the pumpkin.**

Facilitate Learning:

- Join students as they explore the pumpkin.
- If necessary, assist with measuring and weighing the pumpkin. You might suggest that students check the circumference with yarn.
- See if students can guess why there is a hollow sound, like a drum, if they thump the pumpkin. *The pumpkin has a lot of air inside like a drum.*

Writing Lab | Free-Choice Writing

Description:

- Students will use the writing instruments and paper or journals to write about topics 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 emergent-writing strategies that they have used.

Examples:

- **I really like how you copied that word from the word wall.**
- **What made you think of writing about _____?**



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

Before students arrive, attach the Shapes Around Us posters to the 15-Minute Math board.

Calendar

- Invite students to say the months of the year with you. Then say, **Let's practice counting. Help me count the months of the year.** Touch, and count, **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.** **How many months are in a year?** *Twelve.* **Do you remember what month it is now?** *Answers may vary.*
- Point to the days of the week on the calendar, and say, **If you know how many days are in a week, say it out loud! WGR: Seven.** **Let's practice counting again.** Touch, and count, **1, 2, 3, 4, 5, 6, 7.** **There are seven days in a week.**
- Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.** **What day is today?** *Replies.* **Today is** (day of the week).



Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), **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

- Point to the Days of School Tape. WGR: **What number do I need to write on the tape?** (*Current number of days.*) **Why?** *Because we've been in school ___ days.* Use a marker to record the number on the tape. Point to the numbers on the tape, and invite students to read them with you. Then say, **We have been in school ___ days.**

Ten-Frames

- Add a dot to the ten-frame, and say how many dots there should be. Invite students to count aloud with you the number of dots as you point to each one. When you finish counting, say, **Today is the** (date), **and we have** (same number as the date) **dots on our ten-frames.**

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

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 today's number, you completed ___ rows plus ___ squares on the Hundreds Chart.

Shapes Around Us

- Ask students if they notice anything new on the 15-Minute Math board. *Posters with different shapes around the edges.* Explain that over the next week, they will be talking about the different shapes they see in the world around them.

This activity will encourage students to notice shapes around them and how shapes make up much of their environment. This will enhance their shape-recognition skills and their ability to relate those shapes to everyday objects.



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

- Provide graham crackers and hot chocolate or apple cider. Discuss the effect of a warm beverage when we are feeling cold, as we might in the fall or winter, and the effect of a cold food or beverage in the summer if we are feeling hot.
 - Focus the discussion on favorite cold-weather snacks. Be sure to tell students about your own favorite cold-weather snack or those of your family members.
 - This is a good opportunity to talk about hot and cold as opposites.
 - Invite students to talk with their partners about the Partner Challenge. **Our Partner Challenge today is to give an “I” Message about how you feel about what we will learn today.**
 - Remind students that using active-listening skills will help them to listen carefully to their partners and remember their “I” Messages so they can tell the class during Let’s Think About It. Monitor students’ conversations, providing guidance with active listening as needed.
- 
- Award pocket points when you observe students using active listening and/or giving a complete “I” Message in which they tell how they feel and why.

Outside/Gross-Motor Play

- Take any baskets that you may have in your classroom outside with you so students can pretend to pick apples from the trees.
- Invite students to play Apple, Apple, Pumpkin, a variation of Duck, Duck, Goose, downplaying the competitiveness.



TRANSITION

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 /c/, /k/, and /u/.



Emergent Reading

Story Introduction

- Show the cover of *My Pumpkin*. Introduce the title and author.

We are talking about many things that happen in the fall today, and we have learned that pumpkins are harvested in the fall. Some of you may have explored a real pumpkin, pretended to make some pumpkin pies, or made imaginary pumpkins for your farm at lab time today.



The title of our story begins with a word from our word wall. Point to the word “My” in the title. WGR: Who remembers what this word says? The title is *My Pumpkin*.

We will see some other words from our word wall in this book as well. Let’s review all the words. Quickly point to each word on the word wall, and have students read them in unison.

- Review the focus skills for the lesson as you read the book to students.

Now I will read the story to you. As we look at each page, we will use the pictures and our word-wall words to read each sentence.

Before reading each page, ask students what they see in the picture. Point out the sight words “I” and “a.” Acknowledge the changes that occur in the plant on each new page.

After reading the last page, ask students to explain what happened to the pumpkin.

After reading the entire book, show the word card for “have.” **This word is on almost every page of our story. WGR: What does it say? *Have*.** Show a page from the book if necessary. **“Have” is another word that we will see a lot.** Add the word card for “have” to the word wall.

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.

Skill Reinforcement

- Provide each partnership with a set of the *My Pumpkin* text-matching cards. Explain that they will need to look through their books to find the sentence that matches each card.

Challenge students to arrange their sentences in order on the floor. When all partnerships have finished, reread the story, and invite them to point to each sentence card as you read it.



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



- Hold up the Number Cards 1–10, one at a time, in random order, and invite students to identify the numbers.
- Award pocket points if several students are able to successfully identify the numbers.



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, 8, 9, and 10?

RWE: We know a lot about the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. We can recognize the numerals when they are written. We can make sets, and we can write the numerals 1–10.

Active Instruction

- Introduce the concept of geometry to students.

Over the next few days, we are going to learn about a different part of math called geometry. When you learn about geometry, you learn about shapes. We are going to learn about circles, squares, rectangles, and triangles. Today we will learn about circles.



- Access students' prior knowledge about circles.

You know all about circles. You make circles all the time. When you write /o/, you make a circle. When you draw a person's head, you make a circle, and when you play games, you sit in a circle. Let's stand up and make a circle.

- After students have formed a circle, question them about the shape of the circle.

WGR: Did we make a circle? Yes. How do you know it is a circle? It's round. Does a circle have corners? No. Does a circle have sides? No.

- Invite students to sit down where they are standing so they form a sitting circle. Then say, **A circle is just one curved line. A circle has no beginning or end. It just goes around and around.**
- **Let's draw a circle in the air.** Model how to draw a circle. Ask students to draw a big circle in the air. Then ask students to draw a little circle in the air.

Partner Practice



- Tell students they will go on a shape hunt. Explain the activity to students.

Now that you know what a circle looks like, you are going on a shape hunt. You and your partner will go around the room and look for circles. I want you to find four circles. Count to 4. 1, 2, 3, 4. WGR: How many circles are you going to find? Four. When you and your partner have found four circles, I want you to come back and sit down.

- If you have made pipe-cleaner shape finders for your students, distribute them at this time. Demonstrate how to hold the shape finder to your eye and look through the space as you hunt for circles.
 - Remind students to walk carefully and quietly around the room as they hunt for circles. Allow them a few minutes to hunt. When the majority of students are seated, ask all students to return to the circle on the floor.
-  If students point to a sphere (ball) instead of a circle, explain that if the ball were cut in half, they would see a circle around the edge of the cut part. Explain that the ball is not a circle; it is a solid called a sphere, and they will learn more about solids later in the week.
- Ask each partnership to show the rest of the class one of the circles they found in the room. Ask students how they know it is a circle. Then ask the class if they agree that it is a circle. If they agree, ask the pair to attach a “circle” label to the object.

Recap



- Review the places where students found circles in the classroom.
- Award pocket points if most students are able to successfully identify a circle in the classroom.
- Review today’s lesson by asking students to draw a circle in the air. WGR: **Does a circle have corners? No. Does a circle have sides? No.**
- Play the “Ziggysaurus Shape Rap” video to reinforce shapes.

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

- “Trees,” *The 20th Century Children’s Poetry Treasury*, page 45

Introduce the Poem

Today’s poem is about trees. See if it makes you think of that tree also. As the words of the poem make pictures in your mind, imagine the trees changing through the seasons as they grow.



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’ve been talking about seasons. You are going to write about the season you like best.



Which season do you like best—fall, winter, spring, or summer?

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as described in the example below, or in ways you’ve seen your own students write.

I think that I will write a sentence that says, “I like summer because it is hot.”

Some of you might already know how to write some of the words or sounds in my sentence just like grown-ups do, and some of you write in other ways that kindergartners use.

Let’s think about how kindergartners write. Some kindergartners write like this. Draw some scribble marks on the board or on chart paper. Say, “**I like summer because it is hot.**” 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, and introduce the new strategy Remember a Word.

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.

Today I will tell you another thing that I can do. Sometimes I can just remember how to write a word because I have seen it before.



Beginning in this unit, on days 5 and 10 of Write Away, students will add a sentence to one that they have written earlier in the week. Because you will model this process, you may want to write the sentences that you model on something that can be retrieved later.

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 summer because it is hot.”

- **The first word is “I.” That word is on the word wall, so I can copy it.** Write “I.”
 - **The next word is “like.” I have read that word many times, and I can remember the letters in the word.** Write “like” on the line.
 - **“Summer.” What sounds that you know do you hear in “summer”?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
 - **“I like summer because it is hot.” The next word is “because.” I hear more sounds that we’ve learned in that word. Do you hear any sounds that you know?** Repeat the word slowly if necessary. Write any letters that students say.
 - **The next word is “it.” We know the sounds in that word. Help me stretch and spell it.** Write the sounds /i/ and /t/ as you say them.
 - **“Is.” We’ve seen that word a lot. I can remember the word.** Write “is” on the line.
 - **The last word is “hot.” Do you hear some sounds that you know in “hot”?** Write the letters for any sounds 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. 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.



TRANSITION

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 the four seasons. T-P-S: What are the names of the four seasons? RWE: The four seasons are summer, fall, winter, and spring. Each season is different.



- Place the Seasonal Go-Together Picture Cards for the summer tree and the winter tree next to each other on the board.

Look at these two pictures. One picture shows a tree in the summer. The other picture shows a tree in the winter. WGR: Does a tree lose all its leaves quickly and go from this (Point to the summer tree.) to this (Point to the winter tree.)? No. No. Trees gradually lose their leaves during the season of fall.

- Place the Seasonal Go-Together Picture Card for the fall tree between the summer and winter trees on the board.

Trees gradually change from green and leafy to bare. Before they go bare in the winter, the leaves slowly change color and fall from the branches.

- Place the Seasonal Go-Together Picture Card for the spring tree next to the winter tree on the board.

In the season of spring, the tree gradually grows its leaves back.

- Distribute a Seasonal Go-Together Picture Card to each partnership.

Each partnership has a card with a picture on it. Each picture matches one of the four seasons. I would like you to work with your partner to figure out whether you have a summer, fall, winter, or spring picture.

- Allow partnerships time to classify their pictures.
- Invite students with fall pictures to stand and show their pictures to the class. Prompt students to identify their pictures and why they think they are fall pictures. If students incorrectly classify a picture, do not point out their error, but ask them if the object in the picture could be used during any other season.
- Repeat this process for winter, spring, and summer picture cards.



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 “season.” There are four seasons in the year. T-P-S: When did we see, hear, or use the word “season” today?

Another word we learned is “gradually.” “Gradually” means slowly. T-P-S: When did we see, hear, or use the word “gradually” 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:

season
gradually

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Fall season.	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, The season is fall.</i>
The student responds in a complete, but not very elaborate, sentence. Seasons change.	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. Can you tell us more about how the seasons change?



- 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 about how you feel about what we will learn today.



- Allow students a moment to review their "I" Messages from earlier in the day.
- Use the sharing sticks to select students to share their "I" Messages. Ask them to share their own messages and their partners' messages. Award pocket points when students give complete "I" Messages telling how they feel and why they feel this way.
- 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.).
- Distribute a theme-introduction letter to each student. Tell students they will find today's Home Link show online when they click on the parrot.
- Read & Respond: Distribute the new Read & Respond bookmarks. **Share one of your KinderCorner books, such as *A Nature Walk* or *What Smells?*, 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

The weather changes in the fall.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Copies of the concepts-of-print book <i>My Pumpkin</i> and the trade book <i>In November</i>, ear and mouth cards Math Lab: Plastic bear counters or other items that can be counted
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Demonstration Thermometer Theme vocabulary word cards for “fall” and “autumn” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Joey puppet
STaR	<ul style="list-style-type: none"> Trade book: <i>In November</i> Small objects: mouse, bird(s), farm animal(s), pumpkin, apple, family dolls (or <i>In November</i> Picture Cards from the appendix) Container for objects (or picture cards)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nuts, a variety (or peanut butter, or other nut butter, and crackers or an alternate if any students have nut allergies) Teacher’s Note: Check for allergies! Thermometer, outdoor

Additional Materials Needed Today	
Stepping Stones	<ul style="list-style-type: none"> • Key card for “e” or IWB access • “Ee” Uppercase and Lowercase Letter Card • Letter-Blending Cards (“r,” “e,” “d,” “m,” “o,” “p”) or IWB access • KinderRoo puppet • /e/ picture cards or IWB access (elephant, envelope, escalator) • Common /e/ objects (optional) • Stepping Stones Partner Practice Booklets for unit 5 • Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets) • KinderCorner 2nd Edition Plus Media and Software flash drive • Concepts-of-print book (teacher and student copies): <i>My Pumpkin</i>
Math Mysteries	<ul style="list-style-type: none"> • Rectangle made from a piece of construction paper • Square made from a piece of construction paper • Three-by-five-inch index cards (set of two), one labeled “square” and one labeled “rectangle,” one set per partnership • Shape finders, one per student (Adjust the shape part of the wand to be in the shape of a square or rectangle.)
Let’s Daydream	<ul style="list-style-type: none"> • “Trees,” <i>The 20th Century Children’s Poetry Treasury</i>, page 45
Write Away	<ul style="list-style-type: none"> • No new materials
Let’s Think About It	<ul style="list-style-type: none"> • Chart paper or large graph paper (labeled with the days of the week, Monday–Friday, on the horizontal axis and numbered from 0–100 degrees on the vertical axis. • Marker or crayon • <i>My Pumpkin</i> (student copies) • Home Link animal hand stamp: monkey

Learning Labs—Additional Materials

Sand/Water Lab Floating Leaves
<ul style="list-style-type: none"> • Leaves, seeds, rocks, apples, etc.
Writing Lab Fall Changes
<ul style="list-style-type: none"> • Crayons and markers • Paper folded into an accordion-like shape

Day 2

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *In November* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *My Pumpkin* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Students may continue to work on their letter posters.

Math Lab

- Encourage students to make sets of one, two, three, four, five, or six item(s) with the counters.

Computer/Media Lab

- Same as day 1

Writing Lab

- Same as day 1

Other

- If you have any theme-related puzzles or games, 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: Syllable Segmentation

We've been counting the number of syllables in words by clapping them out. Model some examples. **Man** (Clap as you say "man.") **has one clap, and "happy" has two claps. Let's see if you can tell me how many syllables, or claps, are in some words. Ready? Classroom. Two. Alligator. Four.**

- Students must give the correct number of syllables for both words 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 "c," "k," and "u." As students work together in their Stepping Stones Partner Practice Booklets, you will have many opportunities to collect this information.

Beginning Reading

- This week find out if your students can sound out the word "pat." Write the word on a piece of paper or note card and ask students to read it throughout 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 five, six, and seven. Ask students to show you which group of objects is a set of six and which is a set of seven. During Math Mysteries, there are also many opportunities to ascertain whether students can identify sets of six or seven.
- 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. 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 in your house that is shaped like a circle?**
- Use the sharing sticks to select two or three children to share their drawings or objects with the whole class. Award pocket points in recognition of students' efforts.



Active Instruction

- Introduce the Getting Along Together lesson.

We've already learned a lot about our feelings. We know that we can have different feelings and that people can feel differently about the same thing. When we give "I" Messages, we tell others how we feel and why we feel that way. We're going to learn even more about our feelings so we can be a classroom of friends who work well together.

Let's play a game in which you can show what some of our feelings words mean. You will pretend to be asleep while I sing. Have students lie down, pretending to be asleep. In a sing-song voice, recite the following rhyme.

All the children were sleeping,

All the children were sleeping,

All the children were sleeping,

When they woke up, they felt excited.

- When you say the last line, have students sit or stand up and show what it looks like to be excited.

Partner Practice

- Continue to play the game, inserting one of the feelings vocabulary words introduced in unit 2 (“grumpy,” “surprised,” “frightened,” “proud,” “shy,” “curious,” “confused”) in each verse. At any time that you begin to sing again, students should stop wherever they are and drop to the floor as if they are sleeping.
- Have students act out each of the feelings vocabulary words as you sing/say the rhyme for each word.

Partner Challenge

- Explain the challenge.

Our Partner Challenge today is to tell your partner an “I” Message about something that makes you feel excited.



T-P-S: What is something that makes you feel excited?

- Review the parts of an “I” Message. T-P-S: **What are the two parts of an “I” Message?** *How you feel and why you feel that way.*

Provide a moment for students to think about what they will tell their partners. Review active-listening skills, if necessary, to help students with the challenge.



- Tell students that you will award pocket points throughout the day when they give complete “I” Messages.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



Yesterday we learned about the four seasons: summer, fall, winter, and spring. T-P-S: **What is your favorite season? Why do you like that season so much?**

Our Daily Message is going to tell us more about the seasons and how they change.

Daily Message

The weather changes in the fall.

- Write the Daily Message (The weather changes in the fall.) in front of students, omitting the spaces between the words. Read each word as you finish writing it.



- Reinforce literacy objectives by pointing out the following:
 - WGR: **Something seems funny about today’s Daily Message. Does this look like a sentence to you?** *Answers will vary.* **What is missing from our sentence?** *The spaces between the words are missing.* Rewrite the

Daily Message, this time with spaces between the words. **That looks better! Let me try to read it this time.** Fluently read the message.

- Invite students to clap out the syllables in each word of the message with you as you read it again. Do this two or three times. WGR: **Did you notice anything as we clapped out the words?** *Some words have one clap, and some have two claps.*
- **I see a word from our word wall in today’s message.** WGR: **What word do you recognize?** *“The.”* **Yes, the word “the” is a word from our word wall. Let’s count how many times this word appears in our message.** Drag your finger below the message. **One. Two. The word “the” appears two times in our message.**

Theme Learning

- Explain the content of the Daily Message.

Remember from yesterday that there are four seasons in the year: fall, winter, spring, and summer. Each season changes gradually. We are in the season of fall right now. Let’s see what happens in the fall.



- Play the “Fall Around the World” background video.

Fall is the season between summer and winter. The weather is not yet very cold, but it is not as hot as it was in the summer. Another word for fall is “autumn.” Say that word—“autumn.” “Autumn.”



- Hold up the Demonstration Thermometer. **This is a thermometer.** WGR: **Where have you seen a thermometer before?** *The Feelings Thermometer.* **Just like the Feelings Thermometer helps us to measure our feelings, this kind of thermometer helps to measure the temperature so we know how hot or cold it is. The red liquid in the thermometer moves up and down inside this little tube, depending on what the temperature is.**
- Show students how the thermometer works. Hold up the Demonstration Thermometer so students can see the numbers along the side. Ask if anyone knows what the numbers on the thermometer are for. **The numbers on the side of the red mark tell what the temperature is.** If the numbers are readable, begin at zero and count by 5s (or 10s) to the top.
- Slide the red tape up the thermometer until it is near the top. Say, **When it is very warm, the red liquid in the thermometer moves up near the top. The numbers near the top of the thermometer are large numbers because the warmer the temperature is, the higher the number.** WGR: **During which season do you think the temperature is warm like this?** *Fall, winter, spring, or summer?* *Summer.* Slide the red tape down until it is near the bottom of the thermometer. Say, **When it is cold, the red liquid goes way down near the bottom. The numbers at the bottom are small numbers because the colder the temperature is, the smaller the number.** WGR: **During what season do you think the temperature is cool like this?** *Winter.*
- Move the red tape back up the thermometer until it is near the top. **During the fall season, the temperature gradually changes from hot to cold. Let’s see how this works. Let’s imagine that it is summer, and it is very hot outside!** Fan yourself, acting as if it is very hot in the room, and invite students to do the same.

Slowly move the red tape down the thermometer, inviting students to act out a very slow change from being hot to warm, to comfortable, to chilly, to cold, and then to freezing.

Other changes happen in the season of fall. We will talk about those changes today and over the next two weeks.



T-P-S: Think about it. Have you been feeling colder lately? Are the clothes you are wearing now heavier than the clothes you wore in the summertime? Answers will vary. Do you think the season has changed from summer to fall? Yes.



- Play the digital dictionary videos for “fall” and “autumn.”
- 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 “fall” and “autumn.”

Fall is the season of the year between summer and autumn. I can make a sentence with the word “fall.”

Leaves change color on the trees in fall.

“Autumn” is another word for fall. I can make a sentence with the word “autumn.”

Autumn comes after summer and before winter.



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 “Fall.” 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:

/f-a-ll/	fall	/t-r-ee-s/	trees	/r-e-d/	red
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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.



TIMING GOAL: 20 minutes

Review



- Review the title, author, and illustrator.

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

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

WGR: The illustrator is Jill Kastner. 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 “creatures.” What does “creatures” mean? *Animals.*

T-P-S: Can you think of a sentence that uses the word “creatures”? 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 “mellow.” *The word “mellow” means mild taste.*
- Repeat this process with the word “treasures.” *The word “treasures” means important things.*

Story Retell

- Fill a container with the suggested items (or a combination of the items and picture cards or just picture cards). Tell students that after you read the story *In November* today, you will use the items (pictures) in the container to help them remember what happens in the story. **Today when I read *In November*, listen carefully so you will be able to tell about something that happens in the story.**

Item:	Page	Represents:
Mouse	title page, dedication page, or page 3	small creatures preparing for winter
Bird(s)	pages 7 and 8	Some birds move for the winter; others prepare by finding berry treasures.
Farm animals	pages 10 and 11	Animals sleep more in the winter.
Pumpkin and/or apple	page 18	fall foods
Family members	pages 22 and 23	Families come together to share a special meal.

- Read the story.
- Quickly place students in five groups. Pull out each item from the container, and describe it.
- Model using an object (or a picture card) to tell about the part of the story that it represents. For example, hold up the mouse, and say, **In November, small creatures get ready for winter.**
- Distribute one object (or picture card) to each group. Name each object (or picture) as you hand it to the group. Invite students to talk with the members of their group about what the object (or picture card) reminds them about in the story. Allow students sufficient time to talk about the item and what it represents in the story.
- Use the Zero Noise Signal to bring students back together. Select a member of each group to tell about the group’s object (or picture card) and what happens in the part of the story that it represents.
- Close the activity by asking students to tell about something they like to do in November. T-P-S: **When the winter comes, what do you like to do?**

 Depending on the climate where you live, you may want to modify the question to reflect something with which your students will identify.



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 | KinderCorner Farm

Description:

- The dramatic play area will continue to be a farm.

When You Tour:

- Remind students that the dramatic play lab is a farm and that they can plant and harvest crops. Ask students who have already visited the lab to describe how they used the materials to make crops.

Blocks Lab | Covering Leaf Shapes

Description:

- Students will use blocks to cover large leaf shapes on the floor.

When You Tour:

- Remind students that they can use blocks to cover large leaf shapes on the floor.

Art Lab | Four Seasons

Description:

- Students will continue to fold pieces of paper into four panels and draw or paste images that are related to each season.

When You Tour:

- Remind students that they can fold a paper into four panels and draw or paste images that are related to each season on it. Ask students who have already visited the lab to show their work.

Classroom Library | Free-Choice Reading

Description:

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

When You Tour:

- Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that the lab is open today.

Math Lab | Pie Shop

Description:

- Students will create recipes and measure ingredients for fall pies.

When You Tour:

- Remind students that they can write their own recipes and bake fall pies in the math lab today.
- Ask students to identify the shape of their pies or any of the ingredients.

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 they can explore educational software or listen to music.

Sand/Water Lab | Floating Leaves

Description:

- Students will test leaves and other items to see whether they sink or float in water.

Purpose:

- This lab provides students with an opportunity to investigate the natural world with a focus on water and sand.

When You Tour:

- Explain that students will put leaves and other items in water to see whether they float.

Facilitate Learning:

- Join students as they test the leaves and other items to see whether they will float.
- Ask students questions that prompt them to make predictions and draw conclusions.

Examples:

- **I wonder if _____ will float?**
- **Why do you think _____ floats, but _____ sinks?**

Science Lab | Scientist’s Station: Pumpkin Exploration—The Outside

Description:

- Students will examine the outside of a pumpkin.

Facilitate Learning:

Reinforce use of the theme-related vocabulary by making a statement such as, **Cooking with pumpkins is one of my favorite things to do in autumn.**

Writing Lab | Fall Changes

Description:

- Students will write about things that change in the fall.

Purpose:

- This lab provides students with an opportunity to record seasonal changes.

When You Tour:

- Point out the accordion-like folded paper and crayons. Explain that students will write about or draw a picture of one fall change in each section of the accordion paper.



T-P-S: What are some of the changes that happen in the fall that you could include in your book?

Facilitate Learning:

- Listen to students as they share their writing. Record what they say on self-stick notes. Help students write and draw in each section. Remind them to use their emergent-writing strategies to help them share their ideas.



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

Ten-Frames

Hundreds Chart

Shapes Around Us

- Ask students to look at the posters that have been added to the calendar board. Say, **Yesterday we learned about circles. Do you see a poster with circles around the edges? Yes.** Point to the circle poster, and say, **We are going to record the things we see that are circles.** Point to your head, and say, **Try to remember where you found circles on our shape hunt around the room yesterday.** Pause. **Did you see any circles on your way home yesterday or in your house?** Pause. **Let's record the circle shapes that you remember in our room and any that you found on your way home and in your homes.** Record several of students' examples of circles on the poster using a dry-erase marker.



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

- Provide a variety of nuts. Include peanuts, peanut butter (and/or another nut butter, e.g., cashew or almond butters), and crackers.

Teacher's Note: Before serving any snack with nuts, make sure you know all the students' allergy histories.

During snack time, talk about the fact that squirrels and people sometimes like to eat the same kinds of food (e.g., nuts). Compare other foods that both squirrels and people eat (e.g., corn) and foods that one eats but the other does not.

- Invite students to talk with their partner about the Partner Challenge. Our Partner Challenge today is to tell your partner an "I" Message about something that makes you feel excited.



Allow students time to talk with their partners about the Partner Challenge. If necessary, use Think-Pair-Share to review the active-listening skills that they will need to listen carefully to their partners.



Remind students that you will award pocket points for complete "I" Messages.

Outside/Gross-Motor Play

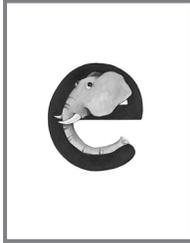
- Invite students to play Acorn, Acorn, Apple, a variation of Duck, Duck, Goose, downplaying the competitiveness.
- Some students may want to pretend to be squirrels looking for nuts to store for the winter. Ask them what kinds of nuts the squirrels would be looking for, where the nuts come from, and where they think the squirrels would find them. If you live in an area where acorns are found, encourage students to hunt for acorns according to the answers they give you. Do they find any nuts or acorns in those places?
- Bring the thermometer from the science lab outside with you, and allow time for the temperature to register. Gather students around, and have them determine what the temperature is. Record the temperature to be graphed during Let's Think About It. Bring the thermometer outside with you at the same time each day so students can track the daily temperature.



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: /e/ – 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.
- Show the Animated Alphabet segment for /f/.

Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she 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 /e/ sound at the beginning of each word by stretching or extending it.

Every elephant enters.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “every,” “elephant,” and “enters”?**
- Explain that /e/ 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 /e/, stretching the /e/ sound at the beginning of each word.



Let’s practice that sound.

Teacher: /e/ very	Students: /e/ <i>very</i>
Teacher: /e/ lephant	Students: /e/ <i>lephant</i>
Teacher: /e/ nters	Students: /e/ <i>nters</i>

Mnemonic Picture

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



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

- Play the Animated Alphabet segment for /e/. Point out that the elephant makes the /e/ sound as it rolls the boulder.

People, Pictures, and Objects

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

elephant

envelope

escalator

- 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 /e/ 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 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 /r/, /e/, and /d/ 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 “red.” Repeat with the word “mop.”

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. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.
- 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 the all the sounds or words.



Forming the Letter

Introduce the shape of /e/.

- Explain that now you will show students how to write the letter that makes the /e/ sound. Trace the letter with your finger as you say the letter-writing cue “**Right under his ear, then all around his trunk.**” 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? An elephant. Yes, this letter looks like an elephant.

Write /e/.

- 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 name of mnemonic picture. 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 /e/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /e/ 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.
 - /f/ **Curve down the flower, then across the leaves.**
 - /b/ **Down the bat and right around the ball.**
- 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.

red

mop

- Collect the Partner Practice Booklets.

Emergent Reading

Story Review

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

Yesterday we read this story, *My Pumpkin*. We saw how the seed grew into a plant, then a vine, and then a pumpkin and how someone turned that pumpkin into a pumpkin pie!

- Review the focus skills.

There were lots of word-wall words in our story. Let's review all the words on our word wall.

Quickly point to each word on the word wall. Have students read the words in unison. Then draw attention to the words "I," "have," and "a." Remind students that they will see these three words on every page in their books except the last page.

To remember what the other words say, remember that you can look at the pictures.

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



- Ask students to look around the room and find something that is in the shape of a circle. Invite a few students to share the objects they found.
- Award pocket points if several students are able to successfully identify circles in the classroom.



T-P-S: Think about what you learned during the last math time. What did we learn about circles?

RWE: We know that a circle is round. We know that a circle has no corners or sides. We know that our Number-Recognition Circle is a circle.

Active Instruction

- Introduce the concepts of rectangles and squares to students.

Today we are going to learn about rectangles and squares.



- Select six students to come to the front of the room. Ask them to lie on the floor to form a rectangle—two students form each of the longer sides, and one student forms each of the shorter sides. As you guide students in forming a rectangle, say, **A rectangle has four sides and four corners. Opposite sides—sides across from each other—are the same length.** When the six students are lying on the floor as directed, invite the other students to look at the rectangle.

WGR: How many sides does our rectangle have? Four. Let’s count them.

Point to the students who are forming the rectangle on the floor as you count, **1, 2, 3, 4.**

- Point out that the opposite sides are the same length. Mention that one pair of sides is longer than the other pair of sides. Say, **This is a rectangle.** Ask students who are forming the rectangle to return to their places.
- Tell students that now you will form a square and that a square is a special kind of rectangle. Select four different students—all of approximately equal height—to come up, lie on the floor, and form a square. As you guide students in forming a square, say, **A square has four sides and four corners like a rectangle does, but all four sides of a square are the same length.**

- When students are lying on the floor as directed, invite the class to look at the square. WGR: **How many sides does our square have? Four. Let's count them. 1, 2, 3, 4.**
- Hold up a rectangle made from a piece of construction paper. Ask students to identify it. Then hold up a square made from a piece of construction paper. Ask students to identify it.



Ask students to look closely at both the square and the rectangle. T-P-S: **How are the square and the rectangle similar? They both have four corners. They both have four sides.** T-P-S: **How is a square different from a rectangle? All four sides of a square are the same length.**

Partner Practice



- Tell students they will go on another shape hunt today. Review the activity with students.

Now that you know what a rectangle and a square look like, you are going to go on another shape hunt. You and your partner are going to go around the room and look for squares and rectangles. I want you to find three squares and three rectangles. WGR: How many squares are you going to find? Three. WGR: How many rectangles are you going to find? Three. When you and your partner have found three squares and three rectangles, I want you to come back and sit down.

- Distribute the shape finders to students.
- Remind students to walk carefully and quietly around the room as they hunt. Allow them a few minutes to hunt. When the majority of students are seated, ask all students to return to the circle on the floor.
- Ask each partnership to show the rest of the class one of the squares and one of the rectangles that they found in the room. Ask students how they know that they found the correct shapes. Then ask the class if they agree that the partnership found a square and a rectangle. If they agree, ask the partnership to attach the correct labels to the objects.

If students confuse a rectangle and a square, ask them what makes a square a special rectangle. Then ask them to think again about what the object is that they are pointing to.

If students point to a cube or rectangular prism instead of a square or rectangle, explain that the sides of a box are squares and rectangles, but the box itself is a solid. Tell them that they will learn more about solids later in the week.



Recap

- Review the places where students found squares and rectangles in the classroom.
- Award pocket points if most students are able to successfully identify squares and rectangles in the classroom.
- Play the “Lightning Bug Shapes” video to reinforce shapes.
- Review today’s lesson by asking students to draw a square in the air. WGR: **How many corners do squares and rectangles have? Four. How many sides do squares and rectangles have? Four. What makes a square special? All four sides are the same length.**

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

- “Trees,” *The 20th Century Children’s Poetry Treasury*, page 45

Introduce the Poem

Remember that yesterday’s poem was about the changes in an apple tree throughout the seasons. I am going to read it again. The person who wrote the poem writes that trees are the kindest things he knows.

- Read the poem in a gentle voice.



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 how the weather changes in the fall. Imagine that you are outside on a fall day. Write about what you see, hear, taste, smell, or feel.



On a fall day, what would you see, hear, taste, smell, or feel?

- 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 feel a cool wind.”

- 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, copy a word, and remember 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 feel a cool wind."

– **The first word is "I." I can copy that word from the word wall.**

Remember, when we write the word "I," it is always a capital, or uppercase, letter like it is written on the word wall. Write "I" on the first line.

– **The second word is "feel." What sounds that you know can you hear in "feel"? If necessary, repeat the word slowly. Write any sounds that students suggest.**

– **"A." I remember how to write that word. Write "a."**

– **"Cool" is the next word. I hear the /c/ sound at the beginning of that word, so I'll write the letter that says /c/. Write "c."**

– **The last word is "wind." I think I will draw a picture for "wind." Draw wavy lines to represent "wind."**

- 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 know that there are four seasons. This week we are talking about the season of fall. It is fall right now! There are a few ways we can tell it is fall. The leaves begin to change color and fall from the trees, and the weather begins to get cooler.

- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it. Tell students that they will keep track of the temperature for several days by charting it on a graph.
- Help them locate the day of the week and the temperature on the graph. Color in the space from 0 to the number of today’s temperature on the large graph. Tell students that you will color in a bar for each day.

Teacher’s Note: This activity will continue for the duration of the unit.

Teacher’s Note: Post this graph in a place in the room where students can refer to it throughout the unit. You may wish to leave it up through the rest of the year and refer to it as the seasons and temperatures change. If you can’t leave it up, put it away so you can bring it back out for unit 8: *Winter Weatherland* for students to compare the temperatures at different times of the year.

- Invite students who visited the science lab today to share their observations and predictions about the pumpkin.
- Recite the rhyme “Fall” with students.



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 “fall.” Fall is the season of the year that comes after summer and before winter. T-P-S: When did we see, hear, or use the word “fall” today?

Another word we learned is “autumn.” “Autumn” is another word for fall. T-P-S: When did we see, hear, or use the word “autumn” 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:
fall
autumn

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Leaves change fall.	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, Leaves change in the fall.</i>
The student responds in a complete, but not very elaborate, sentence. Fall is here.	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. Can you tell us more about how you know fall is here?



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 tell your partner an "I" Message about something that makes you feel excited.

- Allow students a moment to review their "I" Messages from earlier in the day. If you feel they are ready to do so, invite students to share their partners' "I" Messages.
- Use the sharing sticks to select partnerships to share their "I" Messages. Award pocket points when students give complete "I" Messages that tell what makes them feel excited 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 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 Pumpkin* books. **You get to bring these books home with you today! Share *My Pumpkin* 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 as a reminder to watch today's Home Link show.

Day 3 | Ready, Set...

Focus

Plants change in the fall.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Literacy Lab: Key card for “e”
Gathering Circle	<ul style="list-style-type: none"> Feelings Tree Trade book: <i>Lots of Feelings</i> Leaves for the Feelings Tree (appendix)
Theme Exploration	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Theme vocabulary word card for “harvest” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Joey puppet
STaR	<ul style="list-style-type: none"> Trade books: <i>The Fall Festival</i> and <i>In November</i>
15-Minute Math	<ul style="list-style-type: none"> Number-Recognition Circle 6–10 Clothespin
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Oat-ring cereal Peanuts (if no classroom allergies) Sunflower seeds Paper cups, (two per table) Plastic spoons Squirrel Feed Recipe (appendix)
Stepping Stones	<ul style="list-style-type: none"> Key card for “l” or IWB access “Ll” Uppercase and Lowercase Letter Card Letter-Blending Cards (“l,” “e,” “g,” “r,” “d”) or IWB access KinderRoo puppet /l/ picture cards or IWB access (lamp, leaf, lion) Common /l/ objects (optional) Stepping Stones Partner Practice Booklet for unit 5 Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets) KinderCorner 2nd Edition Plus Media and Software flash drive Concepts-of-print book (teacher and student copies): <i>Dress Up</i>

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Triangle made from a piece of construction paper • Three-by-five-inch index cards labeled “triangle,” one for each partnership • Shape finders, one per student (Adjust the shape part of the wand to be in the shape of a triangle.)
Let’s Daydream	<ul style="list-style-type: none"> • “Autumn Woods,” <i>The 20th Century Children’s Poetry Treasury</i>, page 67
Write Away	<ul style="list-style-type: none"> • No new materials
Let’s Think About It	<ul style="list-style-type: none"> • Class temperature graph (optional) • Markers or crayons • Trade book: <i>Our Pumpkin</i> • Home Link animal hand stamp: koala

Learning Labs—Additional Materials

Blocks Lab Build a Farm
<ul style="list-style-type: none"> • Pictures of barns, sheds, silos, and other farm buildings displayed as models from various books • Cut grass (long pieces) (optional) • Cornstalks (optional) • Blocks • Figures of farm animals
Art Lab Tree Art
<ul style="list-style-type: none"> • Tempera paint in different shades of brown and in red, yellow, orange, and green • Easel paintbrushes • Large paper tree made from butcher paper or other heavy paper
Literacy Lab Play School: Letter Posters
<ul style="list-style-type: none"> • Letter poster for /e/

Day 3

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 2

Literacy Lab

- Add the key card for “e” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /e/.

Math Lab

- Encourage students to make sets of six with the math manipulatives.

Computer/Media Lab

- Same as day 2

Writing Lab

- Same as day 2

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: 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: Last night's show talked about the season of fall. What is something you might see during the fall?

- 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.

Take a Picture Walk through the book *Lots of Feelings*. **T-P-S: What are some feelings we learned about in this book? T-P-S: Why is it important to know what our feelings are? We can tell others how we feel.**

Display the Feelings Tree where all can see. Explain that this Feelings Tree will be on the wall to help us remember the many different feelings that we may have. **When we name feelings, we will put them on the tree to help us remember the many feelings that we can have. When we want to give an "I" Message, we can look at the Feelings Tree to help us name our feelings. When we give "I" Messages, we tell others how we feel and why we feel that way. We're going to keep practicing how to give "I" Messages about our feelings so we can become experts.**

Point to the words "mad" and "sad" that are preprinted on the Feelings Tree. **These words have sounds that we know. We can use Stretch and Read to read them.** Invite students to help you stretch and read the words "sad" and "mad." Point to the word "happy" on the Feelings Tree. **We can use the picture clue to help us figure out what this word says. T-P-S: What is this word?**





Invite the Cool Kid to help you determine where a feelings word fits on the Feelings Tree. Hold up the leaf with the feelings word “excited.” T-P-S: **This word is “excited.” What did we say “excited” means?** *Very, very happy.* WGR: **Where will we put the leaf with the word “excited” on it on our Feelings Tree?** Have the Cool Kid put the leaf on a branch near “happy.”

Repeat the process with the word “grumpy.” T-P-S: **What did we say “grumpy” means?** *Grouchy, maybe a little angry.* Have the Cool Kid place the leaf with the word “grumpy” near “mad” on the Feelings Tree.

Review the meaning of the other feelings words printed on the remaining leaves.

Feelings Word	Meaning
Surprised	Find out something you didn't know
Frightened	Afraid, scared
Proud	Feel good about yourself
Shy	Not comfortable with other people
Curious	Wanting to know about things
Confused	Mixed-up feelings

Partner Practice

- Place students into six groups by combining partnerships. As you distribute a leaf to each group, tell the group the feelings word printed on their leaf. Have each group talk about the word on their leaf and decide where on the Feelings Tree it belongs. Which feelings word is it most like?
- Allow students enough time to discuss their feelings words to determine where they will go. Select one student from each group to attach his or her group’s leaf to the tree.

Partner Challenge

- Explain the challenge.

Our Partner Challenge today is to tell your partner an “I” Message about a time when you felt surprised. Remember there are two parts to an “I” Message. First, you tell how you felt (surprised), and then, you tell why you felt that way.

- Provide a moment for students to practice making “I” Messages about feeling surprised. Remind them that they will talk more about the Partner Challenge at snack time.
- Tell them you will award pocket points when they give “I” Messages that have both parts.





Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What changes have you noticed in the flowers and trees since the summer?**

We have been learning about the season of fall. I think our Daily Message is going to tell us more about flowers and trees in the fall.

Daily Message

IN THE FALL, PLANTS CHANGE BECAUSE OF THE COOL WEATHER.

- Write the Daily Message in front of students, using all uppercase letters. Read each word aloud 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:
 - WGR: **Something seems funny about today’s Daily Message. What is wrong with this message? All the letters are uppercase. Right! Should all the letters be uppercase? No. Should any of the letters be uppercase? Yes. Which letter should be uppercase? The first letter in the sentence, “I.” Yes. Only the first letter in a sentence is written in uppercase.** Write the sentence with the correct capitalization directly below the original message. Draw a line through the first message. **This looks much better!**
 - **We know all the sounds in the first word. Let’s stretch and read it together.** Lead students to stretch and read the word “in.”
 - WGR: **Now that the message is written the correct way, do you see any words that you know? Think about the words on our word wall. Which words look familiar? “The.”** Circle both occurrences of “the” in the message.



Theme Learning



- Explain the content of the Daily Message.

Let’s talk about the meaning of our sentence. T-P-S: What do you think the message means? Why might cool weather make plants change? Answers will vary. Restate some responses. **Let’s watch our video again and see what other changes we notice about the fall.**
- Play the “Fall Around the World” background video. Ask students what they learned about fall from the video.
- Discuss some of the ways that flowers and trees change in the fall.



As the weather gets colder, we notice that things around us begin to change. The summer flowers begin to fade, and some different flowers

begin to bloom. Soon, many flowers will die because it will be too cold for them, and they won't have enough sunlight.

The leaves on some trees have changed from green to the bright colors of red, orange, or yellow. Many are beginning to turn brown, die, and fall from the trees. It is too cold for them, and they aren't getting enough light to stay green. Soon, many of the trees will have no leaves at all, but they will grow new leaves in the season of spring when the air gets warmer.

- Introduce the concept of a harvest.

As the weather gets cooler in the fall, many farmers begin to gather their crops, or food plants, because the crops are ready to be harvested, or picked. As the weather changes from hot to cool, many plants complete their life cycles. Their fruit is ready to be picked in cool weather.

In many parts of our country, farmers pick apples because the apples are ready to be picked, or harvested, from trees in the fall. In many parts of our country, pumpkins are ready to be picked, or harvested, from vines on the ground in the fall.

Think about it. Have you seen more pumpkins in the fall than in the summer? *Answers may vary.*



- Play the digital dictionary video for “harvest.”
- 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 “harvest.”

“Harvesting” means picking, or gathering, ripe food. We harvest fruits and vegetables, such as apples and pumpkins, in the fall. I can make a sentence with the word “harvest.”

Farmers harvest crops in the fall.



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 “Fall.” 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.

fall	/f-a-ll/	trees	/t-r-ee-s/	red	/r-e-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:

trough

heap

The Fall Festival

Written and illustrated by Mercer Mayer

A child tells about the activities and experiences that he has at a fall festival.

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.



***The Fall Festival* is the name of our story today. WGR: What is another word for the name of a story? The title. The author of the story is Mercer Mayer. WGR: What did the author do in this story? Wrote the words. The illustrator is also Mercer Mayer. WGR: What does an illustrator do? Makes the pictures.**

- 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 story is *The Fall Festival*. T-P-S: When you hear the title and look at the illustrations on the cover, what do you think this story will be about? *Fall, fall festivals, things children like to do in the fall.* Let’s look more closely at the illustration on the cover to see if we get some more ideas about this story. T-P-S: How do you think the young boy in the picture feels about fall? What about the way he looks makes you think that is how he feels? T-P-S: What do you notice about the little girl standing behind him? Who do you think that might be? Why?

- Introduce the story vocabulary words.

There are some new words in our story today. One of them is “**picking**.” **Picking** is what we do when we choose fruits or vegetables and pull them off of a tree branch or vine where they are growing.

Another word is “**carries**.” When we carry something, it means that we hold it and move it to another place. In this story, the child **carries** apples and pumpkins. Demonstrate carrying a basket of apples. **Show me how you would carry your apples home from a fall festival.**



Compare illustrations in different stories.

- Introduce the good-reader skill for today.

Good readers think about how the illustrations in the story are the same as or different from the illustrations in other stories that they have read.

Hold up the book *In November*. Show a few of the pictures. **As I read our new story, look carefully at the pictures. Then we will talk about how the pictures in this story are the same as or different from the pictures in the story *In November*.**

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 6:** Emphasize the words “fall,” “leaves,” “change,” “colors,” “red,” and “yellow” to help students focus on the nature of things, particularly plants, in the fall season. Point to the pictures of the objects that these words describe, and have students observe or perform the actions.
 - **Page 8:** T-P-S: **Why is the family wearing jackets? Fall is a season when the air starts to get cooler, and sometimes it feels chilly enough to wear a jacket. The weather causes plants and people to change.**
 - **Page 16:** I heard our new word “**picking**.” T-P-S: **What other fruits can you pick from a tree?**
 - **Page 19:** T-P-S: **Why does the boy say, “Yum!”?**
 - **Page 21:** T-P-S: **Why does the little boy say that the pumpkins are too funny looking?**
 - **Page 27:** T-P-S: **What happens when the little boy forgets to let go of the horseshoe?**
 - **Page 32:** **We learned a word that means to use your hands to move things from one place to another. T-P-S: Tell your partner the word that means using your hands to move things from one place to another.**

After Reading

Let’s stand up and pretend to pick apples from a tall apple tree. Have students reach up high with their hands, pretending to grasp and pull apples from a tree. Tell students to gently put their apples in their imaginary buckets as you demonstrate.

T-P-S: What kinds of things happen at the fall festival that show us something about fall?

We said good readers think about how the illustrations in a story are the same as or different from the illustrations in other stories that they’ve read. Hold up the books *The Fall Festival* and *In November*. These two books are both about things that happen in the fall. Let’s look at some of the pages to see if they are the same as or different from each other. Select pages from both books that are about the same topic, and have students compare the illustrations.

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

The family in this story brings some things from the fall festival back home with them. This reminds me of our new word “carries.” Let’s make a sentence together using the word “carries.” 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 with the word “picking.”



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

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 | KinderCorner Farm

Description:

- The dramatic play area will continue to be a farm.

When You Tour:

- Remind students that the dramatic play lab is a farm and that they can plant and harvest crops. Ask students how plants on the farm change in the fall.

Blocks Lab | Build a Farm

Description:

- Students will use blocks to build farm buildings.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop fine-motor skills, vocabulary skills, and develop oral language.

When You Tour:

- Tell students they will use the blocks to build farm buildings.
- Display pictures of silos, barns, sheds, or other farm buildings in other books.
- Ask students what they see in the blocks lab that they might use for the construction of silos and other farm buildings.

Facilitate Learning:

- Join students as they play and build farm buildings.
- Talk with students about where corn and hay are stored. Ask questions that prompt students to think about and plan their activities.

Examples:

- **Why do corn and hay need to be stored?**
- **How could you use the blocks to build a silo?**
- **Can you think of another building you would find on a farm?**

Art Lab | Tree Art

Description:

- Students will paint a large paper tree.

Purpose:

- Participation in this lab reinforces thematic concepts through art.

When You Tour:

- Ask students what they think they could do with the paper tree and brown paints that you have provided in the art area. Say, **Today you will paint the tree. Later in the week, you can glue leaves on it.**
- Tell students that they may also paint with the fall colors at the easel.
- You might show students pictures of tree trunks from some of the books in the library. Ask them what they recall about the textures and colors of tree trunks.

Facilitate Learning:

- Talk with students about what color(s) the leaves they put on the tree will be. Encourage them to use complete sentences, including the new vocabulary words “season” and “autumn,” in their explanations.

Examples:

- **What colors would the leaves on the tree be in autumn?**
- **How would the leaves be different in spring?**
- Take this opportunity to observe which students cooperate with others on completing tasks.

Classroom Library Lab | Free-Choice Reading

Description:

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

When You Tour:

- Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that you have added a new poster for /e/ today.

Math Lab | Pie Shop

Description:

- Students will create recipes and measure ingredients for fall pies.

When You Tour:

- Remind students that they can write their own recipes and bake fall pies in the math lab 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 they can explore educational software or listen to music.

Sand/Water Lab | Floating Leaves

Description:

- Students will test leaves and other items to see whether they sink or float in water.

When You Tour:

- Remind students that they can test leaves and other items to see whether they sink or float in water. Ask students what happens to leaves on trees in the fall.

Science Lab | Scientist’s Station: Pumpkin Exploration—The Outside

Description:

- Students will examine the outside of a pumpkin.

Facilitate Learning:

- Reinforce the use of the theme-related vocabulary by making a statement such as **I wonder what farm this pumpkin was harvested from.**

Writing Lab | Fall Changes

Description:

- Students will write about things that change in the fall.

When You Tour:

- Remind students that they can write about things that change in the fall. Ask students how plants change in the fall.



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

Ten-Frames

Hundreds Chart



TP-S: How many more days until we complete another row? How do you know?

Shapes Around Us

- Ask students to point to the poster with circles around the edges. Then ask, **Can you find the poster that has rectangles around the edges?** Select a student to come up and point to the rectangle poster. Then say, **Yesterday during Math Mysteries, you went on a shape hunt and looked for rectangles. Can you remember some of the things you found in the room that were rectangles?** Record students' responses on the poster. Then ask students to point to the poster that has squares around the edges. Point to the poster as you say, **Can you remember some of the things you found in the room that were squares?** Record students' responses on the poster.



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 the ingredients and the picture recipe for squirrel feed (appendix) available for each table.

Explain the steps to students. Invite two students to pass out the cups and spoons. Assist students in making their snack as needed.

Talk about which ingredients in the snack real squirrels would like to eat.

- Invite students to talk with their partners about the Partner Challenge.

Our Partner Challenge today is to tell your partner an “I” Message about a time when you felt surprised.



- 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 listen carefully so you will know if your partner remembers to tell how he or she felt and why he or she felt that way.

Outside/Gross-Motor Play

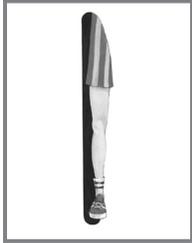
- Play Squirrel in the Tree. To begin the game, create several trees. Each one consists of two students who stand facing each other and holding hands. Each of the other students takes on the role of a squirrel. Some should stand inside the trees. At a signal, the squirrels leave the trees and run from tree to tree while other squirrels chase them. When a squirrel is caught, the chaser and the chased switch roles. Stop the game every few minutes so the trees and the squirrels can switch roles and everyone can have a turn being a squirrel.



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: // – 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.
- Show the Animated Alphabet segment for /e/.

Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she 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 /l/ sound at the beginning of each word by stretching it.

The long leg leaps.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “long,” “leg,” and “leaps”?**
- Explain that /l/ 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 /l/, stretching the /l/ sound at the beginning of each word.



Let’s practice that sound.

Teacher: /l/ ong	Students: /l/ ong
Teacher: /l/ eg	Students: /l/ eg
Teacher: /l/ eaps	Students: /l/ eaps

Mnemonic Picture

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



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

- Play the Animated Alphabet segment for /l/. Point out that the girl makes the /l/ sound as she tries to pull her leg out of the mud.

People, Pictures, and Objects

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

lamp

leaf

lion

- 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 /l/ 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 to read can be put together to make words. Model the process by placing the letter cards for /l/, /e/, and /g/ 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 “leg.” Repeat with the word “red.”

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 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 /l/.

- Explain that now you will show students how to write the letter that makes the /l/ sound. Trace the letter with your finger as you say the letter-writing cue “Down the long, long leg.” 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 leg. Yes, this letter looks like a leg.

Write /l/.

- 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 leg. 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 /l/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /l/ 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.
 - /e/ **Right under his ear, then all around his trunk.**
 - /f/ **Curve down the flower, then across the leaves.**
- 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(s) the sound on the lines to spell the word.

leg

red

- Collect the Partner Practice Booklets.

Emergent Reading

Story Introduction

- Show the cover of *Dress Up*. Introduce the title and author.

**We've been talking about how we might dress differently in the fall.
Sometimes we dress differently because it's getting colder outside.
Sometimes it's fun to dress up and pretend that we are someone else.
That's what the kinderfriends are doing in our story today.**

Look at the cover of our book. What is José pretending to be?
A firefighter.

- 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.
- Write "I am a" on the board. **These words are on most of the pages of our story.** Help students read the words by referring to the word wall for "I" and "a" and by sounding out the word "am."

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



T-P-S: What makes a square a special kind of rectangle? *All four sides are exactly the same length.*



- Award pocket points if several students are able to successfully answer the question.

T-P-S: Think about what you learned during the last math time. What did we learn about squares and rectangles?



RWE: We know that squares and rectangles have four corners and four sides. Give examples such as “The chalkboard is a rectangle,” and “The floor tile is a square.”

Active Instruction

- Introduce the concept of triangles to students.

Today we are going to learn about triangles.



- Select three students to come to the front to form a triangle as they lie on the floor. As you guide students in forming a triangle, say, **A triangle has only three sides and three corners.** When the three students are lying on the floor as directed, invite the other students to look at the triangle.

WGR: How many sides does our triangle have? **Three. Let’s count them.** Point to each student (side of the triangle), and count, **1, 2, 3.** How many corners does our triangle have? *Three.* **Let’s count them.** Point to the corners of the triangle, and count, **1, 2, 3.** **This is a triangle. It has three sides and three corners.**

- Invite two more students to come up and join the students on the floor to make a new triangle in which all the sides are not the same length; that is, place two students head to foot for the sides of the triangle, and have one student be the base of the triangle.

WGR: Is this a triangle? *Yes.* **How do you know?** *It has three sides and three corners.* **The sides of this triangle are not the same length, but it is still a triangle because it has three sides and three corners.**

Partner Practice

- Tell students they will go on another shape hunt today. Review the activity with students.



Now that you know what a triangle looks like, you are going on another shape hunt. WGR: What shape do you think you will be looking for today? *Triangles*. You and your partner are going to go around the room and look for triangles. I want you to find three triangles. WGR: How many triangles are you going to find? *Three*. When you and your partner have found three triangles, I want you to come back and sit down.

- Distribute the shape finders to students.
- Remind students to walk carefully and quietly around the room as they hunt. Allow them a few minutes to hunt. When the majority of students are seated, ask all students to return to the circle on the floor.
- Ask each partnership to show the rest of the class one of the squares and one of the rectangles that they found in the room. Ask students how they know that they found the correct shapes. Then ask the class if they agree that the pair found a square and a rectangle. If they agree, ask the partnership to attach the correct labels to the objects.

If students point to a pyramid instead of a triangle, explain that some of the sides are triangles, but the pyramid itself is a solid. Tell them they will learn more about solids later in the week.

Recap

- Review the places where students found triangles in the classroom.
- Award pocket points if most students are able to successfully identify a triangle in the classroom.
- Review today's lesson by asking students to draw a triangle in the air. WGR: How many sides does a triangle have? *Three*. **How many corners does a triangle have? *Three*. Do the sides of a triangle have to be the same length? *No*.**
- Play the “Hexagon, Triangle” video to reinforce shapes.



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

- “Autumn Woods,” *The 20th Century Children’s Poetry Treasury*, page 67

Introduce the Poem

Listen to today’s poem, and think about what senses the author is using as he describes being in the woods in autumn.



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 how plants change in the fall. You are going to write about what happens to trees in the fall.



What happens to trees in the fall?

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

I think that I will write a sentence that says, “Leaves turn different colors.”

- 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, copy a word, and remember 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, “Leaves turn different colors.”

- **The first word is “Leaves.” I hear some sounds that we’ve learned in that word. What sounds do you hear in “leaves”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Turn” is the next word. I hear a /t/ sound at the beginning of “turn.” What other sounds do you hear?** Write any sounds that students suggest.
 - **“Leaves turn different colors.” The next word is “different.” I hear a few sounds that I know in that word. I hear /d/, /i/, /f/, /r/, /n/, and /t/.** Write each sound as you say it.
 - **The last word is “colors.” “Colors” is a word that I have seen many times, and I can remember it.** Write “colors.”
- 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 if 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 some of the changes that plants make in the fall. Tree leaves turn from green to bright shades of red, orange, and yellow. After tree leaves change colors, they fall to ground. Food plants get ripe in the fall. This means that they are ready to be picked. Farmers harvest crops, such as apples and pumpkins, in the fall.

- Introduce the book *Our Pumpkin*.

When we think about the fall, we often think about pumpkins. We don't see pumpkins in the winter, spring, or summer. This is because pumpkins are harvested in the fall. Some of you have been learning about pumpkins in the science lab this week. Let's read this book and see what else we can learn about pumpkins.

- Read *Our Pumpkin* aloud to students.

We learn a lot from pumpkins! If you have not visited the science lab already this week, you might want to visit it tomorrow or the next day to spend some time learning about pumpkins.

- Invite students who visited the science lab today to share their observations and predictions about the pumpkin.
- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today's temperature on the class graph. If your students are creating individual temperature graphs, allow them time to move to the tables and graph today's temperature.
- If time allows, invite students who created trees in the art lab today to share their trees with the class.



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 “harvest.” When farmers harvest their crops, they gather all the food that is ready to be picked. T-P-S: When did we see, hear, or use the word “harvest” 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.

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

Theme Vocabulary:
harvest

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Harvest food.	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, Farmers harvest food.</i>
The student responds in a complete, but not very elaborate, sentence. Farmers harvest food.	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. Can you tell us more about the types of foods that farmers might harvest?



- 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 tell your partner an "I" Message about a time when you felt surprised.

- Allow students a moment to review their "I" Messages from earlier in the day. If you feel they are ready to do so, invite students to share their partners' "I" Messages.
- Use the sharing sticks to select partnerships to share their "I" Messages. Award pocket points when students give a complete "I" Message that tells how they felt and why they felt this way.
- 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 one of your KinderCorner books, such as *My Pumpkin*, 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

Animals make changes in the fall.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Copies of the concepts-of-print book <i>Dress Up</i> and the trade book <i>The Fall Festival</i>, ear and mouth cards Literacy Lab: Key card for “l”
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>In November</i> Theme vocabulary word cards for “hibernate” and “fur” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive <i>Language Play & Listening Fun for Everyone!</i> CD Sentence strips or chart paper
STaR	<ul style="list-style-type: none"> Trade book: <i>The Fall Festival</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nutritious fall snacks (e.g., apple butter on whole wheat crackers, etc.)
Stepping Stones	<ul style="list-style-type: none"> Key card for “h” or IWB access “Hh” Uppercase and Lowercase Letter Card Letter-Blending Cards (“h,” “o,” “t,” “l,” “a,” “p”) or IWB access KinderRoo puppet /h/ picture cards or IWB access (hand, hat, heart) Common /h/ objects (optional) Stepping Stones Partner Practice Booklet for unit 5 Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets) KinderCorner 2nd Edition Plus Media and Software flash drive Concepts-of-print book (teacher and student copies): <i>Dress Up</i>
Math Mysteries	<ul style="list-style-type: none"> Shape Sheets (appendix); tape the shapes, in random order, on the floor to outline a large circle. Shape cards (appendix); one set per partnership – each set has one circle, one square, one triangle, and one rectangle card (save the cards for unit 10)

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> • “Autumn Woods,” <i>The 20th Century Children’s Poetry Treasury</i>, page 67
Write Away	<ul style="list-style-type: none"> • No new materials
Let's Think About It	<ul style="list-style-type: none"> • Class temperature graph • Student temperature graphs from day 2 (optional) • Markers or crayons • Concepts-of-print book (student copies): <i>Dress Up</i> • Home Link animal hand stamp: leopard

Learning Labs—Additional Materials

Art Lab Leaves on a Tree
<ul style="list-style-type: none"> • Tree made in art lab on days 1–3 • Glue • Leaves collected by students or paper leaves if you live in an area where there are no deciduous trees
Literacy Lab Play School: Letter Posters
<ul style="list-style-type: none"> • Letter poster for /l/
Science Lab Scientist’s Station: Pumpkin Exploration—The Inside
<ul style="list-style-type: none"> • Pumpkin from days 1 and 2 • Knife to cut pumpkin open (for teacher only) • Paper towels • Spoons • Magnifying glasses

Day 4

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *The Fall Festival* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Dress Up* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Add the key card for “1” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /l/.

Math Lab

- Same as day 3

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

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
<ol style="list-style-type: none"> 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: In last night’s story, *Under the Harvest Moon*, which season is it? Fall.



- Use the sharing sticks to select two or three children to share their responses and what they liked about the story. Award pocket points in recognition of thoughtful answers.

Partner Challenge



- Explain the challenge.

We keep practicing how to give “I” Messages so we can become experts at telling people how we feel and why we feel that way. Our Partner Challenge today is to tell your partner an “I” Message about something that makes you feel curious. T-P-S: What does it mean when you feel curious? RWE: You feel curious when you want to know about something. I feel curious when I see something new in our classroom because I want to know why it is here. Remember, there are two parts to an “I” Message. First, you tell how you feel (curious), and then, you tell why you feel that way.

- Provide a moment for students to think about something that makes them feel curious. Remind them that they will talk more about the Partner Challenge at snack time.
- Tell them you will award pocket points when they give “I” Messages that have both parts.

Brain Game

- Explain the game.

Our game this week is Copy Me! Copy Me! helps us to exercise our mind muscles for remembering. Demonstrate the Remember signal (hands held on either side of your head, massaging your temple).

Distribute one set of pattern-making materials to each student. Review how to play the game with today's Cool Kid if necessary. Invite students to play Copy Me! with their partners. T-P-S: **How did your remembering mind muscles help you with this game?**

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



Yesterday I asked you to look for something that you notice in the fall that you didn't see in the summer. Tell your partner what you found. If you brought in what you found, you may quickly and quietly get your object, come back, and share it with your partner.

Our Daily Message is going to tell us more about the seasons and how they change.

Daily Message

In the fall, animals change because of the cool weather.

- 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:
- Read the message again without pointing to the words as you read them. Pause as you encounter the comma.
 - **Why did I pause as I read today's Daily Message?** If students do not pick up on the pause, reread the sentence with an evident pause. **Yes, there is a comma in our sentence.** Circle the comma in the sentence. **Commas tell us to take a short breath as we read. Commas separate two ideas. "In the fall." That's one idea. It tells us a time. "Animals change because of the cool weather." That's another idea. It is a fact, or a statement that is true.**



Theme Learning



- Explain the content of the Daily Message.

Today’s message tells us that animals change in the fall. Let’s think about this. I wonder what it could mean. T-P-S: Does anyone have any ideas? Answers will vary. You have some great ideas!

- Use the book *In November* to help students make connections about the types of changes that animals make in the fall.

We read this book in STaR the past couple of days. This book tells us about many of the changes that happen in the fall. Let’s take another look and see if we can tell how some animals change in the fall.

- Read page 6 aloud to students.



WGR: What do birds do in the fall? They fly away from their homes. Yes. Some birds and other animals, such as butterflies, leave their homes and move to warmer places for the winter.

- Read pages 10–15 aloud.

WGR: What do animals do in the fall? They sleep. They go where it is warm.

Elaborate on students’ responses. **Yes. Some animals sleep more. Animals such as bears, chipmunks, and groundhogs sleep for very long periods of time during the winter. There is not much food for them to eat when it is cold, so they eat a lot in the fall and then sleep a lot in the winter. When animals sleep all winter long, we say that they hibernate.**

Other animals do a lot of work during the fall to help them get ready for the winter. Animals such as beavers and squirrels spend the fall gathering and storing food so they will be ready for the winter.

Animals’ bodies change too. Some animals, such as rabbits and deer, grow new, thicker fur in the fall to help them get ready for the cold weather. These animals grow extra fur to keep them warm because they can’t put on extra sweaters, coats, and mittens like we can!



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

One of our new words today is “hibernate.” To “hibernate” means to sleep for a very long time.

I can make a sentence with the word “hibernate.”

The bear will hibernate in this cave.

Our other new word for today is “fur.”

Fur is the soft coat of hair that covers animals such as dogs, cats, and bears. I can make a sentence with the word “fur.”

A rabbit’s fur grows thicker in the fall.



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



Develop Phonological Awareness—Recognizing Alliteration

- Guide students in identifying an alliterative phrase.



WGR: What is a pie made with apples called? *Apple pie*. Yes, a pie made with apples is called an apple pie. What is a pie made with pumpkin called? *Pumpkin pie*. Yes, a pie made with pumpkin is called a pumpkin pie. Please say those two words—“pumpkin pie.”

WGR: What sound do you hear at the beginning of “pumpkin” and “pie”? /p/. Yes. “Pumpkin” and “pie” begin with /p/.



T-P-S: What other words begin with /p/?

- Tell students that a tongue twister is a sentence, or group of sentences, in which most of the words begin with the same sound. Tell students you will listen to a tongue twister called “Peter Piper.”
- Play “Peter Piper” on *Language Play & Listening Fun for Everyone!*
- Tell students that the class will create its own tongue twister using some of the /p/ words that they thought of. Assist students in putting /p/ words together to create a new tongue twister. Write the tongue twister on a sentence strip or chart paper to be read over and over again by students. An example would be “People pick pumpkin plants.”
- Read the entire tongue twister together.
- Award pocket points if several students are able to successfully produce initial /p/ 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. Do you remember the title? The Fall Festival.

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

WGR: The illustrator is also Mercer Mayer. 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 “picking.” What does “picking” mean? *Taking something, like fruit, off of a tree or vine.*

T-P-S: Can you think of a sentence that uses the word “picking”? 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 “carries.” *The word “carries” means holding something and moving it somewhere.*

Story Retell

- Explain to students that they will act out parts of the story as you read it. **Today when I read this story, you will pretend to do the things that the child in the story does.**
- Read the story, pausing to prepare students to pantomime as explained below. **Listen carefully as I read the story *The Fall Festival* so you can do the things that the child in the story does.**
 - **Pages 7 and 8:** Have students pretend to ride in a car.
 - **Page 9:** Have students pretend to pull a wagon behind them.
 - **Pages 10 and 11:** Have students pretend to eat an apple and drink apple cider.
 - **Pages 12 and 13:** Have students pretend to take a hayride.
 - **Pages 16 and 17:** Have students pretend to pick apples from an apple tree.
 - **Pages 22 and 23:** Have students pretend to carry a pumpkin.
 - **Pages 26 and 27:** Have students pretend to play horseshoes.

- Close the activity by having students tell their partners which part of the story they liked acting out best.

T-P-S: Tell your partner what you like acting out best from this story. Why did you like this part?



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

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 | KinderCorner Farm

Description:

- The dramatic play area will continue to be a farm.

When You Tour:

- Remind students that the dramatic play lab is a farm and that they can plant and harvest crops.

Blocks Lab | Build a Farm

Description:

- Students will continue to build farm buildings.

When You Tour:

- Remind students that they can use blocks to build farm buildings.

Art Lab | Leaves on a Tree

Description:

- Students will glue real or paper leaves on the large paper tree.

Purpose:

- Participation in this lab reinforces thematic concepts through art.

When You Tour:

- Tell students they can glue real leaves (if they have collected them) or paper leaves to the large paper tree that they painted yesterday.
- Demonstrate gluing a leaf on the tree.

Facilitate Learning:

- You might ask questions such as “Where do the leaves grow on the tree in the spring?” if you want to discourage students from putting most of the leaves on the trunk. If you have looked at trees as a class and students have paid attention to details, they may remember this fact. Of course, since these are fall leaves, they may be caught in midair and glued as they fall!
- Engage students in a discussion in which you compare and contrast the leaves based on size, color, shape, etc.

Example:

- **What is the same/different about leaves in the spring and fall?**

Teacher’s Note: If you are in an area without enough fallen leaves for your project, you can use paper leaves cut from construction paper.

Classroom Library Lab | Free-Choice Reading

Description:

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

When You Tour:

- Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that you have added a new poster for /l/ today.

Math Lab | Pie Shop

Description:

- Students will create recipes and measure ingredients for fall pies.

When You Tour:

- Remind students that they can write their own recipes and bake fall pies in the math lab 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 they can explore educational software or listen to music.

Sand/Water Lab | Floating Leaves

Description:

- Students will test leaves and other items to see whether they sink or float in water.

When You Tour:

- Remind students that they can test leaves and other items to see whether they sink or float in water.

Science Lab | Scientist’s Station: Pumpkin Exploration—The Inside

Description:

- Students will examine the inside of a pumpkin.

When You Tour:

- Ask students to predict what they think the inside of the pumpkin will be like.
- If you have not already done so, cut the pumpkin in half. Explain that students may use the spoons and magnifying glasses to explore the inside of the pumpkin.

Facilitate Learning:

- Join students as they explore the pumpkin. Ask them to describe what they have found on the inside.

Writing Lab | Fall Changes

Description:

- Students will write about things that change in the fall.

When You Tour:

- Remind students that they can write about things that change in the fall. Ask students how animals change in the fall.



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

Ten-Frames

Hundreds Chart

Shapes Around Us

- Point to the circle poster. Read the list that is recorded on the poster. Ask, **What shape are all the things on this list?** *Circles*. In a similar manner, refer to the rectangle poster, read the list, and ask, **What shape are all these things?** *Rectangles*. Refer to the square poster, read the list, and ask the same question. *Squares*. Refer to the poster that has triangles around the edges. Say, **You went on a shape hunt yesterday looking for triangles. Can you remember some of the things you found in the room that were shaped like triangles?** Record students' responses on the poster.



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

- Continue to serve nutritious snacks. Try to tie in aspects of the season by serving, for example, apple butter and other preserves that people can for the winter during the late summer and early fall.
- Invite students to talk with their partners about the Partner Challenge. **Our Partner Challenge today is to tell your partner an “I” Message about something that makes you feel curious.** Allow sufficient time for students to talk about something that makes them curious. As needed, remind them to use active-listening skills to remember what their partners tell them.
- Award pocket points when students give “I” Messages about feeling curious or when they give complete “I” Messages.



Outside/Gross-Motor Play

- Continue the games suggested on days 1, 2, and 3, or call upon your memory of childhood favorites, and teach them to students.



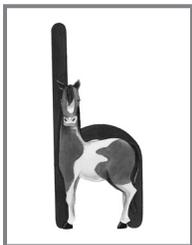
TRANSITION

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: /h/ – 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 /h/.



Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she 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 /h/ sound at the beginning of each word by softly bouncing it.

The happy horse hops.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “happy,” “horse,” and “hops”?**
- Explain that the /h/ 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 /huh/.



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

Let’s practice that sound.

Teacher: /h/ appy

Students: /h/ appy

Teacher: /h/ orse

Students: /h/ orse

Teacher: /h/ ops

Students: /h/ ops

Mnemonic Picture

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



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

- Play the Animated Alphabet segment for /h/. Point out that the horse makes the /h/ sound as it runs.

People, Pictures, and Objects

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

hand

hat

heart

- 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 /h/ 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 /h/, /o/, 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 “hot.” Repeat with the word “lap.”

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 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 /h/.

- Explain that now you will show students how to write the letter that makes the /h/ sound. Trace the letter with your finger as you say the letter-writing cue **“From head to toe and over his back.”** 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 horse. Yes, this letter looks like a horse.

Write /h/.

- 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 horse. 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 /h/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /h/ 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.
 - /l/ **Down the long, long leg.**
 - /e/ **Right under his ear, then all around his trunk.**
- 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.

hot

lap

- Collect the Partner Practice Booklets.

Emergent Reading

Story Review

- Briefly review the concepts-of-print book *Dress Up*.

Yesterday we read this story about the kinderfriends and some different ways they dressed to pretend that they were someone different. Today you will practice reading the story with your partners.

- Review the focus skills.

We saw that in this story, we have two of our word-wall words. Quickly point to each word on the word wall, and have students read it in unison. Then point to “I” and “a.” **These are the two words from our story.**

We also had a word that we could sound out. Write “am” on the board. Have students stretch and read the word.

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

- Hold up the Shape Sheets one at a time. Use the sharing sticks to have students identify each shape. Award pocket points if several students are able to successfully identify the shapes.

T-P-S: Think about what you learned during the last math time. What did we learn about triangles?

RWE: We know that triangles have three sides and three corners. Identify several triangles in your classroom.

Active Instruction

- Introduce the Shape Walk activity to students.

Now that you are able to recognize circles, squares, rectangles, and triangles, we can play a game. The game is called Shape Walk. Look at the shapes that I have taped to the floor. You are going to walk around the circle of shapes, carefully stepping on one shape at a time. We will sing a song while you walk. When we come to the end of the song, you will stop and look down at the shape you are standing on. Then I will give some clues. If any of the clues match the shape you are standing on, you will sit down inside the circle of shapes.

- Teach the song “Shapes Are All Around Us” to the tune of “Mary Had a Little Lamb.”

Shapes Are All Around Us

(Tune: “Mary Had a Little Lamb”)

Shapes are all around us,

'round us, 'round us.

Shapes are all around us.

Can you find one now?

- Tell students that when you get to the word “now” in the song, everyone will stop walking, and you will give the clues.



- Ask students to each find a shape and stand on it. Begin singing the song, and help students to start walking around the circle of shapes. Have all students stop walking when they sing the word “now.” Have them look at the shapes they are standing on. Remind them that you will give clues about a shape, and if they are standing on the shape that you are describing, they should move to the center of the circle of shapes and sit down.

- Give the first clue. WGR: **This shape has three sides. Which shape is it?** *A triangle.* All students who are standing on triangles should sit down in the middle of the circle of shapes.
- Ask the remaining students to begin walking around the circle of shapes again as all students sing “Shapes Are All Around Us.” Students should stop walking when they sing the word “now.”
- Give the next clue. WGR: **This shape is round. Which shape is it?** *A circle.* All students who are standing on circles should sit down in the middle of the circle of shapes.
- Proceed as above. On the word “now,” give the next clue. WGR: **This shape has four sides that are exactly the same length. Which shape is it?** *A square.* All students who are standing on a square should sit down in the middle of the circle of shapes.
- Ask students which shape you did not give a clue about. *Rectangle.* T-P-S: **What would be a good clue for a rectangle?** *This shape has four sides, but all the sides aren’t the same length.*
- Play the game again if your students seem interested and time allows. Give the clues in a different order, or think of new clues. For example, “This shape has no corners.”



Partner Practice

- Tell students it is their turn to give clues. Give each partnership a set of shape cards.

Now it is your turn to give clues. When it is your turn, you will take one shape card from the pile. Do not show the shape on the card to your partner. You will give your partner clues about the shape, and your partner will have to guess which shape you are describing. When your partner guesses the correct shape, you will switch roles.

- Allow students time to play the guessing game with their partners.

Teacher’s Note: For students for whom this activity is not challenging, invite them to play I Spy with their partners. Students should use shape words (e.g., “circle,” “square”) and descriptions (e.g., “round,” “corner,” “sides”) to guess the objects that their partners have spied. For example, a student might ask, “Is it a circle?” or “How many sides does it have?”

Recap



- Review the places where students found triangles in the classroom.
- Award pocket points if most students are able to successfully identify a triangle in the classroom.
- Play the “In Great Shape” video to reinforce shapes.
- Review today’s lesson. T-P-S: **How would you describe a circle? What is the difference between a square and a circle? What shape has only three corners and three sides?**



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

- “Autumn Woods,” *The 20th Century Children’s Poetry Treasury*, page 67

Introduce the Poem

I am going to read “Autumn Woods” again. Remember, it describes why the author, James Tippett, likes the woods in autumn. If you have ever walked in leaves that have fallen off the trees, you might think about that as I read the poem.

Now it’s time to rest. It might be fun to pretend that you are an animal that is going to hibernate. Is everyone snug in their caves?



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 how animals make changes in the fall. Imagine that you are a forest animal. You are going to write about what you do when it starts to get cold in the fall.



If you are a forest animal, what do you do in the fall when it starts to get cold?

- 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 look for food.”

- 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, copy a word, and remember a word.*

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

- Use the 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 look for food.”

- **The first word is “I.” That word is on the word wall. I’ll copy it.** Write “I.”
- **The next word is “look.” I can also copy “look” because it is on the word wall.** Write “look.”
- **“For.” I’ve seen the word “for” before, and I remember how it is spelled.** Write “for.”
- **The last word is “food.” What sounds that we’ve learned do you hear in “food”?** Say the word slowly, 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. Record the stage of writing that you observe for these 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 talked about some of the changes that animals make in the fall. Some animals grow an extra coat of nice thick fur in the fall. T-P-S: Why do they do this? To keep them warm in the winter. Some animals spend the fall gathering food and storing it away. Why do they do this? So they have food to eat in the winter. Other animals eat a lot in the fall. Why do they do this? So they can sleep all winter without being hungry. Some birds leave their homes in the fall. Why do they do this? They go to a warmer place. Animals make a lot of changes in the fall!

- Invite students who visited the science lab today to share their observations and predictions about the pumpkin.
- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today’s temperature on the class graph. If your students are creating individual temperature graphs, allow them time to move to the tables and graph today’s temperature.
- If time allows, invite students who created trees in the art lab today to share their trees with the class.



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 is “hibernate.” Many animals hibernate, or sleep, for a very long time in the winter. T-P-S: When did we see, hear, or use the word “hibernate” today?

Our other new word today is “fur.” Animals have coats of hair, or fur, that keep them warm. T-P-S: When did we see, hear, or use the word “fur” 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:

hibernate
fur

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Dog fur.	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 dog has fur.</i>
The student responds in a complete, but not very elaborate, sentence. My dog has fur.	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. Can you tell us more about your dog's fur? What does it feel like when you touch it?



- 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 tell your partner an "I" Message about something that makes you feel curious. Provide time for students to review their "I" Messages with their partners. Remind them to tell what they feel curious about and why they feel that way.



- Award pocket points when students tell what makes them curious 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 leopard for today's show.
- Read & Respond: Distribute the *Dress Up* books. **You get to bring these books home with you today! Share *My Pumpkin*, *Dress Up*, or another 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

People make changes in the fall.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Literacy Lab: Key card for “h”
Gathering Circle	<ul style="list-style-type: none"> Feelings Faces cards from unit 2 Feelings Thermometer, one per partnership (see appendix)
Theme Exploration	<ul style="list-style-type: none"> Theme vocabulary word card for “dress” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Alex the Ape puppet
STaR	<ul style="list-style-type: none"> A storybook to read for free-choice day
15-Minute Math	<ul style="list-style-type: none"> Red marker Green marker
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Nutritious fall snack CD player and <i>Learning Basic Skills Through Music, Volume 1</i> (optional)
Stepping Stones	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Picture cards for /e/, /l/, and /h/ Partner Practice Booklets for unit 5
Math Mysteries	<ul style="list-style-type: none"> One example each of a ball, box, cube, and can shape Paper bag filled with a variety of balls, boxes, cubes, cans, circles, squares, and rectangles (Small Shapes cutouts are included in the appendix.) Three-by-five-inch index cards (set of three), one labeled “ball,” one labeled “cube,” and one labeled “can” for each partnership Three-by-five-inch index cards—blanks to have on hand
Let’s Daydream	<ul style="list-style-type: none"> “Autumn,” <i>The 20th Century Children’s Poetry Treasury</i>, page 66
Write Away	<ul style="list-style-type: none"> No new materials
Let’s Think About It	<ul style="list-style-type: none"> Class temperature graph Student temperature graphs from day 2 (optional) Markers or crayons Cool Kid certificates

Learning Labs—Additional Materials

- SOLO assessment for your current grading period

Literacy Lab | Play School: Letter Posters

- Letter poster for /h/

Science Lab | A Close Look at Apple and Pumpkin Seeds

- Apple seeds
- Pumpkin seeds
- Magnifying glasses

Writing Lab | My Favorite Colors

- Colored markers

Day 5

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 4

Literacy Lab

- Add the key card for “h” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /h/.

Math Lab

- Encourage students to make sets of seven with the math manipulatives.

Computer/Media Lab

- Same as day 4

Writing Lab

- Same as day 4

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. 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.

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 "h" 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.




tps

Class Council

- Review the Getting Along Together skill "I" Messages and feelings words.

tps

Why do we practice giving "I" Messages? What is the first part of an "I" Message? Tell how you feel. What do you say after you tell how you feel? Tell why you feel that way.

We've learned about different feelings. Let's look at our Feelings Tree and remember some of the feelings that we know. Invite students to sound out the feelings words "mad" and "sad." Read the other feelings words, and invite students to demonstrate what some of those feelings might look like.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no immediate concerns that need to be addressed, you might want to use one of the following suggestions for students to practice the Getting Along Together skills.
- Play Name That Feeling using the Feelings Face cards from unit 2, day 7. Review how to play the game. Hold up the cards one at a time, and have students name the feeling pictured on each card. Distribute one card to one member of each partnership, reminding him or her to hold the card so only he or she can see it. Instruct the student holding the card to make the face depicted and have his or her partner guess the feeling. Redistribute the cards, and play again so the partner who guessed before is now the one to show the feeling.
- Play Name That Feeling expanding the feelings-words vocabulary to include those not shown on the cards ("frightened," "shy," "curious," and "confused").

- Distribute a Feelings Thermometer to each partnership. Students will use the Feelings Thermometer to determine the strength of their feelings in hypothetical classroom situations. As you describe each situation, have students name the feeling. Then have them talk about where to mark the Feelings Thermometer to show the strength of the feeling. Remind them that if they have little (or weak) feelings about the situation, they should mark it near the bottom near the 0 or 1, and if they feel very strongly about the situation, they should mark it near the 4 or 5. Feel free to substitute situations that have occurred in your classroom to make this practice more authentic.

Your friend takes a marker away from you.

Your friend tells you that he likes the colors you used in your painting.

A classmate pushed you to get to the front of the line.

Someone jumps out from behind the door and says, “Surprise!”

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



We have been learning about the fall. I would like you to think of a word that describes, or tells, about the fall. Share your word with your partner.

Our Daily Message is going to tell us more about fall and some of the changes that happen during this season.

Daily Message

In the fall, people make changes because of the cool weather.

- 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! Look carefully at the message. WGR: What word do you see? “The.” Yes, the word “the” is in our message. WGR: How many times is the word “the” in our message? Two.** Underline both occurrences of “the,” counting them as you underline. If students identify any other words, acknowledge their word-recognition skills.



Theme Learning



- Explain the content of the Daily Message.

This week we’ve learned about ways that plants and animals change in the fall. Today we will learn about some of the changes that people make in the fall.

People dress differently in the fall. Let’s think about this. T-P-S: What do you wear in the hot summer? Possible responses include: shorts, t-shirts, sandals, and bathing suits. Do you wear these same clothes all year long? No. No. When it begins to get cooler out, we change how we dress. You might wear pants, long-sleeved shirts, sweaters, and boots.

- Continue to engage students in identifying the changes that people make in the fall.

People also eat different foods in the fall. People eat foods that make them feel warm such as hot soups. T-P-S: Why do you think we eat hot food in the fall? It is getting colder outside, and we need to stay warm. Yes. People also eat foods that are harvested in the fall. Do you remember some of the fall foods we talked about? Pumpkins, apples.

Some people play different sports in the fall than they do during other times of the year. In the summer, many people swim or do water sports. In the fall, it becomes too cold for outdoor swimming. Instead, people play other sports. Football is a very popular fall sport.

So far, we know that people dress, eat, and play differently in the fall. T-P-S: What other changes do you make in the fall? Answers will vary.

- Review students’ responses, and extend them so the following points are made about fall:
 - **Some people, such as farmers, harvest foods.**
 - **People might rake fallen leaves, pick pumpkins and apples, preserve berries, etc.**
 - **Students begin a new school year.**



- Play the digital dictionary video for “dress.”
- 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 “dress.”

We dress differently in the fall than we do in the summer. We dress in warm clothing, such as pants and sweaters, in the fall. I can make a sentence with the word “dress.”

When it is cold, I dress myself in warm clothing.



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



Develop Phonological Awareness—Blending and Segmenting Onsets and Rimes of Single-Syllable Spoken Words

- Tell students that they will play a guessing game with Alex the Ape to help learn the “Fall” rhyme. Remind students of the rules of this game. Alex will think of a word from the rhyme, but he will say it in a funny way. Students will have to say the word the correct way.
- Demonstrate the game.

As teacher: **Alex, what are you thinking of?**

As Alex: **F/all.**

As teacher: **F/all...Fall! Were you thinking of fall?**

As Alex: **Yes!**



- Play the game with students using the following words: “cool,” “down,” “red,” “gold,” and “vine.” Invite students to share each blended word with their partners rather than calling out. Use the sharing sticks to choose a partnership to share after each word.
- Tell students that Alex wants to practice the words a different way. Now Alex will say the blended word, and students have to say the word in its two parts.
- Demonstrate:

As Alex: **Fall**

As teacher: **F/all. Fall.**

- Play the game in this fashion with the previously blended words.
- Award pocket points if several students are able to successfully blend and segment the onsets and rimes of 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.



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
<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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 <i>Writing Development Feedback Guide</i> 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 | KinderCorner Farm

Description:

- The dramatic play area will continue to be a farm.

When You Tour:

- Remind students that the dramatic play lab is a farm and that they can plant and harvest crops.

Blocks Lab | Build a Farm

Description:

- Students will continue to use blocks to build farm buildings.

When You Tour:

- Remind students that they can use blocks to build farm buildings.

Art Lab | Leaves on a Tree

Description:

- Students will continue to glue real or paper leaves on the large paper tree.

When You Tour:

- Remind students that they can glue real or paper leaves on the large paper tree.

Classroom Library Lab | Free-Choice Reading

Description:

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

When You Tour:

- Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that you have added a new poster for /h/ today.

Math Lab | Pie Shop

Description:

- Students will create recipes and measure ingredients for fall pies.

When You Tour:

- Remind students that they can write their own recipes and bake fall pies in the math lab 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 they can explore educational software or listen to music.

Sand/Water Lab | Floating Leaves

Description:

- Students will test leaves and other items to see whether they sink or float in water.

When You Tour:

- Remind students that they can test leaves and other items to see whether they sink or float in water.

Science Lab | A Close Look at Apple and Pumpkin Seeds

Description:

- Students will examine and describe apple and pumpkin seeds.

Purpose:

- This lab provides students with opportunities to develop observation, compare-and-contrast, and oral-language skills.

When You Tour:

- Tell students that they will use the magnifying glasses to examine apple and pumpkin seeds. Point out the magnifying glasses and seeds.

Facilitate Learning:

- Ask questions to prompt students to compare the pumpkin and apple seeds.

Example:

- **How are apple seeds like pumpkin seeds?**
- **How are apple seeds different from pumpkin seeds?**
- **I wonder why apple and pumpkin seeds are different.**

Teacher's Note: You might add other seeds (orange, watermelon, grape, etc.) to the lab later in the week for students to examine.

Writing Lab | My Favorite Colors

Description:

- Students will write about their favorite colors.

Purpose:

- This lab provides students with an opportunity to review color vocabulary and express opinions in writing.

When You Tour:

- Point out the colored markers and paper.
- Talk about your favorite color(s) and why they are your favorites. Discuss objects or fruits and vegetables that are that color. Tell students that they may write about their favorite colors.

Facilitate Learning:

- Ask questions as students write about their favorite colors to inspire them to elaborate their sentence(s).

Examples:

- **Why is that your favorite color?**
- **Do you have any fall clothes that are your favorite color?**
- **Do you dress in any clothes in the fall that are your favorite color?**



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



Teacher's Note: If today is the fortieth day of school, use a green marker to record the number, and then circle the number 40 using a red marker. T-P-S: **What do you notice about the Days of School Tape?** *The number 40 is written in green instead of black, and it has a red circle around it. I wrote the number 40 in green and circled it in red because it ends in zero. We can skip count by 5s by reading the numbers that have been written in green.* Point to the green numbers on the number line as you say, **5, 10, 15, 20, 25, 30, 35, 40.** **We can skip count by 10s by reading the numbers that have been circled in red.** Point to the numbers that have been circled in red as you say, **10, 20, 30, 40.**

Ten-Frames

Hundreds Chart



Teacher's Note: If today is the fortieth day of school, point out that when you colored in the number 40, you completed four rows on the Hundreds Chart. T-P-S: **How many more rows do we need to color before we can celebrate our 100th day of school? Six. How do you know? I counted the rows that are not colored. Each row has ten squares, so I can skip count by 10s to find out how many days until our 100th day of school.** Point to each uncolored row as you count, 10, 20, 30, 40, 50, 60. **In sixty more school days, we can celebrate our 100th day of school.**

Shapes Around Us

- Ask students if they found any objects that were circles, squares, rectangles, or triangles since they left class yesterday. Add their responses to the appropriate posters.



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

- Continue to serve nutritious snacks. Try to tie in aspects of the season by serving, for example, apple butter and other preserves that people can for the winter during the late summer and early fall.

Outside/Gross-Motor Play

- Continue the games suggested on days 1, 2, and 3, or play “Circle Game” on Hap Palmer’s *Getting to Know Myself* or “Colors” on *Learning Basic Skills Through Music, Volume 1*.



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 /e/, /l/, and /h/

Remember the Review Sounds



- Explain that today students will review the last three new sounds that they have learned.
- Show the Animated Alphabet segments for /e/, /l/, and /h/.

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 review 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.

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 words to the class.
- Award pocket points if students successfully read the sounds and words.



Picture Cards:

elephant
escalator
lion
lamp
hat
heart

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.
 - /e/ **Right under his ear, then all around his trunk.**
 - /l/ **Down the long, long leg.**
 - /h/ **From head to toe and over his back.**

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



- Invite students to draw a triangle in the air. WGR: **How many sides and how many corners does your triangle have?** *Three.*
- Invite students to draw a rectangle or a square in the air. WGR: **How many corners and how many sides does your rectangle or square have?** *Four. What’s the difference between a square and a rectangle? A square is a special rectangle because all four sides are the same length.* Restate the correct responses.
- Award pocket points if several students are able to successfully describe the shapes.



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T-P-S: Think about what you learned during the last math time. What have we learned about shapes? What shapes do you know?

RWE: We are able to recognize circles, squares, rectangles, and triangles. We have found many of these shapes in our classroom. Point out several shapes in your classroom.

Active Instruction

- Introduce the concept of solid shapes.

Now that you are able to recognize circles, squares, rectangles, and triangles, we can talk about solids.

When discussing solids, this lesson uses the terms "ball," "box," and "can." If your district standards expect students to know the mathematical names, please substitute "sphere," "rectangular prism," and "cylinder" where appropriate.

- Hold up a ball (sphere), and say, **A ball is a solid. It looks like a circle, but it is not a circle. A circle is flat, and a ball is not.**
- Hold up a box (rectangular prism), and say, **A box is a solid. A box has six sides. Each side of the box is a rectangle. Rectangles are flat, but a box is not.**
- Hold up a cube, and say, **If a box is made of only squares, it is called a cube. Squares are flat, but a cube is not.**
- Hold up a can (cylinder), and say, **A can is a solid. A can has two circles, one at each end. Circles are flat, but a can is not.**
- Bring out the paper bag filled with a selection of solids and shapes. Explain to students that they will take turns pulling an item out of the paper bag and deciding whether the item is a shape or a solid.
- Select a student to come up and take one item from the paper bag. Have the student show the class the item. Ask the class whether the item is a shape or a solid. After they have answered, ask them how they know. For example, if the student pulls a circle from the bag, the class would say that a circle is flat.
- Sort the items as students identify them. Place all the solids in one pile and all the shapes in another pile. Continue with the activity until all the items have been removed from the bag and placed in the appropriate piles. Point to the pile of solids, and ask how the things in this pile are different from the things in the other pile. *Possible responses include: the things in the solids pile are not flat; the solids pile is higher, etc.* Restate the responses in complete sentences.

Partner Practice

- Tell students they will go on a solid hunt today.

Now that you know what solids are, you and your partner are going to go on a solid hunt. You and your partner are going to go around the room and look for a ball, a box, and a can. When you and your partner have found a ball, a box, and a can, I want you to come back and sit down.

- Allow students a few minutes to hunt. When the majority of students are seated, ask all of them to return to the floor.
- Invite each partnership to share with the class one of the solids they found in the room. Ask students to explain how they know which solid they found. Then ask the class whether they agree that the partnership did find a particular solid. If the class agrees that the partnership did find a solid, ask the pair to attach the correct label to the object.

Recap



- Show students a circle and a can. Use the sharing sticks to select students to identify which of the two is the solid. Repeat this process with a cube and a square, a ball and a circle, and a box and a rectangle.



- Award pocket points if several students are able to successfully distinguish between a solid and a shape.



- Review today's lesson. T-P-S: **What is the difference between a shape and a solid? Which solid is made only of squares? What shape is found on both ends of a can?**



- Play the "It's a Cube" video to reinforce solids.



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

- "Autumn," *The 20th Century Children's Poetry Treasury*, page 66

Introduce the Poem

Today's author wrote about autumn being the end of summer. She also wrote about the flowers that bloom in the autumn.



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

Today instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First, you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

- Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate on.

I think I will choose this sentence. Read the selected sentence. **Now I will tell more about my sentence.** Share a new sentence that expands on the information provided in your first sentence.

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new 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 talked about some of the changes that people make in the fall. People change the way they dress. T-P-S: What changes do they make to their clothing? *People wear warmer clothes such as pants, sweaters, and scarves.* **People change the foods they eat. What special foods do people eat in the fall?** *Soup and other foods that make them feel warm. Apples, pumpkins, and other fall foods.* **What other changes do people make?** Restate students' responses.

- Review the learning focus of the week, incorporating the week's theme-related vocabulary words.

This week we have been learning all about the fall, or autumn. We know that fall is one of the four seasons of the year. Fall is the season that comes after summer and before winter. In the fall, the weather gradually changes from the heat of summer to the cold of winter. Many plants grow ripe in the fall such as pumpkins and apples. Farmers harvest, or gather, these plants for us to eat. Animals are busy in the fall. They grow lots of fur and might eat or gather a lot of food to help them get ready for the cold winter.

- Quickly place students in groups of five or six members, and have them form a circle within their groups.
- 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, "Fall is my favorite season," 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 groups. Have students give a thumbs down if the message changed in their groups.
- Continue to play several rounds of Telephone using the following theme-related vocabulary words in short sentences.

season	harvest
gradually	fur
fall	dress
autumn	

- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today’s temperature on the class graph. If your students are creating individual temperature graphs, allow them time to move to the tables and graph today’s temperature.



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 “dress.” People dress themselves in clothing.

T-P-S: When did we see, hear, or use the word “dress” 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.

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

Theme Vocabulary:
dress

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Dress self.	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> I dress myself.
The student responds in a complete, but not very elaborate, sentence. I dress myself.	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. Can you tell us more about the clothes that you dress yourself in?



- 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.

Theme Exploration: **See how many different leaf colors you discover.**

Read & Respond: **Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**

Day 6 | Ready, Set...

Focus

Food comes from a variety of sources before it gets to stores.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Key cards for “e,” “l,” and “h”
Gathering Circle	<ul style="list-style-type: none"> • Trade book: <i>In November</i>
Theme Exploration	<ul style="list-style-type: none"> • Trade book: <i>The Little Red Hen</i> • Joey puppet • KinderCorner 2nd Edition Plus Media and Software flash drive • Theme vocabulary word card for “variety” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • Key Card for “p”
STaR	<ul style="list-style-type: none"> • Index cards (four) • Jar (clear glass) • Trade book: <i>Red Are the Apples</i>
15-Minute Math	<ul style="list-style-type: none"> • No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Apples of different varieties (e.g., red delicious, golden delicious, winesap, Jonathan, etc.)
Stepping Stones	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • KinderRoo puppet • Opaque bag for KinderRoo • Key card for “ee” • Concepts-of-print book (student copies): <i>Trees</i>
Math Mysteries	<ul style="list-style-type: none"> • Ten-frame, Dot Set Recognition Cards, and Number Cards for 1–5 from days 4 and 5 • Pattern Copying workmats, copy one per student, laminate if possible • Manipulatives—bear counters, linking cubes, and buttons
Let’s Daydream	<ul style="list-style-type: none"> • “The Secret Place,” <i>The 20th Century Children’s Poetry Treasury</i>, page 78
Write Away	<ul style="list-style-type: none"> • No new materials

Additional Materials Needed Today	
Let's Think About It	<ul style="list-style-type: none"> • Grocery bag or basket filled with images of food or play food from the dramatic play lab • Class temperature graph • Markers or crayons • Home Link animal hand stamp: lion

Learning Labs—Additional Materials

Dramatic Play Lab Produce Stand
<ul style="list-style-type: none"> • Student-created crops from Kindercorner Farm last week • Cash register or box to make a cash register • Play money • Heavy paper for signs • Scale • Bags (paper and plastic)
Blocks Lab Produce Delivery
<ul style="list-style-type: none"> • Trucks • Student-created crops from Kindercorner Farm last week • Empty produce containers
Art Lab Make Apple Prints
<ul style="list-style-type: none"> • Shallow trays (three) containing tempera paint (red, green, and yellow) • Apples (six) cut in halves: three cut crosswise and three cut lengthwise; cut notches in sides for ease in grasping • Construction paper • Easel paper • Tempera paint (six or seven colors) • Paintbrushes • Vegetables (eggplant, corn, broccoli, spinach, etc.)
Classroom Library Lab Free-Choice Reading
<ul style="list-style-type: none"> • STaR and other books related to the themes of fall, harvest, and where foods come from
Math Lab Dinner Party
<ul style="list-style-type: none"> • Paper plates (at least eight) • Napkins (at least eight) • Plastic silverware (at least eight of each type) • Paper or plastic cups (at least eight) • Plastic food • 1–8 Number Spinner (appendix), taped to transparent spinner

Computer/Media Lab | Free Exploration

- Computers, tape recorders, digital tablets, or other electronic media that you may have; software, applications, or CDs to accompany the media

Sand/Water Lab | Free Exploration

- Sand and water play tools—measuring cups and spoons, funnels, buckets, scoops, and plastic jars and bottles in a variety of shapes and sizes

Science Lab | Fall Weather Report

- Outdoor thermometer
- Markers
- Large piece of paper

Writing Lab | Free-Choice Writing

- Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini chalkboards or whiteboards, journals, etc.)

Day 6

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 5

Literacy Lab

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

Math Lab

- Same as day 5

Computer/Media Lab

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

Other

- If you have any theme-related puzzles or games, 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 rhyming words. Can you think of a word that rhymes with "tower"? *Possible responses include: "flower," "power."*

Teacher's Note: Accept responses even if they are not real words, but they rhyme with "tower."

Graphemes

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

Beginning Reading

- This week find out if your students can sound out the word "pet." 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

Getting Along Together

- Observe students during Gathering Circle activities this week to see whether each student can associate more advanced feelings words with "happy," "sad," and "mad." During other times of the day, you may ask them questions such as "Is 'frustrated' more of a happy word or a mad word?" *Mad.*

Math

- Show students 2-d shapes and 3-d solids. Ask students to identify which are solids and which are shapes. Also ask them to identify the shape or solid (circle, square, rectangle, triangle, box, can, ball).
- 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.



We're going to give more "I" Messages this week using some of the feelings words that we've learned. Our Partner Challenge today is to give your partner an "I" Message about something that frightened you. WGR: What does "frightened" mean? Scared. When you give your "I" Message, remember to tell that you felt frightened and why. Model giving an "I" Message about being frightened such as "I felt frightened when the wind blew the door shut."

Provide a moment for students to think about something that frightened them. Remind them that they will talk with their partners some more during snack time about the Partner Challenge.



Tell students you will award pocket points when you hear them giving complete "I" Messages about something that frightened them.

Brain Game

- Explain the game.

We have a new Brain Game this week. This Brain Game exercises your mind muscles that help you focus. Demonstrate the Focus signal (hands held in front of your eyes as if you are looking through binoculars). **This game is called Catch That Sound.**

Explain to students that when they play this game, they must focus to listen for a specific sound. **Listen very carefully, and use your focus muscles to hear the /b/ sound every time I say a word that starts with /b/ while I read from the story *In November*. When you hear a word that starts with /b/, touch your nose.** Read page 2 of *In November* at a moderate pace, enunciating carefully as you read so students will be able to distinguish words that begin with the /b/ sound.

- As you play this game at other times today and throughout the week, you may want to use the following sounds and pages from *In November* or *The Fall Festival* (or other STaR or classroom library books).

Sound	Story	Page
/s/	<i>In November</i>	6
/c/	<i>In November</i>	13
/t/	<i>In November</i>	23
/c/	<i>The Fall Festival</i>	8
/p/	<i>The Fall Festival</i>	14
/g/	<i>The Fall Festival</i>	19
/s/	<i>The Fall Festival</i>	23

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 our food come from?



- Have Joey respond, “That’s an easy one! Our food comes from the grocery stores! The grocery store makes everything we could ever need to eat!”

T-P-S: **Do you think Joey is right? Where do you think our food comes from?** *Answers will vary.*

Those are some good ideas. Our Daily Message is going to tell us more about where our food comes from. Let’s see what our Daily Message says.

Daily Message

Food comes from a variety of sources.

- 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 “a.” Let’s see if you can read “a” in our message.** Read the message aloud, slowly dragging your finger under the words as you read them. Invite students to raise their hands when you reach the word “a.”
 - Read the message again. T-P-S: **Which words start with /f/ like the floppy flower?** Circle the “f” in “food” and “from.” If students point out the “f” in “of,” acknowledge their letter-recognition skills.
- Have students count the words in the sentence.

Theme Learning



- Explain the content of the Daily Message.

Last week we talked about the season of fall. We talked about some of the fruits and vegetables that are harvested in the fall. This week we are going to learn about how those foods, and others, grow. Let’s show what you know already. T-P-S: **What do you know about where bread comes from?** *Answers may vary.* If no one remembers where bread comes from, show the book *The Little Red Hen*. Remind students of the story, and ask, **Do you remember the story of the Little Red Hen? Yes. She found some grains of wheat, and then she planted and watered them. Do you remember that they grew into wheat plants and made many more grains of wheat, which she ground into flour to make the bread? Yes. So bread is made from grains. Grains grow on plants that look like tall grass.**

- In a similar fashion, quickly question students about what they know about where vegetables, fruits, meats and other proteins, dairy products, and sweets, fats, and oils come from. This will help guide your instruction for the rest of the week. As you restate students’ responses, emphasize that food either comes from a plant or an animal.
- Play the “Food Sources” video to help students understand where food comes from.



- Review Joey’s response to the Partnership Question of the Day.



Joey said that foods start at the grocery store. What do you think about that? WGR: Do foods start at the store? No. No, foods don’t start at a store. Bread might be baked in the bakery part of some stores, but you know that there are ingredients that come to the store from somewhere else. You know that grocery stores or supermarkets don’t make the vegetables in the store. Food comes from a variety of sources. For the next few days, you will learn more about where some of the foods that we eat come from.



- Play the digital dictionary video for “variety.”
- 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 “variety.”

Our Daily Message tells us that food comes from a variety of places. This means that food comes from many different places. A variety is a big mix of things. I can make a sentence with the word “variety.”

We have a variety of manipulatives in the math lab.



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 “Fall Food.”

**Today we will begin to learn a new rhyme about the season of fall.
Today’s rhyme will be about some of the food that we eat in the fall.
T-P-S: What types of fall food do you know?**



- 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.

Fall Food**Apple, pecan, pumpkin pie** (Rub stomach as if hungry.)**Yummy fall foods****For you and I** (Point to a friend, and then point to self.)**Potatoes mashed and sometimes sweet****A glass of cider** (Pretend to drink from a glass.)**What a treat!** (Raise arms in a cheer.)**Develop Phonological Awareness—Identifying Initial Sounds**

- Present the letter side of the key card for “p,” and have students say the sound with you.
- Invite students to stand up. Tell students that you will say the rhyme again. Tell students that when they hear the /p/ sound at the beginning of a word, they should stomp their foot one time. Demonstrate.
- Say the rhyme, placing emphasis on the initial /p/ in the initial-/p/ words.
- Recite all the words that begin with /p/ in the rhyme (“pecan,” “pumpkin,” “pie,” and “potatoes”). WGR: **What sound did you hear at the beginning of all those words? /p/.**
- Ask students to think of another word that begins with /p/ that they know and tell their partners.
- Repeat this process with the /f/ sound.
- Tell students you will play a guessing game. Introduce the game to students.

Now we will play a guessing game. I am going to think of something, and you will have to guess what it is. I will give you some hints to help you guess.

- Play the game with students. Your first hint should tell students the initial sound of the word you are thinking of. For example, “I’m thinking of something that begins with /f-f-f-f-f/. This thing can come in many different colors.”
- Allow students to guess, encouraging them to stress the initial sound of their guesses. *Is it a f-f-f-flower?* Give a hint after each guess until students correctly identify the object.
- Award pocket points if several students offer appropriate guesses during the game.

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





TIMING GOAL: 20 minutes

STaR Words:
explore
demanding

Red Are the Apples

Written by Marc Harshman and Cheryl Ryan

Illustrated by Wade Zahares

This simple rhyming text helps students explore a garden. It describes the varicolored crops that are harvested in the fall. The bright and modern pastel illustrations highlight the fruit or vegetable being discussed on each page.

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.



Present the front cover of the book as you introduce it. **Let's read the first word in the title together.** As you point to the "R," say, **This is an uppercase /r/ because it begins a word in the name of the story.** Move your finger slowly under each letter as you blend the sounds with students. WGR: /rrr/, /eeel/, /d/, red. **Red Are the Apples is the title of today's story.** T-P-S: **What does the title of the story tell us?** *The name of the story. This story has two authors, Marc Harshman and Cheryl Ryan.* WGR: **What did these two people do together?** *Wrote the words. The illustrator is Wade Zahares.* WGR: **What did he do for this book?** *Made the pictures.*

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



Let's look at the cover of this book to see if we can find any clues about the story. The title is *Red Are the Apples*. T-P-S: **What do you see in these baskets?** Point to the individual baskets, and name the items in them (red apples, orange pumpkins, purple eggplants). T-P-S: **Can you tell where the fruit and vegetables are? Who do you think these men are?** Use a Think Aloud and say, **These men look like farmers, and it looks like they are in a big barn filled with fruit and vegetables in baskets, so this is probably a farm.** T-P-S: **What do you think this story may be about?**

- Introduce the story vocabulary words.

Today we will hear some new words in this story. One word is "explore." When you explore something, you look at it carefully. When we learned about our bodies, you explored your skin using a magnifying glass in the science lab.

Another new word is "demanding." Demanding something is asking for it in a very forceful way. If I say (using a very forceful voice), "**Give me that marker now!**" I am demanding the marker.



Ask questions about unknown words.

- Introduce the good-reader skill for today.

Good readers think about the new words that they find in stories. They think about what the new words might mean.

While reading the story, after a page or two, ask, **Did you hear a/any new word(s) on that page? What do you think that/those word(s) means?** (Use an example or two if desired.)

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.
- Explain to students that this story is a poem, and the authors use words to make us think about things in new ways.

As you read the verse on each page, point out the various parts of the garden that are mentioned.

- **Page 1: The story starts by saying we will explore our garden. That's one of our new words, and it means we will look closely at the garden in this story.**
- **Page 6: I heard the word “stalk,” and I wonder what it means. Model a Think Aloud by saying, I'll read that part again. “Yellow's the corn on stalks growing high...” I see the corn in the picture, and it's on tall green stems. A stalk must be the stem part of a corn plant.**
- **Page 8: The authors want us to think about the pumpkins in a new way when they say the pumpkins are “like a sleeping cat.” T-P-S: What do the authors want us to think about the pumpkins? RWE: They want us to think that the pumpkins are just sitting in the garden not moving, like a cat when it's napping.**
- **Page 10: The beets are in the shade of the leaves from the pumpkin plant, so they are demanding more light. I remember that our new word means asking for, so they are asking for more light so they can grow.**
- **Page 12: T-P-S: Did you hear a word on this page that you wonder about? If no one asks about the word “crimson,” point out that the authors describe the beets as “crimson,” a purple-red color.**
- **Page 18: T-P-S: Why will the apples fall when the wind blows?**
- **Page 23: T-P-S: What word(s) do you wonder about in this part of the story? As students name new words, such as “cider,” engage them in using clues from the illustrations to determine the words' meanings.**



After Reading

T-P-S: Why do you think the farmers and other people are thankful or glad when the harvest is over?

In this story, I feel like the authors take us for a walk through a garden. This reminds me of our new word “explore.” Let's make a sentence together using our new word, “explore.” 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 with the word “demanding.”



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

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 | Produce Stand

Description:

- The dramatic play area will be a produce stand.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to 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 produce stand.
- Use Think-Pair-Share to have students identify the different roles they could play in a produce stand. *Owners, customers, farmers, 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 lab area. Invite students to share their ideas about how they could use the props that are provided or make others.



Facilitate Learning:

- Ask questions that will help students to 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:

- **How should we display the produce?**
- **I wonder what we can use to build shelves.**
- **How can we let customers know the prices?**
- Encourage students to use the materials from the writing and art labs to make signs, price labels, a cash register, money, and other props.

Blocks Lab | Produce Delivery**Description:**

- Students will use the trucks to transport food to the produce stand.

Purpose:

- Participation in this lab will help students to develop fine-motor skills, cognitive skills through role play, and oral language. It will also provide opportunities to practice estimating, categorizing, and using writing to record information.

When You Tour:

- Suggest that some students use the trucks to transport food to the produce stand.

Facilitate Learning:

- Join students as they play in the blocks lab.
- Ask students questions that prompt them to describe the foods they are bringing to the produce stand and how they plan to get the foods there.

Examples:

- **How many containers of food do you think we can fit on the truck?**
- **How many trucks/trips will we need to make?**
- **How can we keep the fruits/vegetables fresh?**
- Invite the delivery students to talk with their classmates in the produce stand to find out what kinds of foods are needed for the stand. The produce-stand students could write an order for the driver to fill and deliver. Encourage them to write the number of each item that is being ordered.

Art Lab | Make Apple Prints**Description:**

- Students will make prints using apple halves.

Purpose:

- Participation in this lab will reinforce thematic concepts. It will also 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 the trays of red, green, and yellow paint and the apples that have been cut crosswise and lengthwise.
- Point out the easels, paints, and books with pictures of apples.
- Demonstrate how to hold the apple halves by grasping the notches cut in the sides of the apples, dipping the cut side of the apple completely into the paint, and wiping the excess paint off the side of the shallow container.
- Press the painted side onto a sheet of paper.
- Tell students that they also may paint or draw vegetables on easel paper using the real vegetables as still-life models.

Facilitate Learning:

- Some students may wish to paint with the apples rather than print with them. If, however, they wish to create the apple shapes, demonstrate how the shape of the apple and the indentations are reproduced on the paper when they press rather than paint.
- Help them discover the five-pointed star made by the seeds when they use the apple that is cut crosswise. Help them compare the different designs of prints made from apples cut crosswise and lengthwise.

Classroom Library Lab | Free-Choice 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.

When You Tour:

- Point out any new books or pamphlets that you have added to the lab.

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: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that this week, in their imaginary school, students may continue to work on their letter posters. Remind students that they may do other activities in their school, such as have reading class, instead if they prefer.

Math Lab | Dinner Party

Description:

- Students will prepare for a dinner party by setting the table for one to eight guests.

Purpose:

- This lab provides students with an opportunity to practice counting and making sets of one to eight object(s). Students will count out and distribute the requested number of items as they set the table.

When You Tour:

- Explain that friends and families get together for special meals in the fall. Explain that before dinner can be served, the table must be set. Show students how to use the 1–8 Number Spinner to decide how many guests will be coming to dinner. Point out the plates, napkins, silverware, and other items that students can use to set each place.
- Tell students that once the table is set, they can spin again and set the table for a new party, or they can sit down and eat dinner. Encourage students to ask for food portions in numeric terms; for example, “I would like six peas, please.”

Facilitate Learning:

- Encourage students to use their imaginations and reinforce theme-related vocabulary by joining in on the play. Ask questions or make statements that will communicate your role.

Examples:

While setting the table:

- **How many people are coming to dinner? How many plates do you need for that many guests?**
- **I see that you gave each guest one fork and one knife. How many pieces of silverware does each guest have?**

As dinner guest:

- **Dinner smells great! Could you pass me two rolls, please?**
- **Would anyone like some pie? How many slices would you like?**

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 they can explore educational software or listen to music.

Sand/Water Lab | Free Exploration

Description:

- Students will explore the properties of sand and/or water by experimenting with a variety of tools.

Purpose:

- This lab provides students an opportunity to investigate the natural world with a focus on water and sand.

When You Tour:

- Remind students of any new tools or materials that you have placed in the lab.

Facilitate Learning:

- Ask questions that will help students to think about the nature of sand and water and the tools and materials in the lab. For best results, jump in, and join the play as you interact with students.

Examples:

- **If you were going to plant crops in the sand, what tools could you use?**
- **What do all plants need to grow?**

Science Lab | Fall Weather Report

Description:

- Students will observe and report on weather conditions.

Purpose:

- This lab provides students with opportunities to observe weather patterns/effects and learn how to use a thermometer.

When You Tour:

- Tell students that they will observe the weather outside (through the window) and write or draw the conditions (sunny, cloudy, windy, etc.) on a weather-report chart. Students will also use a thermometer to determine the outside temperature. Show students the outdoor thermometer, and ask if they remember what it is called. Ask where else they have seen a thermometer. Ask if they have any ideas about what this kind of thermometer is used for. Say, **This is a special thermometer that is**

used outside so people can tell how hot or cold it is. You can look at this thermometer and tell what kind of clothing you need to wear before you go out. You're going to use this thermometer to tell the temperature each day. In the science lab, we can take the thermometer to different parts of the room and check the inside temperature. When we go outside for recess, we can use the thermometer to check the outside temperature. Then when we come back in, we will write the outside temperature on the weather report.

Facilitate Learning:

- As students explore with the thermometer, suggest that they take it to various parts of the room and identify the number that the red line is next to. Ask questions such as **What number, or temperature, do you see when you have the thermometer in the art lab** (near the window, etc.)? (Guide students to the realization that the temperature is similar throughout the room.) **Do you think it is warm or cold in our classroom?**
- Remind students that the number on the thermometer relates to the warmth (or coldness) of a space and that the bigger numbers (or those higher up on the thermometer) show that it is warm, and the smaller numbers (near the bottom) show that it is cool.

Teacher's Note: If you want students to be able to see a dramatic difference in the temperatures that the thermometer measures, you can place a small child-safe plastic thermometer in a cup (or bowl) of cold (or ice) water and have them observe and describe what happens to the thermometer and how it is different from when they used the thermometer in various parts of the classroom.

Writing Lab | Free-Choice Writing

Description:

- Students will use the writing instruments and paper or journals to write about topics 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 emergent-writing strategies that they have used.

Examples:

- **It's great that you drew a picture when you didn't know how to write a word.**
- **I like how you wrote about _____. We were just talking about that earlier 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

- Before placing the calendar cutout on the calendar, say, **I wonder what picture will be on today's calendar cutout. Do you think you know? Whisper to your partner what you think the picture will be.** Add the calendar cutout for today's date to the calendar, and say, **I wonder how many of you thought that the cutout would be a picture of a (name of picture), and I wonder how you knew that is what the picture would be. Whisper to your partner how you knew what the picture would be.** After students have had the opportunity to share, say, **I wonder what the picture on tomorrow's cutout will be.**

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Our-Favorite-Ice-Cream Graph

- Point to the graph, and ask students what information is shown on it. *Which ice cream flavor—vanilla, chocolate, or strawberry—is our favorite.* 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 place their scoops in the column that shows their favorite flavors. Ask all students to look at the graph. Say, T-P-S: **Our graph isn't complete yet, but looking at the graph right now, which flavor of ice cream do more of you like? How do you know? There are more scoops attached to that flavor; the stack of scoops is taller. Which flavor do fewer of you like? Replies. How do you know? There are fewer scoops attached to that flavor; the stack of scoops is shorter.**

- Remind students that scoops of ice cream will be added to the graph each day until all the scoops are on the graph. **Do you think the graph will show that** (current leading flavor) **is the favorite and that** (current least favorite flavor) **is the least favorite flavor when we have attached all the scoops of ice cream?** *Answers will vary.*



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

- Serve fresh apple slices. Talk with students about the taste and texture of the apples. Can they describe the flavor? What sound do the apples make when they bite into them? If you have different types of apples—red delicious, golden delicious, winesap, etc.—offer students a slice of each, and ask them if they think the apples taste the same or different. Why do they think the apples taste different? Does the color make a difference in the taste?
- Invite students to talk with their partners about the Partner Challenge. **Our Partner Challenge today is to give your partner an “I” Message about something that frightened you.** Allow students ample time to talk with their partners to create their “I” Messages.
- Award pocket points when students give complete “I” Messages about feeling frightened.



Outside/Gross-Motor Play

- Play a game of Farmer, May I? as a variation of Mother, May I? As the farmer, tell students to take three ladder-climbing steps (Act out climbing.) to pick apples from a tree.
Students should respond, “Farmer, may I?” To which you reply, “Yes, you may.”
Ask students to name other activities on a farm (You may want to refer to *Red Are the Apples.*), and give directions that are appropriate for those activities.
- Encourage students to respond in complete sentences with “Farmer, may I?” after each direction. Encourage them to act out whatever directions you give them. After students have the idea of how to play the game, step back, and let them take turns being the farmer.



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 /a/, /e/, /i/, /o/, and /u/.



Emergent Reading

Story Introduction

- Show the cover of *Trees*. Introduce the title and author.

We've been talking about changes that happen in the fall. We know one sign of fall in most places is that the leaves on the trees change colors and fall to the ground. This story is all about trees.



Look at the tree on the cover of our book. T-P-S: What time of year do you think it is? Why do you think that? *Probably spring or summer because the leaves are green.*

- Introduce the focus skills.

We watched our funny letter cartoons for five different sounds today! Walk to the wall frieze. Which sounds did we watch videos for today? /a/, /e/, /i/, /o/, and /u/. Place a sticky note or other identifying sign above or below each letter in the wall frieze. These sounds are very special because when we make them, our mouths are open, and we don't move our tongues very much. They have a special name. We call them vowels.

In Stepping Stones, we have learned a sound for each vowel. Point to the letters in the wall frieze, and ask students to make the sounds. Sometimes, when we see two vowels together in a word, they make a different sound. KinderRoo will teach us about one of those sounds today.

Bring out KinderRoo and her bag. **What do you have in your bag KinderRoo? Pull the key card for "ee" out of the bag. I see the /e/ for elephant shape on this card two times, and I see a tree. What does that mean? Have KinderRoo whisper in your ear. Oh! We have a funny cartoon about what happens when two /e/ letters stand next to each other!**



Show the Animated Alphabet segment for /ee/. Point to the letters on the key-card picture. **What sound do these two letters make when they stand together? /ee/**

- Refer to the cover of *Trees*. **I think we can stretch and read the title of our story.** Guide students to sound out the title. **We will see the word “trees” on every page in our book. Think about the /ee/ sound as you read that word.**

Another word that we will see is on our word wall. Point to the word “have” on the word wall. Ask students to read the word. Remind them, if necessary, what it says.

We can use the pictures to help us know what to say for the other parts. Let’s see what the book says.

- Read the story to students. Reinforce thematic concepts and vocabulary as you read each page.
 - **Page 1: When I see what Skky is wearing, I know that this picture takes place in the summer. Summer is one of the four seasons that we talked about last week.**
 - **Page 2: The word “roots” has two vowels together, and I don’t hear the /o/ like in “octopus.” That’s another time when two vowels standing together make a new sound. I can see in the picture that José is holding the root of the tree, so that can help me to remember this word.**
 - **Page 3: We know that plants change in the fall. WGR: Do tree trunks change? *Not usually.***
 - **Page 5: We are talking about the places that different foods come from before they get to the store. Many fruits grow on trees.**
 - **Page 6: Look at the word “seeds.” What do you see in the middle of the word? /ee/. “Trees.” “Seeds.” I can hear /ee/ in both words.**
 - **Page 7: This tree has a variety of visitors! WGR: What animals do you see? *Bird, squirrel, raccoon.***



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

Students need to discover that there are many ways to represent a number. Research shows that to fully understand the concept of a number, students need to repeatedly manipulate, count, and represent number amounts. Students need to understand that a number's value remains constant even when the setting or situation changes.



Show What You Know

- Invite students to count aloud to 10 with their partners. Select a few students to count aloud to 10 for the class.
- Award pocket points if several students are able to successfully count aloud to 10.

T-P-S: Think about what you learned during the last math time. What do you know about shapes and solids? How are shapes and solids different from each other?

RWE: We are able to recognize circles, squares, rectangles, and triangles. We know that those are shapes. We are also able to recognize balls (spheres), cubes, boxes (rectangular prisms), and cans (cylinders). We know that these are solids. We know the difference between shapes and solids.

Active Instruction

- Play the “What Comes Next: Hexagons and Triangles” video to introduce the concept of a pattern.
- Explain that the shapes (hexagon, triangle) in the video have a pattern. Explain that a pattern is something that repeats or is the same over and over again.
- Use Think-Pair-Share to have students look around the room and find something with a pattern. *Possible responses: the pictures on the calendar, the tiles on the floor, the windows, etc.* Point out the pattern on the calendar. Ask students to say the pattern as you point to the pieces. For example, “Crayon, glue, crayon, glue, crayon, glue,” or “Scarecrow, crow, corn, scarecrow, crow, corn.”
- Use Think-Pair-Share to have students tell how they know the images on the calendar are a pattern. *Possible responses: It keeps happening the same way; it repeats; it's the same over and over.*
- Take a few minutes to talk about any other patterns in your classroom.

Partner Practice



- Explain the activity. Show students the Pattern Copying workmat.
- **Today you will create patterns. You will each get a workmat. What do you see on the workmat? Bears, buttons, and cubes. You will also get some manipulatives. You will place the manipulatives on the squares to create a pattern. Let's look at the first row. The first picture in this row is a bear. Which manipulative should we put here? A bear counter. Yes. Demonstrate placing a bear counter over the image of the bear. The next picture is a button. Which manipulative should we put here? A button. Yes. Demonstrate.**

- Provide time for students to complete the first pattern row. When students have completed this row, encourage them to check their partners' work. Encourage partners to point to each item in the row and name it. For example, they would name the first row by saying, "Bear, button, bear, button, bear, button, bear, button, bear."
- When the pairs have completed and named the first row, encourage them to repeat the process with the remaining rows.

Recap

- Invite a few pairs to name the pattern on each row. Ask students to point to and name each pattern as they share.
- Award pocket points if most students were able to successfully name the pattern on each row.
- Use Think-Pair-Share to review today's lesson.



T-P-S: **What is a pattern?** *Something that repeats.* **Patterns are shapes, colors, sounds, numbers, or letters that repeat over and over again.**

T-P-S: **Why are the calendar pieces a pattern?** *The pictures of the (crayon and glue, etc.) keep repeating.* T-P-S: **Are there any other patterns in the room? How do you know that they are patterns?**



- Play the "Hearts and Diamonds" video to reinforce the concept of patterns.
- Tell students that the pattern workmats and manipulatives will be available when they arrive tomorrow morning and in the math lab for them to practice making patterns.



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

- "The Secret Place," *The 20th Century Children's Poetry Treasury*, page 78

Introduce the Poem

The poem I am going to read today is “The Secret Place.” I read it at the beginning of the school year. I thought you might like to hear it again.



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 are going to write a silly sentence about food. Maybe you can write about eating pencil sandwiches or mud-flavored ice cream.



What silly foods can you make up?

- 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, “Penguin pizza is tasty.”

- 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, copy a word, and remember 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, “Penguin pizza is tasty.”

- **The first word is “Penguin.” I hear some sounds that we’ve learned in that word. What sounds do you hear?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say on the first line.
- **The next word is “pizza.” I’m going to draw a picture for “pizza.”** Draw a picture for “pizza.”
- **“Is.” I remember how to write “is.”** Write “is.”

- **The last word is “tasty.” Do you hear any sounds that you know in “tasty”?** If necessary, repeat the word slowly. Write any letters that students say 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.

Today we talked about where our food comes from. We know that even though we buy food from stores, food comes from a variety of other places, such as farms, forests, and oceans, before it reaches the store. Most food comes from two main sources: plants and animals.

- Show students the grocery bag or basket filled with food.

I have a variety of food in this bag (basket). Each item came from either a plant or an animal.

- Hold up a fruit or vegetable.
This (name of item) came from a plant. Fruits and vegetables come from trees, bushes, vines, and other plants.
- Hold up an animal product such as meat or an egg.
This (name of item) came from an animal. Meat, milk, and eggs come from animals.
- Distribute one item from the bag or basket to each partnership, saying the name of each item as it is distributed. Allow students several moments to decide with their partners whether their items came from a plant or animal.
- Tell students they will now sort their foods by source. Ask all students with a food from a plant to move to one side of the room. Ask all students with a food from an animal to move to the other side of the room.
- Have each group work together to agree that all food items in the group come from either plants or animals.
- Invite the plants group to present the food items that come from plants. After students present, challenge them to think of other foods that come from plants.
- Repeat this process with the animals group.
- Collect the materials from students, and invite them to retake their seats in the circle.
- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today’s temperature on the class graph.



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 “variety.” A variety is a large mix of things.

T-P-S: When did we see, hear, or use the word “variety” 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.

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

Theme Vocabulary:
variety

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Variety of toys.	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 a variety of toys.</i>
The student responds in a complete, but not very elaborate, sentence. I like a variety of food.	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. Can you tell us more about the types of food you like?



- 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 your partner an "I" Message about something that frightened you. Provide time for students to review their "I" Messages from snack time. If you feel your students are able, invite them to tell their partners' "I" Messages.



- Award pocket points when students give complete "I" Messages about being frightened.
- 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

Some eggs come from chickens and ducks.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Copies of the concepts-of-print book <i>Trees</i> and the trade book <i>Red Are the Apples</i>, ear and mouth cards
Gathering Circle	<ul style="list-style-type: none"> KinderRoo and Alex puppets Two leaves for Feelings Tree (“nervous” and “tired”)
Theme Exploration	<ul style="list-style-type: none"> Two eggs: if possible, one egg should be white, and one egg should be brown A dozen-egg carton White or clear bowl Chart paper and markers (optional) Theme vocabulary word cards for “dozen” and “scrambled” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Joey puppet
STaR	<ul style="list-style-type: none"> Trade book: <i>Red Are the Apples</i> Color-name word cards (see To Be Prepared)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Hard-boiled eggs CD or digital recording of lively music and player Plastic egg or ball <p>For optional cooking activity:</p> <ul style="list-style-type: none"> Eggs (one per student) Electric skillet Cooking utensil Salt (optional) Large oval sheet of paper; on it, draw four smaller ovals with the titles “scrambled eggs,” “hard-boiled eggs,” “both kinds,” and “none”

Additional Materials Needed Today	
Stepping Stones	<ul style="list-style-type: none"> • Key card for “sh”* or IWB access • Letter-Blending Cards (“sh,” “i,” “p,” “h,” “a,” “t”) or IWB access • KinderRoo puppet • /sh/ picture cards (shirt, shell, sheep) or IWB access • Common /sh/ objects (optional) • Stepping Stones Partner Practice Booklet for unit 5 • Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets) • KinderCorner 2nd Edition Plus Media and Software flash drive • Concepts-of-print book (teacher and student copies): <i>Trees</i>
Math Mysteries	<ul style="list-style-type: none"> • Plastic bags of linking cubes, five cubes each of red, blue, and green, one bag per student • Prepare a linking-cube stick in the pattern red, blue, green, red, blue, green, red, blue, green
Let’s Daydream	<ul style="list-style-type: none"> • “Covers,” <i>The 20th Century Children’s Poetry Treasury</i>, page 85
Write Away	<ul style="list-style-type: none"> • No new materials
Let’s Think About It	<ul style="list-style-type: none"> • Egg Patterns (appendix) • Class temperature graph • Student temperature graphs from day 2 (optional) • Markers or crayons • Concepts-of-print book (student copies): <i>Trees</i> • Home Link animal hand stamp: walrus

Learning Labs—Additional Materials

Art Lab Egg Day
<ul style="list-style-type: none"> • Egg shapes cut out of paper • Tempera (variety of colors) • Paintbrushes
Math Lab Patterns
<ul style="list-style-type: none"> • Patterns page (appendix)
Writing Lab Name That Animal
<ul style="list-style-type: none"> • Crayons and markers • Drawing paper

Day 7

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Red Are the Apples* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Trees* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 6

Math Lab

- Encourage students to make sets of eight with the math manipulatives.

Computer/Media Lab

- Same as day 6

Writing Lab

- Same as day 6

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.

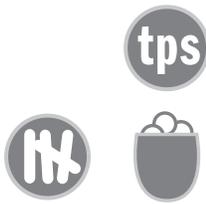


Gathering Circle

TIMING GOAL: 20 minutes

Routine
<ol style="list-style-type: none"> 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 pattern did you make with circles and squares? Share your drawing with your partner.**
- Use the sharing sticks to select two or three children to share their pattern drawings with the whole class. Award pocket points in recognition of students' efforts.

Active Instruction

- Introduce the Getting Along Together skill.

We've learned about a lot of different feelings. Let's look at our Feelings Tree to help us remember these words. Review the feelings words that you and students have placed on the Feelings Tree. Select some of the words that were recently added to the tree, and invite students to show with their faces/bodies what someone looks like when he or she has these feelings.

Today KinderRoo and Alex will help us learn some more feelings words. Bring out the KinderRoo and Alex puppets to act out the following scenario.

As Alex:	I'm going to join a soccer team today.
As KinderRoo:	Who's on your team?
As Alex, with an anxious voice:	I don't know. What if I don't know anyone there? What if all the other kids are better than me?
As KinderRoo:	Don't worry, Alex. You're a good soccer player. All the kids will like you.



It sounds like Alex is feeling a little nervous about joining the soccer team. When you are uncomfortable about something, you may feel nervous. Let's see if we can help Alex give an "I" Message about how he feels and why he feels this way. T-P-S: Tell your partner an "I" Message that Alex can give about joining the soccer team. Use the sharing sticks to select a student to share his or her "I" Message.

"Nervous" is another feelings word that we can put on our Feelings Tree. Hold up the leaf with the word "nervous" on it. Here's a leaf we can put on our Feelings Tree. It has the feelings word "nervous" on it. This will help us remember our new feelings word. T-P-S: Where can we put the word "nervous" on the Feelings Tree? Is it more like feeling "sad," "mad," or "happy"?

Invite the Cool Kid to place a leaf with the word "nervous" printed on it on the tree where the class decides that it fits best.

Partner Practice

- Let's see if you can help KinderRoo and Alex with another feeling.

As KinderRoo: **Oh boy. I really need to sit down to rest.**

As Alex: **Why KinderRoo?**

As KinderRoo: **I just finished hopping all the way to the park and back with Joey in my pouch.**

As Alex: **Wow! That's a lot of hopping!**



T-P-S: How do you think KinderRoo feels after doing all that hopping? KinderRoo must be very tired. "Tired" is a new feelings word that we can put on our Feelings Tree. T-P-S: Let's think of an "I" Message that KinderRoo can give to tell how she feels and why she feels that way. Use the sharing sticks to select students to give their "I" Messages.

Hold up the leaf with the word "tired" on it. Here's another leaf we can put on our Feelings Tree. It has the feelings word "tired" on it. This will help us remember our new feelings word.

Use the sharing sticks to select a student to place the leaf with the word "tired" on it on the tree where the class decides that it fits best. T-P-S: Where can we put the word "tired" on our Feelings Tree? Is it a feeling more like "sad," "mad," or "happy"?

Partner Challenge

- Introduce the challenge.

We learned a new feelings word today, "nervous." We said "nervous" means being uncomfortable about something. We can practice making an "I" Message using the feelings word "nervous" for our Partner Challenge today. Think about something that makes you feel uncomfortable, or nervous. Tell your partner about feeling nervous and why you feel that

way. You will give your partner an “I” Message today about feeling nervous. Model giving an “I” Message about something that makes you nervous, such as “I feel nervous when I go to the dentist.”



Provide a moment for students to reflect on the Partner Challenge. Remind them that you will be listening to hear them give “I” Messages that tell how they feel and why. Tell students you will award pocket points when they give “I” Messages about being nervous and telling why.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: Have you ever eaten eggs? Where do you think eggs come from?

Those are some good ideas. Our Daily Message is going to tell us more about where our food comes from. Let’s see what our Daily Message says.

Daily Message

Some eggs come from chickens and ducks.

- 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:
 - **There are two words in the Daily Message that are almost the same. They both have three letters that are exactly the same; only the first letter in each word is different.** Circle the words “some” and “come,” pronouncing each word as you circle it. Point out the “ome” in each word.
 - **There is another word in the Daily Message that rhymes with “come” and “some.” Listen for the rhyming word while I read the message again.** Reread the Daily Message, emphasizing the word “from.”
 - Point to the word “ducks.” **We know all the sounds in this word! Let’s see if we can read it.** Use Stretch and Read to have students read the word “ducks.”

There may be a student who will notice that “from” does not have an “e” on the end like “come” and “some.” Acknowledge the student’s observation, and say something like, “We don’t say the ‘e’ on the end of those words.”

Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us that some eggs come from chickens and ducks. Some of you mentioned this earlier when I asked you where eggs come from. All female birds lay eggs.
- Show students the egg carton.

When we buy eggs in the store or market, they typically come in a carton like this. Most eggs are sold by the dozen. That means that each carton holds twelve eggs. Some egg cartons are smaller, but most are like this and hold one dozen eggs.

- Show students two chicken eggs. Have students carefully pass the eggs around the circle, observing the color, weight, and texture of the eggs.

Teacher’s Note: We recommend passing eggs around either side of the circle to minimize student wait time.



T-P-S: What do you notice about the eggs? Think about the way they feel. Are the eggs heavy or light? Is the shell rough or smooth?

- Collect the eggs from students. Crack both eggs open into a bowl. Invite students to gather and observe the raw eggs. Point out the egg yolk and the egg white.

The eggs we buy in the grocery store or market were all laid by chickens. Some chicken eggs have white shells, and other chicken eggs have brown shells, but their insides look and taste the same.

- If you are going to do the optional activity and make scrambled eggs with students (see Snack/Outside/Gross-Motor Play), tell them that you are going to do a taste test at snack time to see if more students like hard-boiled or scrambled eggs.

If you are not going to do the taste test, you could ask students now who likes hard-boiled eggs, who like scrambled eggs, who likes both, and who does not like either. You could do a bar graph or the one that is suggested in Snack/Outside/Gross-Motor Play. Talk about doing this survey and how you could use this information to decide which kind of eggs to serve the class if you have the opportunity to do so.



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

Our new words for today are “dozen” and “scrambled.”

Most egg cartons hold one dozen eggs. One dozen equals twelve. A carton that holds one dozen eggs holds twelve eggs. I can make a sentence with the word “dozen:”

I bought one dozen eggs from the grocery store.

We can cook eggs many ways. Sometimes eggs are boiled, and other times they are scrambled. Scrambled eggs are eggs that are all mixed up when they are cooked. I can make a sentence with the word “scrambled:”

I like to eat scrambled eggs for breakfast.



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 “Fall Food.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), 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:

/a-pp-le/	apple	/g-l-a-ss/	glass	/t-r-ea-t/	treat
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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? Red Are the Apples.

WGR: The authors are Marc Harshman and Cheryl Ryan. What does the author do? *The author thinks of the story, writes the words.*

WGR: The illustrator is Wade Zahares. 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 “explore.” What does “explore” mean? *Look at something carefully.*

T-P-S: Can you think of a sentence that uses the word “explore”? 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 “demanding.” *The word “demanding” means forcefully asking for something.*

Story Retell

If you did not make word cards for all the colors in the story, you may discuss the content of the page without them.

- Present the word cards for the color names that you have prepared one at a time. Encourage students to read the color names with you as you present them. If students respond, “Red,” when you present the word “crimson,” hold up the card for “red,” and have them compare the two words. Help them to distinguish between the two.

Explain to students that these color words will help them remember parts of this poem. **When the authors wrote *Red Are the Apples*, they focused on colors to write a poem about a fall garden. Today after I read the book, we will use the color cards to help us remember what different parts of the poem are about.**

Reread the story.

After reading, hold up each color word, and display the corresponding page(s) to have students talk with their partners about the part of the garden that each card represents.

- **Pages 2 and 3:** brown
 - **Pages 4 and 5:** white
 - **Pages 6 and 7:** yellow
 - **Pages 8 and 9:** orange
 - **Pages 10 and 11:** green
 - **Pages 12 and 13:** crimson
 - **Pages 14 and 15:** purple
 - **Pages 16 and 17:** black
 - **Pages 18 and 19:** blue
 - **Pages 20 and 21:** red
 - **Pages 22 and 23:** gold
- Close the activity by asking students to tell which of the foods from this garden they would like to eat. T-P-S: **Think about the good foods that grow in this garden. Tell your partner which ones you would like to taste.**



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 | Produce Stand

Description:

- The dramatic play area will continue to be a produce stand.

When You Tour:

- Remind students that the lab is a produce stand. Ask students who have already visited the lab to describe how they set up the stand.

Blocks Lab | Produce Delivery

Description:

- Students will continue to use the trucks to transport food to the produce stand.

When You Tour:

- Remind students that they can use the trucks to transport food to the produce stand. Ask students how delivering eggs would be different from delivering vegetables.

Art Lab | Egg Day

Description:

- Students will use paint to decorate eggs.

Purpose:

- Participation in this lab will reinforce thematic concepts. It will also provide the opportunity for students to make choices about what they would like to make and about the materials they would like to use to stimulate creativity.

When You Tour:

- Tell students they will use paint to decorate eggs.
- Point out the eggs, paints, and paintbrushes.

Facilitate Learning:

- Talk with students about their egg designs. Ask questions that will prompt students to plan their egg designs and will promote oral-language development.

Examples:

- **What design will you use on your egg?**
- **Do you think it would be more difficult to paint a design on a real egg?**
- **Tell me about the colors that you chose for your design.**

Classroom Library Lab | Free-Choice Reading

Description:

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

When You Tour:

- Remind students that they can continue to explore books independently or with a friend.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that the lab is open today.

Math Lab | Patterns-Extend Patterns

Description:

- Students will extend patterns by identifying the next shape in a pattern.

When You Tour:

- Ask students to identify the shapes in each pattern on the Patterns page.
- Then students will continue the patterns by drawing the correct shapes on the lines provided.

Facilitate Learning:

- Ask students to describe their patterns by saying the names of the shapes or colors along with you. Prompt students with questions such as “**Why did you place this block here?**” and “**If you wanted to make the pattern longer, what would come next?**”
- Encourage students to share their patterns with a partner in the lab before they remove the pattern blocks and choose a new pattern strip. Encourage students to try all the patterns.
- Note: At this age, students are most likely to describe the pattern by the attribute of color. Some students may have difficulty identifying the pattern but will be able to replicate the pattern when they are actually using the pattern blocks. If students are unable to extend the pattern, they will still spend useful time copying the pattern and matching the pattern blocks using one-to-one correspondence.

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 they can explore educational software or listen to music.

Sand/Water Lab | Free Exploration

Description:

- Students will explore the properties of sand and/or water by experimenting with a variety of tools.

When You Tour:

- Remind students that they can explore the properties of sand and/or water.

Science Lab | Fall Weather Report

Description:

- Students will observe and report on weather conditions.

When You Tour:

- Remind students that they can observe the weather outside (through the window) and write or draw the conditions (sunny, cloudy, windy, etc.) on a weather-report chart.

Writing Lab | Name That Animal

Description:

- Students will draw animals and name them.

Purpose:

- This lab reinforces writing and letter/sound skills.

When You Tour:

- Explain that students will draw pictures of animals, make up names for them, and write the names.

Facilitate Learning:



- Encourage students to give their animals names that start with the same sound as the animals. **Think about a special name for your animal, and write it so everyone will know what it is. You can think of a name that begins with the same sound as your animal; for example, Dora the duck. WGR: What sound do “Dora” and “duck” begin with? /d/. If I wanted to draw Dora the duck and write the first sound in her name, I would move my marker “Left around the dinosaur’s back, then head to toe—/d/.” Can you think of other animals we could draw? Replies.**



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

- After completing the calendar activity, say, **Let’s say the pattern.** Point to the cutouts on the calendar as you name the pattern with students.

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Our-Favorite-Ice-Cream Graph



- Point to the graph. WGR: **What information is shown on our graph?** *It shows which ice cream flavor—vanilla, chocolate, or strawberry—is our favorite.* Take out the plastic bag of paper ice cream scoops, and select three or four. Read the names on the scoops, and ask each of those students to place his or her scoop in the column that shows his or her favorite flavor. Ask all students to look at the graph. WGR: **Our graph isn't complete yet, but looking at the graph right now, which flavor of ice cream do more of you like? Vanilla/chocolate/strawberry. How do you know?** *There are more scoops attached to that flavor; the stack of scoops is taller.* **Which flavor do fewer of you like? Vanilla/chocolate/strawberry. How do you know?** *There are fewer scoops attached to that flavor; the stack of scoops is shorter.*



- Remind students that scoops of ice cream will be added to the graph each day until all the scoops are on the graph. T-P-S: **Do you think the graph will show that (current leading flavor) is the favorite and that (current least favorite flavor) is the least favorite flavor when we have attached all the scoops of ice cream?** *Answers will vary.*



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

Teacher's Note: Check for egg allergies before serving today's snack.

- Have an egg-tasting party. Serve hard-boiled and scrambled eggs, cooking the latter while students watch. Distribute spoonfuls of the scrambled eggs. Let students peel and slice the hard-boiled eggs, and have them each take a slice.

Talk about how the eggs looked when they were raw. Discuss how different styles of cooking make eggs look different. Tell students that eggs are a protein food and that proteins change when they are heated.

When all students have tasted as much as they care to, ask them which way they liked their eggs cooked (if they liked them at all).

As students tell the way of cooking that they like better, write their names in the corresponding ovals on the paper. Count how many names are in each oval. Ask which way of cooking eggs was the most popular. Which way was the least popular? Do more students like eggs or dislike eggs?

~OR~

Serve hard-boiled eggs. Talk with students about where these eggs came from. Encourage them to talk about the fact that their hard-boiled eggs originally came from a hen.

- Invite students to talk with their partners about the Partner Challenge. **Our Partner Challenge today is to give an “I” Message using the feelings word “nervous.” Talk with your partner about this challenge. Use active listening to help you focus on what your partner says.**
- Award pocket points when students give complete “I” Messages about feeling nervous.



Outside/Gross-Motor Play

- Take a CD (or tape) player and a CD (or tape) of lively music outside with you. Play a game similar to Hot Potato with either a plastic egg or a ball to represent an egg. While the music is playing, students pass the egg quickly around the circle until the music stops. The student who is holding the egg when the music stops names an animal that lays eggs.

Observe which students can catch a ball.



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: /sh/ – 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.
- Show the Animated Alphabet segment for /h/.



Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she 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 /sh/ sound at the beginning of each word by stretching or extending it.

Sherry shines her shoes.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “Sherry,” “shines,” and “shoes”?**



- Explain that /sh/ 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 /sh/, stretching the /sh/ sound at the beginning of each word.

Let's practice that sound.

Teacher: /sh/ erry	Students: /sh/ erry
Teacher: /sh/ ines	Students: /sh/ ines
Teacher: /sh/ oes	Students: /sh/ oes

Mnemonic Picture

- Show the picture side of the key card for “sh.” Explain that the picture we have to help us remember the sound /sh/ is Sherry shining her shoes. Point out that the /sh/ sound is made when /s/ and /h/ stand together.



Let's watch our funny cartoon about /sh/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /sh/. Point out that when Sherry walks in the rain, her shoes make the /sh/ sound.

People, Pictures, and Objects

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

- shirt
- shell
- sheep

- 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 /sh/ 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?**

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 /sh/, /i/, 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 “ship.” Repeat with the word “hat.”

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 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 /sh/.

- Explain that the /sh/ sound is made by putting two sounds that we already know how to write together. To write /sh/, first we write /s/, and then we write /h/. When those two letters stand together, they say /sh/. Trace the letters with your finger as you say the letter-writing cues.

Remember that to write /s/, we make a shape like the snake. We go “Left around, right around, from head to tail.” To write /h/, we will think about the horse. We move “From head to toe and over his back.”

Write /sh/.

- 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 /sh/ several times, reciting the cues for /s/ and /h/ with them each time if necessary.
- Ask students to examine their partners' letters for /sh/ 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.
 - /l/ **Down the long, long leg.**
 - /e/ **Right under his ear, and all around his trunk.**
- 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.

ship

hat

- Collect the Partner Practice Booklets.

Emergent Reading

Story Review

- Briefly review the concepts-of-print book *Trees*.
- Review the focus skills.

Yesterday we read this book about trees. Point to the “ee” in the word “Trees” in the title. **What do these two vowels say when they stand together? /ee/. Let’s stretch and read the word.**

We will see the word “trees” on each page of our book. Walk to the word wall. We will also see this word. Point to “have.” Ask students to read the word.

Today you will read the story with your partners. You can read “trees” and “have.” The pictures will help you with the other words.

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 work with their partner to look around the room for a pattern. Use the sharing sticks to select a few students to point out the patterns they found. Ask them how they know that these are patterns.
- Award pocket points if students are able to successfully identify patterns in the classroom.

Active Instruction

- Introduce the game Just Like Mine.

We are going to play a game called Just Like Mine. I am going to clap, slap, and snap a pattern. Then you are going to do a pattern just like mine.



- Play the game with students. Do the following actions as you say, **Clap, snap, clap, snap, clap, snap.** Now it is your turn to make a pattern just like mine. Act out the pattern with students. Encourage them to say, “Clap, snap, clap, snap, clap, snap” as they snap and clap. When they have completed the pattern, ask, WGR: **What was the pattern?** *Clap, snap, clap, snap, clap, snap.*

Continue. **Let’s play Just Like Mine again. Watch and listen carefully.**

Complete the following pattern as you say, **Clap, clap, snap, snap, clap, clap, snap, snap, clap, clap, snap, snap.** Now it’s your turn. **Make your pattern just like mine.** Act out the pattern with students. When they have completed the pattern, ask them what the pattern was. *Clap, clap, snap, snap, clap, clap, snap, snap.*

Let’s play one more time. Watch and listen. When I am finished, you will make a pattern just like mine. Complete the following pattern as you say, **Slap** (Slap your knee.), **clap, snap, slap, clap, snap, slap, clap, snap.** Now it’s your turn. Act out the pattern with students. Then ask them to identify the pattern.

- Explain that the patterns used in the game can be shown using cubes. Give each student a small plastic bag of multilink cubes.

We are going to build sticks of cubes for our patterns. WGR: How many colors of cubes do you have in your bag? *Three.* **We will use a red cube every time we clap. We will use a blue cube every time we snap, and we will use a green cube every time we slap. Our first pattern was clap, snap, clap, snap, clap, snap. Take a red cube from your bag. That will be the first cube in your stick.** When all students are holding red cubes, hold up your red cube, and say, **This will stand for clap.**

WGR: What comes after clap? Snap. We are going to use blue cubes for snap. Take out a blue cube, and add it to your stick. Add a blue cube to your red cube. When all students have pressed together their red and blue cubes, point to your red cube, and say, **Clap**. Point to your blue cube, and say, **Snap**.

Clap. WGR: What color cube would go next? Red. Add a red cube to your stick. Look around, and make sure that students are pressing the red cubes onto the blue cubes. Hold up your stick, point, and say, **Clap, snap, clap**.

Press on another blue cube, point, and say, **Clap, snap, clap, snap**. Ask students to add another blue cube. Tell them to point to the cubes as you repeat the pattern, **Clap, snap, clap, snap**.

Ask students to add another red cube, and say, **Clap, snap, clap, snap, clap**. Ask students to add another blue cube.

Our pattern is now complete. Hold up your pattern stick. Let's say the colors in our pattern. Red, blue, red, blue, red, blue. Now let's say our pattern using the words "clap" and "snap." Every time we point to a red cube, we will say "Clap." Every time we point to a blue cube, we will say "Snap." Ready? Point to the cubes as you say the pattern.

- Ask students to place their pattern sticks in front of them. Hold up the red, blue, and green stick pattern that you prepared before instruction. Ask students to look at the stick.

Raise your hand if you see the pattern. WGR: Let's say the pattern together as I point. Red, blue, green, red, blue, green, red, blue, green. Can you use clap, snap, and slap to describe the pattern? Let's try. Clap, snap, slap, clap, snap, slap, clap, snap, slap.

Partner Practice

- Explain the activity.

Today you will work with your partner to create a sound pattern. Your pattern can use claps, snaps, slaps, stomps, or other noises. Your pattern might look like this. Demonstrate as you say, **Clap, stomp, clap, stomp, clap, stomp**. **Or it might look like this.** Demonstrate as you say, **Snap, snap, stomp, snap, snap, stomp, snap, snap, stomp**. **You will have some time to work with your partner to create your sound pattern. Then we will take turns teaching our sound patterns to the class. Don't make your sound pattern too hard—you don't want to forget it while you are waiting for your turn!**

- Provide time for students to work in pairs and create sound patterns. Circulate around the room, assisting students who may be struggling with this activity. Demonstrate simple alternating patterns that these students may like to use.
- Invite students to stand in a circle. Invite pairs who would like to share their patterns to move to the center of the circle and demonstrate their patterns once. Encourage students to speak as they move (e.g., say "clap" while clapping) during their patterns. Repeat the pattern with students, inviting the class to join in. When the class successfully completes one pair's pattern, invite another pair to teach their pattern.

Recap

- Congratulate students on their sound patterns.

You have shown many ways that we can make patterns. While all our sound patterns were very different, they were all patterns that repeated.



- Award pocket points if several students were able to successfully teach their sound patterns to the class.



- Play the “Firefighter, Doctor” video to reinforce patterns.
- Use Think-Pair-Share to review today’s lesson.



What is a pattern? *A pattern is something that repeats.* **What are some ways that we can make patterns?** *Answers will vary. Possible responses: cubes, colors, actions, pictures, etc.*



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

- “Covers,” *The 20th Century Children’s Poetry Treasury*, page 85

Introduce the Poem

The poem I am going to read today is “Covers.” The poet has many ideas about the word “covers.” Listen, and think about what this word means to you.



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 eggs. You are going to write a sentence about eggs.



What can you say about eggs?

- 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, “My mom makes fried eggs.”

- 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, copy a word, and remember 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, “My mom makes fried eggs.”

- **The first word is “My.” I can copy that word from the word wall. I need to make sure that I use a capital, or uppercase, “m” when I write “my” because it is the first word in a sentence. We always capitalize the first letter of the first word in a sentence. Write “My” on the first line.**
 - **“Mom.” “Mmmooooommm.” What sounds do you hear in “mom”?** Write any letters that students say. If they spell the whole word, celebrate.
 - **“Makes” is the next word. I hear some sounds that we’ve learned—/m/, /k/, and /s/. Write the letter for each sound as you say it.**
 - **The next word is “fried.” Can you hear any sounds that you know in that word?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **The last word is “eggs.” I think I’ll draw a picture for “eggs.”** Draw eggs 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 if 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 where our food comes from. Today we have been talking eggs. T-P-S: Where do eggs come from? Many eggs come from chickens and ducks. This morning we felt chicken eggs, and we cracked two open to see the yolks and egg whites inside. We also tasted hard-boiled eggs and scrambled eggs during snack time today.

- Distribute the egg halves to students in a random fashion. If there is an odd number, take one half yourself. Introduce the game Match the Eggs.

Now we’re going to play Match the Eggs. I’m going to play some lively music, and when the music stops, you will look for the person with the egg half that matches yours.

- Play Match the Eggs. Have students trade their egg halves with someone other than their partners, and then play again.
- Invite students who decorated eggs in the art lab today to bring out their decorated eggs and share about them. Encourage students to be creative about their descriptions of their eggs.
- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today’s temperature on the class graph. If your students are creating individual temperature graphs, allow them time to move to the tables and graph today’s temperature.



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 new words today is “dozen.” A dozen is equal to twelve.

T-P-S: When did we see, hear, or use the word “dozen” today?

Our other new word today is “scrambled.” “Scrambled” means mixed up.

T-P-S: When did we see, hear, or use the word “scrambled” 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:

dozen
scrambled

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Scrambled eggs.	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 ate scrambled eggs.</i>
The student responds in a complete, but not very elaborate, sentence. I like scrambled eggs.	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. Can you tell us more about why you like scrambled eggs?



- 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 using the feelings word “nervous.” Provide time for students to review their “I” Messages from earlier today.



- Award pocket points when students give complete “I” Messages.
- 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 *Trees* books. **You get to bring these books home with you today! Share *Trees* 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

Bread comes from grains.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Literacy Lab: Key card for “sh”
Gathering Circle	<ul style="list-style-type: none"> KinderRoo and Alex puppets Two leaves for Feelings Tree (“lonely” and “hurt”)
Theme Exploration	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Yeast (one package) Sugar (two tablespoons) Jars (four, clear) Water (warm and cold) Labels for jars (four) Markers Theme vocabulary word cards for “grains” and “yeast” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Joey puppet
STaR	<ul style="list-style-type: none"> Trade book: <i>Jalapeño Bagels</i> Picture of, or a real, jalapeño Bagel
15-Minute Math	<ul style="list-style-type: none"> Tomorrow card (15-Minute Math Kit)
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Bagels
Stepping Stones	<ul style="list-style-type: none"> Key card for “z” or IWB access “Zz” Uppercase and Lowercase Letter Card Letter-Blending Cards (“z,” “i,” “p,” “s,” “h,” “o”) or IWB access KinderRoo puppet /z/ picture cards (zebra, zoo) or IWB access Common /z/ objects (optional) Stepping Stones Partner Practice Booklet for unit 5 Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets) KinderCorner 2nd Edition Plus Media and Software flash drive Concepts-of-print book (student copies): <i>In My Garden</i>

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Plastic bags containing linking cubes (any two colors per bag, ten of each color), one bag per student • Extending Patterns strips (appendix), eight copies
Let's Daydream	<ul style="list-style-type: none"> • "Something Told the Wild Geese," <i>The 20th Century Children's Poetry Treasury</i>, page 67
Write Away	<ul style="list-style-type: none"> • No new materials
Let's Think About It	<ul style="list-style-type: none"> • Jars • Class temperature graph • Student temperature graphs from day 2 (optional) • Markers or crayons • Home Link animal hand stamp: hippopotamus

Learning Labs—Additional Materials

Dramatic Play Lab Bakery
<ul style="list-style-type: none"> • Playdough • Cash register or box to make a cash register • Play money • Heavy paper for signs • Bags (paper and plastic)
Classroom Library Lab <i>The Little Red Hen</i>
<ul style="list-style-type: none"> • <i>The Little Red Hen</i>
Literacy Lab Play School: Letter Posters
<ul style="list-style-type: none"> • Letter poster for /sh/
Math Lab Block Patterns
<ul style="list-style-type: none"> • Pattern-Block Strips A and B • Pattern blocks

Day 8

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 7

Literacy Lab

- Add the key card for “sh” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /sh/.

Math Lab

- Same as day 7

Computer/Media Lab

- Same as day 7

Writing Lab

- Same as day 7

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: 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: In last night's story, *Scrambled Eggs*, what is one of the strange objects that Edith the chicken lays? *Pink fuzzy slippers, a red ball, a top, a bar of soap, a pack of crayons, a toy rocket, a cell phone, a washcloth, blocks, four yellow daisies, and a gold wedding ring.*



- 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 skill.

We keep learning about a lot of different feelings. Let's look at our Feelings Tree to help us remember some of the new feelings words that we know. Review the feelings words that you and your students have placed on the Feelings Tree. Select some of the words that were recently added to the tree, and invite students to show with their faces/bodies what someone looks like when he or she has these feelings.

KinderRoo and Alex will help us learn some more feelings words again today. Bring out the KinderRoo and Alex puppets to act out the following scenario:

KinderRoo approaches Alex:

What's the matter, Alex?

As Alex: **None of my friends are home.**

As KinderRoo: **Oh. What will you do?**

As Alex, in a sad voice:

I don't know. I don't like being all by myself.



T-P-S: **Can you think of a feelings word that tells about how Alex feels? It sounds like Alex is lonely. When you are all by yourself, you might feel lonely. “Lonely” is a feelings word we can use when we are all alone.**



Let’s think of an “I” Message that Alex can give KinderRoo about how he feels when he is alone and why he feels that way. Use the sharing sticks to select students to share their “I” Messages.

Hold up the leaf with the word “lonely” on it. **Here’s another leaf we can put on our Feelings Tree. It has the feelings word “lonely” on it. This will help us remember our new feelings word.** T-P-S: **Where can we put the word “lonely” on the Feelings Tree? Is it more like feeling “sad,” “mad,” or “happy”?**

- Invite the Cool Kid to place a leaf with the word “lonely” printed on it on the tree where the class decided that it best fits.

Partner Practice

Let’s see if you can help KinderRoo and Alex with another feeling.

Have KinderRoo approach Alex and trip along the way.

As KinderRoo: **Ouch! I fell and bumped my paw.**

As Alex: **Does it hurt?**

As KinderRoo: **Yes, it hurts a lot. I feel like I might cry.**



WGR: **What feelings word did you hear Alex and KinderRoo say? KinderRoo said she hurt her paw. Did you know that there’s another kind of hurt? Let’s listen to KinderRoo and Alex to see if we can figure out what the other kind of hurt is.**

As Alex: **KinderRoo, let’s go outside for a walk.**

As KinderRoo: **That’s a stupid idea, Alex. It’s raining.**

As Alex, with a sad voice, walking away:

I guess that was a dumb idea.



T-P-S: **How did KinderRoo hurt Alex? KinderRoo said something mean to Alex that hurt his feelings. Sometimes we can get a hurt when we fall or have an accident. But people can hurt one another with words too.**



T-P-S: **Let’s see if we can help Alex give KinderRoo an “I” Message that lets her know that she hurt Alex with her words.** Use the sharing sticks to select students to give their “I” Messages.

Hold up the leaf with the word “hurt” on it. **Here’s another leaf that we can put on our Feelings Tree. It has the feelings word “hurt” on it. This will help us remember our new feelings word.**

Use the sharing sticks to select a student to place the leaf with the word “hurt” on it on the tree. T-P-S: **Where can we put the word “hurt” on our Feelings Tree? Is it a feeling more like “sad,” “mad,” or “happy”?**

Partner Challenge

- Introduce the challenge.

We learned another new feelings word today, the word “lonely.” We said that “lonely” means being all alone. We can practice making an “I” Message using the feelings word “lonely” for our Partner Challenge today. Think about a time when you were all alone or lonely. Tell your partner about feeling lonely and why you felt that way. You will give your partner an “I” Message today about feeling lonely. Model giving an “I” Message about a time that you were lonely such as “I feel lonely when my children visit their grandparents for the weekend.”



- Provide a moment for students to reflect on the Partner Challenge. Remind them that you will be listening to hear them give “I” Messages that tell how they feel and why. Tell students you will award pocket points when they give “I” Messages about being lonely and telling why.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What grains did you eat this morning? Remember, foods like cereal and bread are made from grains.**

Grains are used in many foods! Let’s see what our Daily Message says about grains.

Daily Message

Bread comes from grains.



- 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:
 - Read the Daily Message again, emphasizing the initial phoneme in each word. Prompt students to identify the initial phoneme in each word. For example, **“Which word begins with /g/ like the giggling, growing girl?”**



Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us that bread comes from **grains**. Earlier some of you mentioned that you ate bagels, muffins, or toast for breakfast. These are all types of bread. Most bread is made from a grain called wheat. Let's watch our video and learn more about how bread is made.



- Play the Food Sources video.
- Introduce students to the ingredient yeast.

Some breads are flat breads, such as pita bread, and some are fat breads such as (Name a raised bread that students will be familiar with such as raisin bread.). **The fat breads usually have something called yeast in them that makes them rise and get puffy, or fat.**

- Show students some dried yeast (use the term), the sugar, and the warm and cold water.

Today we are going to do an experiment with yeast to see what makes bread grow. In the first jar, we will mix together a spoonful of yeast, a spoonful of sugar, and some warm water. Do this, letting students assist, if possible, and label the jar:

yeast	1
sugar	
warm water	

In the second jar, we will mix just yeast and warm water, but no sugar. Do this, and label the jar:

yeast	2
warm water	

In the third jar, we will mix some yeast, sugar, and cold water. Do this, and label the jar:

yeast	3
sugar	
cold water	

And in the fourth jar, we will mix some yeast and cold water, but no sugar. Do this, and label the jar:

yeast	4
cold water	

- Have students predict which yeast will grow the most. Prompt students for the reasons behind their predictions.
- Connect the activity to today's learning activities.

We will put the jars in the science lab, and from time to time today, we will observe to see if the yeast grows and in which jar it grows the most.

In the STaR book today, I will read about a kind of bread that is round and has a hole in the middle. Sometimes people eat it with cream cheese. Can anyone guess what it might be? You will see!



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

Our new words for today are “grains” and “yeast.”

Grains are the small seeds of plants such as wheat, corn, and rice. Many kinds of bread are made from grains. I can make a sentence with the word “grains.”

The muffin I ate for breakfast was made of grains.

Many types of bread have another important ingredient: yeast. Yeast helps breads to rise, or become fluffy and fat. I can make a sentence with the word “yeast.”

We are doing a science experiment to see how yeast helps bread grow.



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 “Fall Food.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), 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.

apple	/a-pp-le/	glass	/g-l-ass/	treat	/t-r-ea-t/
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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:

knead
connect
decide

Jalapeño Bagels*Written by Natasha Wing**Illustrated by Robert Casilla*

Pablo has to decide what food to bring to school to share for International Day. His parents tell him that he may bring something from their panadería (bakery) if he wakes up early Sunday morning to help them. With so many wonderful baked goods to choose from, Pablo has difficulty deciding which to choose. He finally decides to bring jalapeño bagels, which reflect a blend of his Hispanic and Jewish cultures.

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.



The name of the story today is *Jalapeño Bagels*. WGR: What is another word for the name of a story? *The title*. The author of *Jalapeño Bagels* is *Natasha Wing*. WGR: What does the author of a story do? *Writes the words*. The illustrator is *Robert Casilla*. WGR: What does the illustrator of a story do? *Makes the pictures*.

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



This story, *Jalapeño Bagels*, is about a boy named Pablo. T-P-S: Where do you think Pablo is in this picture? *Bakery*. How can you tell? *Replies*. The name of the story has the word “bagels” in it. Bagels are a type of bread that people often buy at a bakery. If you brought a bagel, pass it around. The title of the story also has the word “jalapeño” in it. A jalapeño is a hot pepper. If you have a jalapeño, hold it up, and explain that you aren't going to pass it around because it is hot, and if students rub their eyes after holding it, their eyes may burn. Why do you think Pablo might be in this bakery? When we read *Jalapeño Bagels*, we will find out if your ideas are in the story.

- Introduce the story vocabulary words.

There are many interesting new words in this story because it tells about different cultures and uses words from two languages, Spanish and Yiddish, in addition to English. The author tells us what many of the words from these other languages mean as she tells the story.

There are three new words that we will hear that the author doesn't tell us the meanings of. One is “knead.” You may think you know this word. “Need” is a word you use when you tell someone you want something.

You might say, “I need a backpack to carry my things to school.” Our new word sounds the same, but it looks different when you write it. It also has a different meaning. Write the word “need,” and explain that this is the word you use when you want something. Now write the word “knead” under the word “need.” “**Knead**” means something different. It means to mix dough by pressing it down.

Another new word is “**connect**.” When you **connect** things, you bring them together.



In the story, Pablo has to **decide** what to take to school. “**Decide**” means to make up your mind about something. T-P-S: Every day, you have to **decide** about things such as what you will wear, where you will work during Learning Labs, and whom you will play with. T-P-S: Tell your partner what you’ve had to **decide** about today.



Summarization

- Introduce the good-reader skill for today.

As they read a story, good readers think about what has happened so far. We will stop a few times during the story today and think about what has happened so far.

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 3:** T-P-S: **Why do you think Pablo’s mother wakes him when it is still dark outside?** If necessary, explain that it takes a long time to mix the ingredients needed to bake breads and pastries in the ovens. Pablo’s parents need to wake up early in the morning so the bakery shelves are full by the time the customers come to their bakery to buy the baked goods.



I heard our new word “knead.” Point to the illustration in the lower right corner of page 3. T-P-S: **What is Pablo doing to the dough?** RWE: **He uses his hands to mix the dough by pressing it down. He kneads the dough.**

- **Page 7:** Let’s think about what has happened so far in this story. T-P-S: **Why is Pablo helping his parents work at the bakery? We know Pablo is helping his parents make something at their bakery so he will have something to take to school for International Day.** T-P-S: **What has Pablo made that he thinks about taking to school?**
- **Page 9:** T-P-S: **What job does Pablo do to help make the bagels? He connects the ends of the dough together to make a circle. “Connect” is one of our new words. He brings the ends of the pieces of dough together to make a bagel.**
- **Page 11:** Point to Pablo with the strips of bread dough on page 10. T-P-S: **Do you think it is hard for Pablo to make the challah? Why (or why not)?**
- **Page 13:** T-P-S: **What happens in this part of the story?** RWE: **After Pablo helps his mother, he goes to the back room and helps his father make bagels.**

What ideas does Pablo have about what to take to school when he helps his father?

- **Page 15:** T-P-S: **What do you think Pablo will choose to take to school? Why?**

After Reading



T-P-S: **Do you think Pablo made a good choice for International Day? Why?**

Pablo had a lot of choices about what to take for International Day at school. He had to decide what to take. “Decide” is one of our new words. Let’s make a sentence together with the word “decide.” 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 with the words “knead” and “connect.”



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

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 | Bakery

Description:

- The dramatic play area will be a bakery.

Purpose:

- Participation in this lab will help students to develop cognitive skills and thematic concepts 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 bakery.
- Use Think-Pair-Share to have students identify the different roles they could play in a bakery. *Cashier, baker, customers, etc.* Remind students to specify which role they would like to play as they write their lab plans.
- Point out the playdough, and suggest that students use it to make baked goods.
- Point out the different props that they will find in the lab. Invite students to share their ideas about how they could use the props that are provided or make others.

Facilitate Learning:

- Ask questions that will help students to 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:

- **What kinds of baked goods should we make?**
- **I wonder what we can use to make...** (shelves, cash register, oven, etc.)?
- **How can we make signs for our baked goods?**
- Encourage students to use the materials from the writing and art labs to make signs, price labels, a cash register, money, and other props.

Blocks Lab | Bread Delivery

Description:

- Students will use the trucks to transport bread and other baked goods to stores.

Purpose:

- Participation in this lab will help students to develop fine-motor skills, cognitive skills through role play, and oral language.

When You Tour:

- Suggest that some students use the trucks to transport bread and other baked goods from the bakery to stores around the room.
- Suggest to students that they designate different areas of the room to be stores.

Facilitate Learning:

- Ask students how delivering baked goods might be different from delivering produce.

Art Lab | Apple Prints or Egg Decorations

Description:

- Students will make prints using apple halves or use paint to decorate eggs.

When You Tour:

- Tell students they can decorate paper eggs or make prints using apple halves.

Classroom Library Lab | *The Little Red Hen*

Description:

- Students will have the opportunity to explore *The Little Red Hen* and other 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 reinforces thematic concepts and provides an opportunity for students to practice retell, summarizing, and sequencing skills.

When You Tour:

- Point out the book *The Little Red Hen*. Tell students that they may retell the story or just review the process of the grain growing, being harvested, being ground into flour, and being baked to make bread.

Facilitate Learning:

- Students should be encouraged to follow the sequence of the story or of the growing grains. Ask relevant questions to foster growth in vocabulary, oral expression, and comprehension.

Examples:

- **What kind of grain did the Little Red Hen plant?**
- **If you were her friend, how would you help the Little Red Hen do the work to make the bread?**

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that you have added a new poster for /sh/ today.

Math Lab | Pattern-Block Patterns

Description:

- Students will copy and extend patterns.

Purpose:

- Participation in this lab will allow students to use one-to-one correspondence to replicate a pattern. This lab will also present students with the opportunity to identify and extend patterns.

When You Tour:

- Point out the pattern-block pattern strips and the pattern blocks.
- Tell students they will take one pattern strip and look at the shapes.

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 they can explore educational software or listen to music.

Sand/Water Lab | A Gourd Garden

Description:

- Students will pretend to grow gourds and/or squash in the sandbox.

Purpose:

- This lab provides students with an opportunity to investigate the natural world with a focus on water and sand. It also reinforces thematic concepts and vocabulary.

When You Tour:

- Tell students they can pretend to grow gourds and/or squash in the sandbox.
- Point out the watering can. Engage students in the fantasy that there are plants growing in the sandbox that need some water to grow. Tell them, too, that the garden needs to be weeded.

Facilitate Learning:

- As students water the gourds (or squash), discuss with them what it takes to make things grow. Mention that the gourds look a little like pumpkins or squash, but they are for decoration, and we do not eat them.
- Explain that pumpkins are a fruit that grows on vines like the decorative gourds. Reinforce the vocabulary word “harvest” and the concept that pumpkins are a fruit because they have seeds.

Science Lab | Fall Weather Report

Description:

- Students will observe and report on weather conditions.

When You Tour:

- Remind students that they can observe the weather outside (through the window) and write or draw the conditions (sunny, cloudy, windy, etc.) on a weather-report chart. Ask students how people change as the weather changes in the fall.

Writing Lab | Name That Animal

Description:

- Students will continue to draw animals and name them.

When You Tour:

- Remind students that they can draw animals and name them.



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

- After placing the calendar cutout on the calendar, say, **This is a pattern. Let's name the pattern.** WGR: **Let's name the pattern again. This time, when I point to the** (first picture), **I want you to clap. When I point to the** (second picture), **I want you to snap**, (if there is a third picture...) **and when I point to the** (third picture), **I want you to slap.** Point to the pattern as students clap, snap, (and slap).

Days of the Week



- WGR: **How many days are in one week? Seven. What day begins the week? Sunday. How do you know? It is the first pocket.** In the usual manner, determine today's day of the week and the date. Place the Yesterday card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week). Introduce the Tomorrow card, and place it in the pocket behind the appropriate date card. Do not turn the card to reveal the date. Use a Think Aloud and say, **I wonder what the date will be tomorrow.**

Days of School Tape

Ten-Frames

- If this is the first day of a new month, remove all the dots from the ten-frames before students arrive. Add one dot in the appropriate spot, and say, **There is one dot on the ten-frames because today is the first day of the month.**

Hundreds Chart

Our-Favorite-Ice-Cream Graph



- Point to the graph, and say, **Let's add a few more scoops to our graph.** Take out the plastic bag of paper ice cream scoops, and select three or four. Read the names on the scoops, and ask each of those students to place his or her scoop in the column that shows his or her favorite flavor. Ask all students to look at the graph. **WGR: Our graph isn't complete yet, but looking at the graph right now, which flavor of ice cream do more of you like? Chocolate/vanilla/strawberry. How do you know? There are more scoops attached to that flavor; the stack of scoops is taller. Which flavor do fewer of you like? Chocolate/vanilla/strawberry. How do you know? There are fewer scoops attached to that flavor; the stack of scoops is shorter.**



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

- Serve bagels. Talk with students about the smell, taste, and texture of the bagels. Talk about the shape of the bread. Ask what grain is in the bagels. Ask what they think a bagel would look like if there were no yeast in it.

If you found jalapeño bagels, each student could taste a small piece of one and describe the taste and compare it with a plain bagel.



- Invite students to talk about the Partner Challenge with their partners. **Our Partner Challenge today is to Think about a time when you were all alone or lonely. Tell your partner about feeling lonely and why you felt that way.** Use Think-Pair-Share to have students review active-listening skills that will help students with the challenge, particularly Say-It-Back and asking questions.



- Award pocket points when students give complete "I" Messages.

Outside/Gross-Motor Play

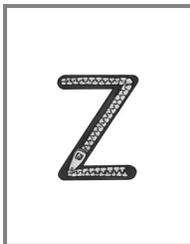
- Play one of the games introduced on days 6 and 7.



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: /z/ – 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.
- Show the Animated Alphabet segment for /sh/.

Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she 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 /z/ sound at the beginning of each word by stretching it.

Zip the zig-zag zipper.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “zip,” “zig-zag,” and “zipper”?**
- Explain that /z/ 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 /z/, stretching the /z/ sound at the beginning of each word.



Let’s practice that sound.

Teacher: /z/ ip

Students: /z/ *ip*

Teacher: /z/ ig-zag

Students: /z/ *ig-zag*

Teacher: /z/ ipper

Students: /z/ *ipper*

Mnemonic Picture



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

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

- Play the Animated Alphabet segment for /z/. Point out that the zipper makes the /z/ sound as it unzips.

People, Pictures, and Objects

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

zebra

zoo

- 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 /z/ 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 /z/, /i/, 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 “zip.” Repeat with the word “shop.”

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 in their Partner Practice Booklets using Stretch and Read. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.
- 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 /z/.

- Explain that now you will show students how to write the letter that makes the /z/ sound. Trace the letter with your finger as you say the letter-writing cue “Zig right, zag left, zig right.” 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 zipper. Yes, this letter looks like a zipper.

Write /z/.

- 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 zipper. 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 /z/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /z/ 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.
 - /h/ **From head to toe and over his back.**
 - /l/ **Down the long, long leg.**
- 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 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.

zip

shop

- Collect the Partner Practice Booklets.

Emergent Reading

Story Introduction

- Show the cover of *In My Garden*. Introduce the title and author.

In our *Trees* book, we learned that many fruits come from trees. This book is about another place that we get many of our foods.

- Review the focus skills for the story.

Have students read “I” and “my” from the word wall. We will see these two words a lot in our story. Quickly review the other words on the word wall.

Distribute a book to each student. **There is something else I want to show you in the book. Look at the sentences on each page of the story. There is a mark that is not a period in the middle of each sentence. We have seen this mark before. WGR: Do you remember what it’s called? A comma.**

The words on each page before the comma say, “In my garden.” See if you can tell what I do when I get to the comma. Read the story to students. Be sure to pause at the comma. **What did I do when I got to each comma after “In my garden,” on each page? Pause or breathe. Let’s see if you can do that too.**

Guided Group Reading

- 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

- Say, **Do a sound pattern just like me.** Do the following actions as you say the words to describe them. **Clap, clap, snap, slap. Clap, clap, snap, slap.**

Invite students to copy your pattern. Take this opportunity to assess which students are able to copy a pattern.



- Award pocket points if most students are able to successfully copy your pattern.
- 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 patterns.
- After students have shared, say, **Patterns repeat. Patterns can be made out of pictures, as they are on the calendar, or they can be made out of things, such as cubes, or they can be spoken or acted out.**



Active Instruction



- Tell students that you are going to make a pattern out of children, and students will have to figure out what the pattern is. Call up three boys and three girls to the front of the room, and arrange them in a boy-girl-boy-girl pattern. Do not say anything that will give away the pattern.

After students are arranged, ask, WGR: **What is the pattern?** *Boy, girl, boy, girl, boy, girl.* Walk behind the standing students, one at a time, saying, **Boy, girl, boy,**

girl, boy, girl. I want to make the pattern longer. WGR: **Should I ask a girl or boy to come up next?** *A boy.* WGR: **How do you know?** *A pattern repeats, and after a girl, comes a boy.* Restate students' responses.

Ask another boy to come and stand next to the last girl. Ask students what would come next in the pattern. When they identify a girl as the next step in the pattern, agree, and invite another girl to stand next to the last boy. Point to the students at the front of the room, and ask, WGR: **What is the pattern?** *Boy, girl, boy, girl, boy, girl, boy, girl.* **Yes. It is a pattern because it repeats.**

- Tell students you will try another pattern. Ask the first group of students to sit down, and call up four boys. Arrange them by whispering instructions to each boy, having one boy stand up, the next one sit down, the third one stand up, and the fourth one sit down. Remember, do not say anything aloud that will give away the pattern.

T-P-S: **What is the pattern?** *Up, down, up, down, or standing, sitting, standing, sitting.* **What comes next?** *Up or standing.* T-P-S: **How do you know?** *A pattern repeats, and after down (or sitting), comes up (or standing).*

Select another boy to come up to continue the pattern, and say, **Up, down, up, down, up, down. Whisper to your partner what would come next.** Select another boy to come to the front of the room. T-P-S: Ask students if he should stand up or sit down. *Stand up.*

- Continue making patterns with groups of students (e.g., boy, boy, girl, boy, boy, girl or facing front, facing back, facing front, facing back). Ask students to name the patterns and then extend them. Remember to keep the patterns simple until students have had numerous opportunities to identify, name, and extend patterns.

Partner Practice

- Show an extending-pattern strip, and explain the activity.

Today we will play a pattern game. First, you will create a pattern with the cubes. Your pattern will begin here (Point to the first box on the strip.) **and end here.** Point to the box with the stop sign on it. **After we have all created patterns, we will switch places with our partners and see if we can guess what comes next in their patterns. You will finish your partners' patterns.**

- Distribute an extending-pattern strip and a plastic bag of linking cubes to each student. Provide time for students to organize their cubes in a pattern. Encourage students to think about how they are using the colorful cubes to make a pattern. Remind students to end their patterns at the stop sign.
- When students have established a pattern, invite them to stand up and switch places with their partners. Encourage students to look closely at their partners' patterns to figure out which colors should come next in the patterns.
- When students feel that they have successfully completed the patterns, have them confirm the patterns with their partners. Partners who are successful may repeat the activity.

If students are not challenged by this activity, have them incorporate a third color into their patterns.

Recap



- Share some of your observations of students' work. Have students give a cheer if they were able to successfully extend their partners' patterns.
- Award pocket points if most students were able to successfully extend their partners' patterns.
- Play the "Bus, Truck" video to reinforce patterns.
- Use Think-Pair-Share to review today's lesson.

Is a pattern just colors? No. What other ways can we make patterns?

Answers will vary. Possible responses include: with people, actions, pictures, shapes, etc.



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

- "Something Told the Wild Geese," *The 20th Century Children's Poetry Treasury*, page 67

Introduce the Poem

In today's poem, author Rachel Field imagines how the geese know when it is time to fly south in the fall.



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 many different kinds of bread. You are going to write about your favorite kind of bread or your favorite food to eat with bread.



What is your favorite kind of bread or your favorite food to eat with bread?

- 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 toast with butter and jam.”

- 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, copy a word, and remember 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 toast with butter and jam.”

- **The first word is “I.” I can copy that word from the word wall.** Write “I” on the first line.
- **The second word is “like.” What sounds do you hear in “like”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“Toast” is the next word. I hear some sounds that we’ve learned—/t/, /s/, and /t/. Write each sound as you say it.**
- **The next word is “with.” I remember how to write that word.** Write “with.”
- **“I like toast with butter and jam.” “Butter” is the next word. Do you hear any sounds that you know in “butter”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“And.” I remember how to write “and.” Write “and.”**

- **The last word is “jam.” I think I’ll draw a picture of a jam jar for “jam.”** Draw a jam jar 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 have been talking about bread. This morning we learned that some breads are flat, and others are fat. WGR: What ingredient makes some breads rise and grow fat? Yeast. Yes, yeast helps breads rise and become fat. Let’s take a look at our experiment from this morning and see how the yeast grew.

- Bring the jars from the yeast experiment to the gathering area. Have students look closely and compare the different levels that the yeast has reached in each jar.

WGR: In which jar did the yeast grow the most—jar #1, #2, #3, or #4?
Anticipated response: jar #1.



- Read the ingredients on the jar that showed the most yeast growth. Use Think-Pair-Share to have students discuss their reasons the yeast in that jar grew the most.
- Review the experiment.

So if the yeast grows the most when we have warm water and sugar, that explains why we need to put a bit of sugar in bread dough and why we need to keep the dough in a warm place to make it rise.

Can you see how having yeast in bread dough would make it rise and grow fat? Not all breads are made with yeast though. Some breads have other things in them to make them rise, and other breads are flat and do not rise. Can anyone think of a kind of bread that does not rise? Pita bread, tacos, tortillas, etc.

Teacher’s Note: Some breads, such as naan, is leavened with yeast, but bakes flat.

T-P-S: Where does the flour in bread come from? Grain. Yes, flour is made from grain. T-P-S: What do they do to grain to turn it into flour? The grain is ground into a very fine powder that’s called flour. We learned in *The Little Red Hen* that when the wheat seeds are ground, or crushed, very, very finely, we get what we call flour.

- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today’s temperature on the class graph.



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 “grain.” Plants such as wheat, corn, and rice have grains. T-P-S: When did we see, hear, or use the word “grain” today?

Our other new word today is “yeast.” Yeast helps bread rise. T-P-S: When did we see, hear, or use the word “yeast” 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:

grain
yeast

- 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. Yeast rises.	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, Yeast helps bread rise.</i>
The student responds in a complete, but not very elaborate, sentence. There is yeast in bread.	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. Can you tell us more about why people use yeast when they bake bread?



- 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 about a time when you were all alone or lonely. Provide time for students to review their "I" Messages.



- Use the sharing sticks to have students share their "I" Messages. If you feel your students are ready, ask them to tell their partners' "I" Messages, and ask them how active listening helped them to remember what their partners said. Award pocket points when students give complete "I" Messages.
- 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 *Trees* or another 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

Fruits grow on bushes, vines, and trees.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Copies of the concepts-of-print book <i>In My Garden</i> and the trade book <i>Jalapeño Bagels</i>, ear and mouth cards Literacy Lab: Key card for “z”
Gathering Circle	<ul style="list-style-type: none"> Trade book: <i>Red Are the Apples</i>
Theme Exploration	<ul style="list-style-type: none"> Tray Apples, bananas, grapes, pears, peaches, and other fruits—enough for each student to have one piece of fruit <i>Red Are the Apples</i> and other books that depict fruits in their growing state Chart paper and marker Theme vocabulary word cards for “bush” and “vine” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Gather pictures of a variety of foods that students should be familiar with. The names of the foods should be two to three syllables in length. Real items may be substituted for the pictures described above A box, basket, or grocery bag to place the pictures or food items in
STaR	<ul style="list-style-type: none"> Trade book: <i>Jalapeño Bagels</i> Chart paper and marker (optional)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Fruit from Theme Exploration Knives, plastic Small bowls and spoons Pails or other containers

Additional Materials Needed Today	
Stepping Stones	<ul style="list-style-type: none"> • Key card for “w” or IWB access • “Ww” Uppercase and Lowercase Letter Card • Letter-Blending Cards (“w,” “i,” “sh,” “z,” “a,” “p”) or IWB access • KinderRoo puppet • /w/ picture cards (wagon, watch, web) or IWB access • Common /w/ objects (optional) • Stepping Stones Partner Practice Booklet for unit 5 • Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets) • KinderCorner 2nd Edition Plus Media and Software flash drive • Concepts-of-print book (student copies): <i>In My Garden</i>
Math Mysteries	<ul style="list-style-type: none"> • Plastic bags containing linking cubes (any two colors per bag, ten of each color), one bag per student • Beads in a variety of colors • Yarn, precut into lengths suitable for necklaces or bracelets. Tie one end of the yarn in a manner so as to prevent the beads from sliding off.
Let’s Daydream	<ul style="list-style-type: none"> • “No Shop Does the Bird Use,” <i>The 20th Century Children’s Poetry Treasury</i>, page 37
Write Away	<ul style="list-style-type: none"> • No new materials
Let’s Think About It	<ul style="list-style-type: none"> • Applesauce-Making Picture Series cards • Class temperature graph • Student temperature graphs from day 2 (optional) • Markers or crayons • Concepts-of-print book (student copies): <i>In My Garden</i> • Home Link animal hand stamp: elephant

Learning Labs—Additional Materials

Literacy Lab Play School: Letter Posters
<ul style="list-style-type: none"> • Letter poster for /z/

Day 9 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Jalapeño Bagels* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *In My Garden* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Add the key card for “z” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /z/.

Math Lab

- Same as day 8

Computer/Media Lab

- Same as day 8

Writing Lab

- Same as day 8

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. 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: In last night's show, what was one thing the girl and her father bought at the market in France? *Fruit, vegetables, meat, cheese, bread, and pastries.*



- 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.

You are getting lots of practice with giving "I" Messages this week using feelings words. The other day we saw that KinderRoo hurt Alex's feelings when she said Alex's idea was stupid. Sometimes people do or say things that hurt others. Today for our Partner Challenge, I want you to pretend that you are Alex and your partner is KinderRoo to practice giving an "I" Message about feeling hurt. Give your partner an "I" Message that tells how Alex feels about KinderRoo hurting his feelings and why he feels that way.

- Provide a moment for students to practice taking on the roles of Alex and KinderRoo. Remind them that each partner needs to take a turn as Alex. Tell them they will have more time to practice this challenge during snack time.
- Tell students you will award pocket points when you hear them giving complete "I" Messages.



Brain Game

- Review this week's game.

Our Brain Game this week is Catch That Sound. This Brain Game exercises your mind muscles that help you to focus. Demonstrate the Focus signal (hands held in front of your eyes as if you are looking through binoculars).

Remind students that when they play this game, they must focus to listen for a specific sound. **Listen very carefully, and use your focus muscles so you will hear the /d/ sound every time I say a word that starts with /d/ while I read from the story *Red Are the Apples*. When you hear a word that starts with /d/, touch your nose.** Read page 12 of *Red Are the Apples* at a moderate pace, enunciating carefully and emphasizing the /d/ sound as you read so students will be able to distinguish words that begin with the focus sound.

- Play the game again, this time reading page 14 while students listen for the /s/ sound.
- Continue to play this game at other times during the day, using text from familiar stories to focus on letter sounds that students have learned in Stepping Stones.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

tps

T-P-S: Did you eat any fruit this morning? You might have eaten raw fruit, such as an apple or a grapefruit, or you might have had fruit in the form of something like juice, jam, or jelly. Or you might have had yogurt with fruit in it. Share with your partner any fruit that you ate this morning. If you did not eat any fruit this morning, tell your partner about your favorite fruit.

This week we are learning about where our food comes from. We have learned about where eggs and breads come from. Let's see if today's Daily Message tells us about where fruit comes from.

Daily Message

Fruit grows on bushes, vines, and trees.

- 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:
 - Circle the two commas in the Daily Message. **This sentence has two commas.** T-P-S: **What do commas tell us to do in a sentence? Take a short breath. Yes. Commas tell us to take a short breath as we read. Listen as I read the message again.** Reread the message, pausing at each comma.

tps

Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that fruit comes from many places. Some fruit grows on bushes, some fruit grows on vines, and some fruit grows on trees. Let's take a look at some different kinds of fruits and their sources.

- On the board or chart paper, make three columns, and label them with the words “tree,” “bush,” and “vine,” respectively, and make a simple drawing of each type of plant.
- Bring out the tray with the apples, bananas, grapes, pears, peaches, and any other fruits that you have available. Give each student a whole fruit or a small bunch of berries or grapes.
- Ask students who have apples to hold them up. Have students compare the apples. Are they the same kind, size, color, or shape? Ask students if they remember how apples grow. Do they grow on a bush, tree, or vine? If few students remember, bring out *Red Are the Apples*, and show them the apples growing on the trees.
- Repeat this process with each type of fruit, using books that you have in your library to demonstrate how the different fruits grow.
- Ask what is inside the fruit. *Seeds, juice, etc.* Cut open a sample of each type of fruit, and pass the samples around so students can touch, see, and smell them.
- If you are planning to make fruit salad at snack time today, tell students that they will have the chance to make fruit salad to eat then. Review the names of the fruits that will go into the fruit salad by having students name the fruit with you as you hold each one up.



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

Our new words for today are “bush” and “vine.”

A bush is a plant that is similar to a tree but low to the ground. Bushes have branches and leaves. Some bushes have flowers and grow fruit. I can make a sentence with the word “bush.”

Some berries, such as raspberries and blueberries, grow on bushes.

Some fruits grow on vines. Vines are long thin stems that fruit and vegetables grow on. Some vines creep along the ground, and others wrap and climb upward toward the sun. I can make a sentence with the word “vine.”

Grapes and watermelons grow on vines.



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 “Fall Food.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.



Develop Phonological Awareness—Syllable Segmentation

- Review syllables with students.

We know that sentences are broken down into words. Words are also broken down. Words can be broken down into syllables. Listen as I break down KinderRoo’s name into syllables: Kin-der-roo.

- Break down KinderRoo’s name again, this time clapping on each syllable.
Kin- (Clap.) **der-** (Clap.) **roo.**
- Invite students to join you in breaking down and clapping KinderRoo’s name.
- Tell students they will play a game with syllables. Explain the game to students.

I have a lot of food in this grocery bag. To find out what is in this bag, we will play a game. You will say, “One, two, three. What will it be?” Then, I will take an object out of the bag.

When I pull something out of the bag, I would like you to tell me what it is. Then, I will say, “Clap it!” You will say the word again, but this time you will clap as you say it.

- Demonstrate:

Let’s imagine that you have said, “One, two, three. What will it be?” I will pull out a picture. Pull out a picture and look at it. **Apple! Now clap it! A- (Clap.) **pple** (Clap.).**

- Play the game with students.
- Award pocket points if several students are able to successfully segment the syllables of the words that you present.



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. Do you remember the title? Jalapeño Bagels.

WGR: The author is Natasha Wing. What does the author do? *The author thinks of the story, write the words.*

WGR: The illustrator is Robert Casilla. 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 “knead.” What does “knead” mean? *To mix dough.* **T-P-S: Can you think of a sentence that uses the word “knead”? 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 each word. “*Connect,*” *bring things together;* “*decide,*” *make up your mind.*

Story Retell

- Review the good-reader skill, summarization, and explain that today students will summarize the story *Jalapeño Bagels*. **We know that good readers stop as they read to think about what has happened in a story. Yesterday when we read *Jalapeño Bagels*, we stopped to think about what had happened in the story and told about it in our own words.**

Today we will look at the illustrations in the story and tell what happens in our own words. I will show you the pages, and you will talk with the friends in your group about what happens in that part of the story. Then we will use your words to write a sentence. When we finish looking at the illustrations and writing our sentences, we will read what we said happens in the story.

- Quickly place students in groups of four or five by combining partnerships. Present several pages in the beginning of the story, and have students talk in their groups about that part of the story. Ask guiding questions, if necessary, to help students remember what happens.
- **Pages 1–3:** Show these pages, and ask students to think about what happens in this part of the story. **Talk with the people in your group about what’s happening in this part of the story, and make a sentence about it.**



Use the sharing sticks to select a group to share their sentence. Help students, as needed, to limit their thoughts to one sentence.

Write the sentence on the board.

- Repeat the process of showing several pages, inviting groups to talk about what's happening and to make a sentence about that part of the story, selecting a group to share their sentence, and writing the sentence on the board.
- Suggested pages:
 - Pages 4–7
 - Pages 8–11
 - Pages 12 and 13
 - Pages 14–17
- When you get to the end of the book, read each sentence in order to summarize the story.

Congratulate students for their hard work in helping to write a summary of the story. **You worked hard in your groups to tell about this story. When we read all these sentences together, we know what the story is about.**

- Transfer the summary to chart paper, and post it in the classroom library lab (optional).
- Close the activity by asking students which foods from Pablo's bakery they would like to taste. T-P-S: **If you could go to Pablo's bakery, what would you like to taste?**



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

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 | Bakery

Description:

The dramatic play area will continue to be a bakery.

When You Tour:

- Remind students that the lab will be a bakery. Ask students what kinds of baked goods they could make that include fruit.

Blocks Lab | Bread Delivery

Description:

- Students will continue to use the trucks to transport bread and other baked goods to stores.

When You Tour:

- Remind students that they can use the trucks to transport bread and other baked goods to stores.

Art Lab | Apple Prints or Egg Decorations

Description:

- Students will continue to use paint to decorate eggs or make prints using apple halves.

When You Tour:

- Remind students that they can decorate paper eggs or make prints using apple halves.

Classroom Library Lab | The Little Red Hen

Description:

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

When You Tour:

- Remind students that they may read and retell the story.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that you have added a new poster for /z/ today.

Math Lab | Pattern-Block Patterns

Description:

- Students will continue to copy and extend patterns.

When You Tour:

- Remind students that they can copy and extend patterns using the pattern strips and pattern blocks 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 they can explore educational software or listen to music.

Sand/Water Lab | A Gourd Garden

Description:

- Students will continue to pretend to grow gourds and/or squash in the sandbox.

When You Tour:

- Remind students that they can grow gourds and/or squash in the sandbox. Ask students how the way that fruit grows is different from the way that gourds and squash grow.

Science Lab | Fall Weather Report

Description:

- Students will observe and report on weather conditions.

When You Tour:

- Remind students that they can observe the weather outside (through the window) and write or draw the conditions (sunny, cloudy, windy, etc.) on a weather-report chart. Ask students how people change as the weather changes in the fall.

Writing Lab | Name That Animal

Description:

- Students will continue to draw animals and name them.

When You Tour:

- Remind students that they can draw animals and name them.



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

- Before adding the calendar cutout to the calendar, ask students to name the pattern as you point to the cutouts. After you have pointed to the last cutout on the calendar, ask, **What would come next?** Add the calendar cutout for today's date to the calendar, and say, **We knew what the picture on the cutout would be because it is a pattern, and patterns repeat.**

Days of the Week

- In the usual manner, determine today's day of the week and the date. Place the Yesterday card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week). **If yesterday was** (day of the week) **and today is** (day of the week), **then tomorrow must be** (day of the week). Place the Tomorrow card in the pocket behind the appropriate date card. Do not turn the card to reveal the date. Use a Think Aloud and say, **I wonder what the date will be tomorrow.**

Days of School Tape

Ten-Frames

Hundreds Chart

Our-Favorite-Ice-Cream Graph



- Take out the plastic bag of paper ice cream scoops, and select two or three. Read the names on the scoops, and ask each of those students to place his or her scoop in the column that shows his or her favorite flavor. Ask all students to look at the graph. WGR: **Do we know which of the three flavors is liked by more of us?** No. No, not yet, because we have not finished our graph. WGR: **How will we be able to tell which flavor is the favorite of most of us?** *The stack of scoops will be higher/longer than the other two.*



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

- Provide students with the fruit from Theme Exploration.

Have students wash their hands before they begin. Remind them to be very careful with the knives because even plastic knives can cut fingers. Let students do as much as possible by themselves. It doesn't matter if the fruit pieces vary greatly in size. You will probably need to help with peeling and seed removal for some of the fruit.

As students peel and cut the fruit, talk about the fact that fruits grow where the climate is sunny and warm. Review, or teach, which fruits grow on vines, which grow on bushes, and which grow on trees. Encourage students to describe the fruits and compare them to one another. Remind students how good it is for their bodies to eat fruit.

- Invite students to talk with their partners about the Partner Challenge. **Today for our Partner Challenge, you will pretend that you are Alex and that your partner is KinderRoo to practice giving an “I” Message about feeling hurt.** Review the scenario between Alex and KinderRoo in which KinderRoo hurt Alex's feelings. You may want to assign partners as Peanut Butter and Jelly and choose one of them to go first.



- Award pocket points when students give complete “I” Messages.

Outside/Gross-Motor Play

- Take some containers from the sand lab outside with you. Students may like to pretend to harvest fruit. You might ask where they would get apples, pears, and oranges, and encourage them to reach up into the trees to pick them. Perhaps some students will want to pick grapes from vines or bananas from plants. They will pick at a height closer to their own arms' reach.



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: /w/ – 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 /z/.

Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she 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 /w/ sound at the beginning of each word by softly bouncing it.

Watch the worm wiggle.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “watch,” “worm,” and “wiggle”?**
- Explain that the /w/ 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 /wuh/.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /w/, softly bouncing the /w/ sound at the beginning of each word.



Let’s practice that sound.

Teacher: /w/ atch	Students: /w/ atch
Teacher: /w/ orm	Students: /w/ orm
Teacher: /w/ iggle	Students: /w/ iggle

Mnemonic Picture

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



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

- Play the Animated Alphabet segment for /w/. Point out that the worms make the /w/ sound as they crawl.

People, Pictures, and Objects

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

wagon

watch

web

- 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 /w/ 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 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 /w/, /i/, and /sh/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, having students blend the sounds together with you until you say “wish.” Repeat with the word “zap.”

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. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.
- 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 /w/.

- Explain that now you will show students how to write the letter that makes the /w/ sound. Trace the letter with your finger as you say the letter-writing cue “Wiggle down, wiggle up, down and up.” 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 worm. Yes, this letter looks like a worm.**

Write /w/.

- 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 worm. 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 /w/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /w/ 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.
 - /z/ **Zig right, zag left, zig right.**
 - /h/ **From head to toe and over his back.**
- 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.

wish

zap

- Collect the Partner Practice Booklets.

Emergent Reading

Story Review

- Briefly review the concepts-of-print book *In My Garden*.

Yesterday we read this story about all the vegetables and fruits that come from gardens.

- Review the focus skills.

Have students read all the words from the word wall. Remind students that they will see “I” and “my” on every page in this book.

Remind students that each page begins with “In my garden” and then a comma. **The comma tells us to pause or breathe before we read the rest of the words.**

The pictures can help us to know what the rest of the words say.

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

- Clap and snap the following pattern as you say, **Clap, snap, snap, clap, snap, snap. What comes next in the pattern?**



Select three or four students to extend the pattern.



- Award pocket points if students are able to successfully extend your pattern.
- 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 patterns.
- After students have shared, say, **A pattern is something that repeats. We can find patterns in many places.** Point out the patterns on the calendar and Hundreds Chart or perhaps on your floor tile and windows, students' clothing, etc.

Active Instruction

- Give each student a plastic bag of multilink cubes. Use Think-Pair-Share to have students share what they notice about the cubes. *Possible responses include: There are two colors of cubes. There are more than five cubes.*

I want you to use the cubes in your bag to make a pattern. Remember that a pattern is something that repeats.

Allow students a few minutes to create a pattern. Circulate as they work, helping those students who are struggling.

When most students have attempted a pattern, ask them to place the patterns on the floor in front of them. Invite those students who wish to share their patterns with the class to do so.

- Point out the patterns made by alternating two colors. Hold up two students' patterns that are similar except for color. For example, one might be red, blue, red, blue, and the other pattern might be yellow, brown, yellow, brown. Point out that the patterns are almost the same and that the only difference is the colors that were used. Ask if any other students have a pattern similar to or the same as the ones you are holding up. Ask students who created patterns by alternating two colors to hold their patterns up so everyone can see them. Quickly check to see if all the patterns are similar. **Let's clap and snap the pattern. Clap, snap, clap, snap, clap, snap.**
- Ask if anyone else made a different kind of pattern. If a student did, ask that student to name the pattern that he or she used. Then ask if anyone else created a pattern similar to or the same as (name of student)'s pattern. After students have shared, invite the class to clap and snap the pattern with you.
- Continue until every student's pattern has been shared.

Partner Practice

- Explain the activity.

Today you will create a pattern necklace. At your tables, you will find colorful beads and long pieces of yarn. First, you will choose two or three colors of beads to work with. For example, you might like red and blue. That is two colors. Or you might like red, blue, and yellow. That is three colors. Then, you will lay out your beads on the table and make a pattern. If you chose red and blue, your pattern might be red, blue, red, blue, red, blue, and so on. Do not string the beads onto the yarn yet; just place them in a pattern.

- Provide time for students to organize their beads in patterns. It may be helpful for some students to organize their beads on a workmat or piece of construction paper. Encourage students to think about how they are using the colorful beads to make patterns.
- When students are done, ask them to check their partners' patterns. Once students are confident that both sets of beads represent an every-other pattern, they may string the beads onto the yarn. Help students tie their pieces of yarn to form necklaces.

Note: Depending on the size of the beads available to your class, creating bracelets, key chains, or other small items may be a better activity.

Recap

- Invite a few students to share their necklaces. Ask students to point to and name the patterns as they share. For example, a student who has created a red, white, red, white pattern would point to the beads and name the color of each bead. Verbalizing the pattern helps the student self-correct if an error has been made in creating the pattern.



- Award pocket points if several students are able to successfully identify the pattern of colors in their necklaces.



- Play the “Moon, Stars” video to reinforce patterns.



- Use Think-Pair-Share to review today's lesson. Ask, **What is a pattern?** *A pattern is something that repeats. Are some patterns the same? Yes. How? Some patterns are made by putting one color, then a second color, then the first color, and then the second color; only the colors are different. Look at the pattern on the calendar. Is it similar to or almost the same as any of the patterns you made? Yes. How? It has a picture of one thing, a picture of a second thing, then a picture of the first thing again, and another picture of the second thing (or the pattern of the current month).*



- 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

- “No Shop Does the Bird Use,” *The 20th Century Children’s Poetry Treasury*, page 37

Introduce the Poem

Today’s poem tells how birds get berries, grain, and insects for their food. They don’t go to a shop! All they need is the outdoors. Explain that “quarry” is what the bird hunts and tries to catch.



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 fruit. You are going to write about your favorite kind of fruit.

What is your favorite kind of fruit? What does it look or taste like?



- 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, “Apples are red and crunchy.”

- 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, copy a word, and remember 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, “Apples are red and crunchy.”

- **The first word is “Apples.” I can draw a picture for “apples.”** Draw a picture of apples on the first line.
 - **The next word is “are.” I remember how “are” is spelled.** Write “are.”
 - **“Red.” Do you hear any sounds that you know in “red”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say. If students know all the sounds in the word, celebrate.
 - **“Apples are red and crunchy.” “And” is the next word. I remember how to write that word.** Write “and.”
 - **“Crunchy” is the last word. What sounds that we’ve learned do you hear in “crunchy”?** Say the word slowly, 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. 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

tps

- Review the learning focus of the day.

Today we have been talking about where fruit comes from. Fruit can grow in many different ways. T-P-S: What are some of the ways that fruit can grow? *On trees, on vines, on bushes.*

We have been talking a lot about apples. T-P-S: How do apples grow? *On a tree.*

Many people make foods from apples in the fall. What foods or drinks are made from apples? *Possible answers include: apple pie, applesauce, apple cider, and apple butter.*

- Place the Applesauce-Making Picture Series cards in random order on a ledge where students can see them.

Let's think about what someone would have to do to turn raw apples into applesauce. Each of these cards shows one step in the applesauce-making process. Let's take a look at the cards.

- Point to each card, reading aloud the name of the step. **Something seems funny about these steps. I don't think they are in the right order.**
- Invite students to help you organize the cards in the correct order. Prompt students to identify each step in order.
- When the cards are in the correct order, read the steps aloud, using sequencing words such as "first," "next," "then," and "last."
- If you plan to do the applesauce-making activity on day 10, tell students they will have an opportunity to follow these steps to make their own applesauce tomorrow.
- Ask if anyone remembers what the temperature was when the class was outside. If no one does, bring out the paper on which you recorded it.
- Record today's temperature on the class graph. If your students are creating individual temperature graphs, allow them time to move to the tables and graph today's temperature.

My Turn

Your Turn

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.

tps

One of our new words today is "bush." Bushes, or shrubs, are low plants with branches and leaves. T-P-S: When did we see, hear, or use the word "bush" today?

Our other new word today is “vine.” Vines are long thin stems that grow, climb, and curl. T-P-S: When did we see, hear, or use the word “vine” 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:

bush
vine

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Blueberry bush.	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, Blueberries grow on a bush.</i>
The student responds in a complete, but not very elaborate, sentence. Fruit grows on bushes.	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. Can you tell us more about what kinds of fruits grow on bushes?



- 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 for our Partner Challenge, you pretended to be Alex giving an “I” Message about feeling hurt. Allow time for students to review their “I” Messages.



- Use the sharing sticks to select students to share their “I” Messages. Award pocket points when students give complete “I” Messages.
- 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: **Share a 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

Vegetables come from plants. Different vegetables are harvested at different times of the year.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Literacy Lab: Key card for “w”
Gathering Circle	<ul style="list-style-type: none"> Trade book: <i>Lots of Feelings</i> KinderRoo and Alex puppets Leaf for Feelings Tree (“proud”)
Theme Exploration	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Trade book: <i>Red Are the Apples</i> Theme vocabulary word card for “vegetables” or IWB access
Rhyme Time	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive The box, basket, or grocery bag of food or pictures of food used on day 9. Add new pictures or food items, including those with four-syllable names if appropriate for your students.
STaR	<ul style="list-style-type: none"> A storybook to read for free-choice day OR supplies for optional extension activity: Apples (one per student) Apple peelers and corers if available Applesauce-Making Picture Series cards Hot plate or stove Knives (plastic and serrated) Pot (large) Sugar Water Potato masher
15-Minute Math	<ul style="list-style-type: none"> Green marker
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Jar of applesauce Homemade applesauce from STaR (optional)
Stepping Stones	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Picture cards for /sh/, /z/, and /w/ Partner Practice Booklets for unit 3

Additional Materials Needed Today	
Math Mysteries	<ul style="list-style-type: none"> • Multilink cubes (red and blue) made into an alternating pattern (red, blue, red, blue, etc.) • Plastic bags containing linking cubes (any two colors per bag, ten of each color), one bag per student • Pattern Sheets (appendix), fifteen copies (each page has five copies) • Crayons (colors to match the cube colors) • Tape or stapler
Let's Daydream	<ul style="list-style-type: none"> • "You Never Hear the Garden Grow," <i>The 20th Century Children's Poetry Treasury</i>, page 60
Write Away	<ul style="list-style-type: none"> • No new materials
Let's Think About It	<ul style="list-style-type: none"> • Happy-or-sad-face sticks (from units 2 and 3) • KinderCorner 2nd Edition Plus Home Link Letter for unit 6: <i>What's On the Menu?</i>, one per student (appendix) • Cool Kid certificates

Learning Labs—Additional Materials

- SOLO assessment for your current grading period

Literacy Lab Play School: Letter Posters
<ul style="list-style-type: none"> • Letter poster for /w/

Day 10 Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Same as day 9

Literacy Lab

- Add the key card for “w” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /w/.

Math Lab

- Same as day 9

Computer/Media Lab

- Same as day 9

Writing Lab

- Same as day 9

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.

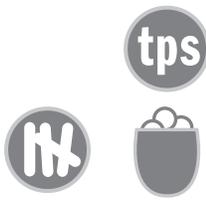


Gathering Circle

TIMING GOAL: 15 minutes

Routine
<ol style="list-style-type: none"> 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.

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 “w” 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.

Class Council

- Review the Getting Along Together skill “I” Messages and identifying feelings.
 - We’ve practiced giving “I” Messages over the past two weeks. You are becoming experts with all of our practice. Being able to tell others how we feel and why will help to make our class a place where we can work well together.**
- Use the Getting Along Together skills previously introduced, including active listening, the Feelings Thermometer, and “I” Messages, to address any classroom concerns. If there are no immediate concerns that need to be addressed, you might want to use the following suggestion for students to identify feelings words to add to the Feelings Tree.
- Use KinderRoo and Alex to illustrate the feelings word “proud,” and add it to the Feelings Tree.

Have KinderRoo drop a stack of papers so they make a mess.

As Alex: **What happened, KinderRoo?**

As KinderRoo: **I dropped my papers, and they are all over the place. I don't think I can pick them all up and get them back in order.**

As Alex: **Would you like me to help you?**

As KinderRoo: **Oh, would you? That would be great!**

Have Alex and KinderRoo pick up the papers and work together to put them into a neat stack.

As KinderRoo: **Thank you so much, Alex. You are such a good friend. I couldn't have done this without you!**

tps

T-P-S: Do you think Alex feels good about himself when KinderRoo tells him that he is a good friend and that she couldn't have put her papers back in order without him? Why? RWE: When KinderRoo tells Alex that he is a good friend and that he really helped her, I think he feels very good.

We learned a feelings word when we read the book *Lots of Feelings* that we can use when we feel good about ourselves. Open the book to pages 8 and 9, and read the text. **We can say Alex feels proud that he helped KinderRoo.** Hold up the leaf with the word "proud" written on it. **Where can we put the word "proud" on the Feelings Tree? Is it more like feeling "sad," "mad," or "happy"?** Use the sharing sticks to select a student to place the leaf on the tree.

- Use the book *Lots of Feelings* to engage students in identifying other feelings words to add to the Feelings Tree. Write the feelings words on leaves, and add them to the tree.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

tps

T-P-S: Did you eat any vegetables yesterday? You might have had vegetables, such as carrots or celery, in your lunch or as a snack, or maybe you had vegetables, such as potatoes or peas, with your dinner last night. Tell your partner what vegetables you ate.

We have been learning about where our food comes from. Yesterday we learned that fruit comes from plants. Let's see if today's Daily Message tells us about where vegetables come from.

Daily Message

Vegetables come from plants.



- 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:
 - Clap out the syllables in the word “vegetables.” Clap the syllables again, inviting students to count each syllable as it is clapped.

Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that vegetables come from plants. Yesterday we learned that fruit also comes from plants. Our video tells us about where vegetables come from. Let’s watch the video again. As you watch, pay close attention to the information about vegetables.



- Play the “Food Sources” video.
- Use *Red Are the Apples* to show how different types of vegetables grow.

Yesterday we learned that fruit grows on vines, bushes, and trees.

I wonder if vegetables grow the same way. Let’s take a look at the farm in *Red Are the Apples* and see how vegetables grow.

- Show students the illustrations on pages 2 and 3.

This illustration shows beans growing. WGR: How are these beans growing? *On vines. Yes. Beans and many other vegetables grow on vines.* Show pages 8 and 9. Vegetables such as pumpkins, squash, and tomatoes also grow on vines. Other vegetables grow under the ground. Vegetables such as potatoes and carrots grow underground. Above ground, you can only see their leafy green stems.

- Show students the illustrations on pages 10 and 11.

This illustration shows beets growing. Notice how the red part of the beet, the part that we eat, is growing in the ground. Above the ground, you can only see the leafy green stems. Many other vegetables grow under the ground such as potatoes, carrots, and onions.

- Show students the illustrations on pages 6 and 7.

Some vegetables, like corn, grow on stalks. Cornstalks can grow very tall, and sometimes more than one ear of corn grows on each stalk. Corn is usually harvested by the fall. People sometimes use dried up cornstalks and corn cobs for decoration during the fall months.

- Review the meaning of the word “harvest.” Explain that different vegetables are harvested at different times of the year.

Red Are the Apples* shows us vegetables that are harvested in the fall. What does it mean to “harvest” vegetables and other crops? *Pick them, gather them. Yes. Not all vegetables are harvested in the fall though. Some vegetables, such as broccoli, Brussels sprouts, and celery, grow well in the cold and are not harvested until winter. Other vegetables,

such as lettuce, asparagus, and peas, are best harvested in the spring. Many vegetables grow best in warm weather and are harvested in the summer such as corn and zucchini.



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

Our new word for today is “vegetables.”

Vegetables are foods that grow on plants. Sometimes we eat vegetables raw, and other times we cook them with spices and other foods. I can make a sentence with the word “vegetables.”

Some vegetables, such as carrots and potatoes, grow under the ground.

Teacher’s Note: Students may mention that fruit grows from plants as well. Recognize this point as valid, and explain that vegetables are not typically as sweet as fruits. Vegetables are typically eaten during the main part of a meal while fruits are sweeter and may be eaten as a dessert.



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 “Fall Food.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.



Develop Phonological Awareness—Segmenting Syllables

- Tell students you will play the syllable-clapping game from yesterday. Review how to play if necessary.
- Tell students that you will add on to the game.

Yesterday you told me the name of the food, and you clapped it out. Today we will add two more parts. After I say, “Clap it!” I will tell you, “Whisper it!” You will still clap out the word, but you will whisper it at the same time. Then I will say, “Silent!” This time, do not clap. Just say the word to yourself silently. Pay attention to how your mouth moves as you say the word silently. Watch how my mouth moves as I say, “apple,” silently. Demonstrate.

- Demonstrate the game for students, modeling how to complete the four steps: say the word, say and clap the syllables, whisper and clap the syllables, and silently mouth the syllables.



- Play the game with students.
- Award pocket points if several students are able to successfully segment the syllables of the words that you present.



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



TIMING GOAL: 20 minutes

- As an optional activity today, you may choose to make applesauce for snack. Use the Applesauce-Making Picture Series cards as a recipe and the directions for making applesauce.

Today we’re going to make something to eat from one of the types of fruit that we learned about that is harvested in the fall. Place the apples and Applesauce-Making Picture Series cards (in random order) where all can see them. WGR: **What can we make with these apples?** *Applesauce.* T-P-S: **How will we know how to make applesauce?** *Use the cards.*

Invite students to sequence the cards as they did in Let’s Think About It on day 9. When the cards are in the correct sequence, you can use them to make applesauce. Use sequencing words such as “first,” “next,” “then,” and “last,” etc. as you guide students through the process.

If it’s safe to do so, cook the apples in the classroom. This way, you can show students how cooking changes the texture of the apples. You may want to add some sugar; however, it may be interesting to have students compare the taste of applesauce without any added enhancements to the applesauce they get from the store.

The first thing someone must do to make applesauce is to pick apples from a tree. We have apples that someone already picked for us. T-P-S: **What’s the first thing we will do with these apples?** *Peel them.* Distribute apples, and allow students to peel them. WGR: **After we peel the apples, what will we do next?** *Cut them.* Have students cut the apples into pieces. WGR: **Then what do we do with the apples?** *Cook them.* Place the apples in a pot, and add some water.

You may wish to reread one of the stories from this unit or another fall-related book while the apples cook.

After the apples cook, they become very soft. WGR: **What will we have to do before we eat the cooked apples?** *Mash them.* WGR: **What is the last thing we will do with our applesauce?** *Eat it.*

We will eat our applesauce at snack time. That way it will have time to cool.

- 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 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. 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 | Bakery

Description:

- The dramatic play area will continue to be a bakery.

When You Tour:

- Remind students that the lab will be a bakery.

Blocks Lab | Bread Delivery

Description:

- Students will continue to use the trucks to transport bread to stores.

When You Tour:

- Remind students that they can use the trucks to transport bread and other baked goods to stores.

Art Lab | Apple Prints or Egg Decorations

Description:

- Students will continue to make prints using apple halves or use paint to decorate eggs.

When You Tour:

- Remind students that they can decorate paper eggs or make prints using apple halves.

Classroom Library Lab | *The Little Red Hen*

Description:

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

When You Tour:

- Remind students that they may read and retell the story.

Literacy Lab | Play School: Letter Posters

Description:

- Students will continue to make letter posters by cutting out pictures of items that begin with the target sound and gluing them to the appropriate poster.

When You Tour:

- Point out that you have added a new poster for /w/ today.

Math Lab | Pattern-Block Patterns

Description:

- Students will copy and extend patterns.

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 they can explore educational software or listen to music.

Sand/Water Lab | A Gourd Garden

Description:

- Students will continue to pretend to grow gourds and/or squash in the sandbox.

When You Tour:

- Remind students that they can grow gourds and/or squash in the sandbox. Ask students what they should do with the gourds or squash when the vegetables are ripe.

Science Lab | Fall Weather Report

Description:

- Students will observe and report on weather conditions.

When You Tour:

- Remind students that they can observe the weather outside (through the window) and write or draw the conditions (sunny, cloudy, windy, etc.) on a weather-report chart. Ask students how people change as the weather changes in the fall.

Writing Lab | Name That Animal

Description:

- Students will continue to draw animals and name them. Encourage students to explain their animals and/or write instructions for how to care for the animals.

When You Tour:

- Remind students that they can draw animals and name them.



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



- After adding the calendar cutout, say, **Let's name the pattern on the calendar.** Point to the pattern as students name it. T-P-S: When they have finished, ask them what they think the next picture on the calendar will be. Have them share with their partners. Then use the sharing sticks to select two or three students to share their and their partners' answers with the rest of the class. Invite them to explain why they think that picture will appear next on the calendar.

Days of the Week

- In the usual manner, determine today's day of the week and the date. Place the Yesterday card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week). **If yesterday was** (day of the week) **and today is** (day of the week), **then tomorrow must be** (day of the week). Place the Tomorrow card in the pocket behind the appropriate date card. Do not turn the card to reveal the date. Use a Think Aloud, and say, **I wonder what the date will be tomorrow.**



Days of School Tape

- If today is the forty-fifth day of school, record the numeral 45 using a green marker. WGR: **Why did I write the number 45 in green?** *Because it ends in 5. We can skip count by 5s by reading the numbers written in green. Skip count with me. 5, 10, 15, 20, 25, 30, 35, 40, 45. We have been in school forty-five days.*

Ten-Frames

Hundreds Chart

Our-Favorite-Ice-Cream Graph



Take out the remaining scoops from the bag, and ask students who have not had a turn to come up and place their scoops in the appropriate spots on the graph. Ask all students to look at the completed graph. WGR: **What kind of ice cream do more of us like?** *Chocolate/vanilla/strawberry.* **How do you know?** *The stack of scoops is taller than the other two stacks.* **Which kind of ice cream do fewer of us like?** *Chocolate/vanilla/strawberry.* **How do you know?** *The stack of scoops is shorter than the others.* Explain to students that over the next few days, they will use the information on the graph to answer more of your questions.



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

Teacher's Note: Do the following if you completed the applesauce-making activity.

- Serve both the applesauce made by students and the jarred applesauce. Have students compare the flavor and texture of the jarred applesauce with the applesauce that they made. Ask questions such as “How is our applesauce different from the applesauce in the can?” “What did we add to our apples before cooking them?” “Is our applesauce as sweet as the jarred applesauce?” “Is it as smooth?” “How does the texture compare with that of raw apples?”
- Discuss with students the steps in making the applesauce. Read the Applesauce-Making Picture Series cards together.

Teacher's Note: If you were not able to make applesauce, serve jarred applesauce and raw apples.

- Go through the picture series to show students what they might have been done to the apples to make the applesauce that you bought from the store.

- Whether students compared jarred and class-made applesauce or raw apples and jarred applesauce, graph which way they liked the apples better. Invite each student to put his or her initials in the column that indicates which way he or she preferred the apples. When all students have indicated their preferences, invite them to count the initials in the columns along with you to determine how many are in each. Record the number on the chart. Then compare to see which column has more and which has fewer.

Outside/Gross-Motor Play

- Play Hot Eggplant in the same way that Hot Egg was played on day 7, but when students are caught with the eggplant, you might ask them to try to recite a food nursery rhyme or “What Plant Will It Be?”
- Ask students why they think an eggplant is called an eggplant. If necessary, point out the shape of the eggplants in *Red Are the Apples*.



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 /sh/, /z/, and /w/

Remember the Review Sounds



- Explain that today students will review the last three new sounds that they learned.
- Show the Animated Alphabet segments for /sh/, /z/, and /w/.

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 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:

shell
sheep
zebra
zoo
wagon
watch

**Matching Game**

- Display the key cards for the three review sounds 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 of the picture.

Partner Practice

- Ask students to find page 14 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 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.
 - /s/ **Left around, right around, from head to tail.**
 - /h/ **From head to toe and over his back.**
 - /z/ **Zig right, zag left, zig right.**
 - /w/ **Wiggle down, wiggle up, down and up.**

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

- Hold up the multilink cube that you created before instruction. Use Think-Pair-Share to have students discuss the pattern with their partners. Use the sharing sticks to select students to name the pattern and tell which color would come next. *Red, blue, red, blue, red, blue; red would come next.*
- Award pocket points if students are able to successfully name and extend the pattern.
- 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 patterns.
- After students have shared, say, **We have been working a lot with patterns. We can create our own patterns, and we can name our patterns. Today we will record the patterns that we create.**

Active Instruction

- Give each student a plastic bag of multilink cubes. Ask students to build a pattern with the cubes. Circulate as students work, helping those students who are having difficulty completing a pattern.
- After most students have completed their patterns, ask them to place the patterns on the floor in front of them. Invite those students who wish to share their patterns with the class to do so. Ask those students to point to and name the patterns as they share.
- Select one student's pattern to use as you model recording a pattern. Hold up the cubes, and ask students to name the pattern with you. For example, if the pattern is yellow, blue, blue, yellow, blue, blue, students would say, "Yellow, blue, blue, yellow, blue, blue."

Hold up a strip of the Patterns sheet. Ask students what they see. *A drawing of cubes.*



- Explain to students how to record their patterns on the Patterns sheet. Prompt students to help you explain.

I'm going to record the pattern on this strip of paper. What color came first? The first cube is (color), so I am going to color the first cube on this sheet (color). Use a crayon to color in the first cube on the strip. Look at the pattern of cubes again. WGR: What color comes next? I'm going to color the next cube in the first row (color). Continue until you have colored all the cubes on the strip. Hold the pattern of cubes beside the strip that you colored, and ask students what they notice. *The two patterns look the same. I recorded the pattern on the paper, so even after the cubes have been put away, I can remember what the pattern looked like.*

- Explain the activity.

You are going to record your pattern. In a moment, you will take your cubes back to your table, and you will color the drawing of cubes the same colors as the pattern that you made.

- Provide each student with a strip on which to record his or her pattern. Circulate, and assist those students who are having difficulty. If some students finish early, ask them to make new patterns with their cubes and to record their new patterns on other strips.

Partner Practice

- Tell students that they will now work with their partners to create and record patterns.
- Ask students to combine their linking cubes with their partners' in a pile. The intention is that this will allow partners access to at least three colors of cubes.
- Invite students to work with their partners to create patterns that use three colors. Provide each pair with a new pattern strip on which to record their pattern. Pairs who have created more complicated patterns may wish to tape or staple two strips together to better record their patterns.

Suggest that students work together to record their patterns by taking turns coloring or by one partner naming each color and the other partner coloring in the cube.

Recap

- Invite a few pairs to share their pattern strips. Have pairs point to each colored cube as they name the pattern. Ask, **What would come next in the pattern? How do you know?**
- Award pocket points if several pairs were able to successfully create, record, and name their patterns.
- Use Think-Pair-Share to review today's lesson. Ask, **What are some patterns that you see every day?** *Answers will vary.*



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

- “You Never Hear the Garden Grow,” *The 20th Century Children’s Poetry Treasury*, page 60

Introduce the Poem

Let’s pretend that we are seeds inside the soil, and we are lying quietly, waiting for the warm spring season to help us sprout. Perhaps you are the seed of a vegetable plant. What are you? Use your imagination. Perhaps you are an eggplant. Perhaps a broccoli plant. Perhaps corn.



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



Write Away

TIMING GOAL: 20 minutes

Prewriting

- Present the writing activity for the day.

Today instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First, you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

- Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate on.

I think I will choose this sentence. Read the selected sentence. **Now I will tell more about my sentence.** Share a new sentence that expands on the information provided in your first sentence.

- Model writing your second sentence using the strategies from the Writing Strategies Bank.
- Reread your new 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 vegetables. We know that vegetables come from plants. WGR: What are some of the ways that vegetables grow? *On vines, on stalks, under the ground.* We talked about many vegetables today. T-P-S: With your partner, see how many vegetables you can name.

- Review the learning focus of the week, prompting students to identify feelings words.

This week we have been learning about where our food comes from before it arrives at the store. T-P-S: Where are some of the places that food comes from? Possible responses include: bread comes from grains, eggs come from chickens, and fruit comes from plants.

- Show students the happy-or-sad-face sticks, and review their use. Then distribute the sticks to students, and play a quick game to review this week’s theme-related vocabulary words.

We are going to play a game to review what we have learned about food sources. I will give each of you a stick with some faces on it. You have seen these sticks before. One side of the stick shows a happy face. Show students the Agree side of the stick. **The other side of the stick shows a sad face.** Show students the Disagree side of the stick. **I will tell you something about food and where it comes from. If you agree with what I say or you think I am right, you will show the happy-face side of the stick. If you disagree with what I say or you think I am wrong, you will show the sad-face side of the stick.**

- Distribute the happy-or-sad-face sticks, and play the game with students. Offer a series of statements such as those below. When your statement is false and students disagree, ask students to restate the sentence in a way that makes it true.

Some food comes from farms and gardens. *Agree.*

Bread is made from grains such as wheat. *Agree.*

Eggs are made at the grocery store. *Disagree. Some eggs come from chickens and ducks.*

All vegetables grow under the ground. *Disagree. Only some vegetables grow under the ground.*

Fruits can grow on trees, vines, and bushes. *Agree.*

Fruit grows on vines, but vegetables do not. *Disagree. Some fruits and some vegetables grow on vines.*

Yeast helps bread grow fluffy and fat. *Agree.*



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 “vegetable.” “Vegetables” are plants that we eat. T-P-S: When did we see, hear, or use the word “vegetable” 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.

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

Theme Vocabulary:
vegetables

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. No like vegetables.	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 don't like vegetables.</i>
The student responds in a complete, but not very elaborate, sentence. I eat vegetables.	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. Can you tell us more about what kinds of vegetables you like to eat?



- 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.).
- Read & Respond: Distribute the *In My Garden* books. **You get to bring these books home with you today! Share *In My Garden, Trees*, or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.**

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What Else Can We Get Into?

- Make a class book about fall weather, with each student contributing a page.
- Begin a class book that records the weather as it changes from now until the end of the year.
- Do extension activities for STaR books:

Red Are the Apples: Have students help prepare an apple pie. Use your own favorite recipe or the one in the back of *The Apple Pie Tree*. You might prefer to have the children prepare individual pies.

Jalapeño Bagels: Have students mix cream cheese and a few sliced jalapeños together and spread the mixture on minibagels for Snack.

In November: Have students spread peanut butter on pinecones and roll them in birdseed and berries to create bird feeders. Attach a string to each pinecone. Have students hang their bird feeders on a tree to help birds prepare for winter.

The Fall Festival: Have students collect soft leaves, dip them in paint, and do leaf printing.

Resource Corner

Children's Resources

- Anderson, Sally Francis (SFAF) (2011). *My Pumpkin*. Baltimore: Success for All Foundation.
- Asch, Frank (1988). *Oats and Wild Apples*. New York: Holiday House.
- Berger, Samantha & Chessen, Betsey (1999). *Apples*. New York: Scholastic.
- Bernstein Favorites: Children's Classics* (CD) (1991). New York: Sony Music Entertainment.
- Bond, Mary Alice (2001). *In My Garden*. Baltimore: Success for All Foundation.
- (2001). *Trees*. Baltimore: Success for All Foundation.
- Bos, Bev (1989). *Handed Down* (audiotape). Roseville, CA: Turn-the-Page Press.
- Canizares, Susan (1998). *Treats from a Tree*. New York: Scholastic.
- (1999). *Wheat*. New York: Scholastic.
- Carle, Eric (1990). *Pancakes, Pancakes!* New York: Simon & Schuster.
- Corrin, Ruth (1996). *The Little Red Hen*. Bothell, WA: The Wright Group.
- Ehlert, Lois (1987). *Growing Vegetable Soup*. San Diego, CA: Harcourt Brace.
- (1989). *Eating the Alphabet*. San Diego, CA: Harcourt Brace.
- Fowler, Allan (1992). *How Do You Know It's Fall?* Danbury, CT: Children's Press.
- French, Vivian (1995). *Oliver's Vegetables*. New York: Orchard.
- Gibbons, Gail (1984). *The Seasons of Arnold's Apple Tree*. San Diego, CA: Harcourt Brace.
- Hall, Zoe (1996). *The Apple Pie Tree*. New York: The Blue Sky Press.
- Harshman, Marc & Ryan, Cheryl (2001). *Red Are the Apples*. San Diego, CA: Gulliver Books.
- Hartmann, Jack (2000). *Language Play & Listening Fun for Everyone!* (CD). St. Petersburg, FL: Hop 2 It Music.
- Hunter, Anne (1998). *Possum's Harvest Moon*. New York: Houghton Mifflin.
- Hutchings, Amy & Richard (1994). *Picking Apples & Pumpkins*. New York: Scholastic.
- Johnson, Bruce (1991). *Apples, Alligators, and Also Alphabets*. New York: Oxford University Press.
- Keeler, Renee (1995). *Our Pumpkin*. Cypress, CA: Creative Teaching Press.
- Kelley, Marty (1998). *Fall Is Not Easy*. Madison, WI: Zino Press Children's Books.
- Label, Arnold (1990). *Frog and Toad Are Friends* (book and audiotape). New York: HarperAudio.
- Maass, Robert (1990). *When Autumn Comes*. New York: Henry Holt.
- Martin, Bill Jr. (1998). *The Turning of the Year*. San Diego, CA: Harcourt Brace.
- Mayer, Mercer (2009). *The Fall Festival*. New York: Harper Collins.

- McCloskey, Robert (1948). *Blueberries for Sal*. New York: Penguin Group.
- Mooney, Margaret (2000). *Wonderful Wheat*. New York: Scholastic.
- Nolen, Jerdine (1999). *In My Momma's Kitchen*. New York: HarperCollins.
- Ottolenghi, Carol. (2002). *The Little Red Hen*. Columbus, OH: School Specialty.
- Palmer, Hap (1969). *Learning Basic Skills Through Music, Volume 1* (CD). Freeport, NY: Educational Activities.
- (1972). *Getting to Know Myself* (CD). Freeport, NY: Educational Activities.
- Peters, Lisa Westberg (1996). *October Smiled Back*. New York: Henry Holt.
- Peterson, Cris (1996). *Harvest Year*. Honesdale, PA: Boyds Mills Press.
- Polacco, Patricia (1988). *Rechenka's Eggs*. New York: Penguin Putnam.
- Robinson, Fay (1992). *We Love Fruit!* Chicago: Children's Press.
- Rockwell, Anne (1989). *Apples and Pumpkins*. New York: Simon & Schuster.
- Rylant, Cynthia (2000). *In November*. San Diego, CA: Harcourt Brace.
- Saksie, Judy (1995). *The Seed Song*. Cypress, CA: Creative Teaching Press.
- Saunders-Smith, Gail (1998). *Eating Apples*. Mankato, MN: Capstone Press.
- (1998). *From Blossom to Fruit*. Mankato, MN: Capstone Press.
- Schertle, Alice (1995). *Down the Road*. New York: Harcourt Brace.
- Titherington, Jeanne (1986). *Pumpkin Pumpkin*. New York: William Morrow.
- Trumbauer, Lisa (1998). *Grow, Seed, Grow*. New York: Newbridge.
- Wasik, Barbara (1997). *Growing Flowers*. Baltimore: Success for All Foundation.
- (2001). *Dress Up*. Baltimore: Success for All Foundation.
- Wing, Natasha (1996). *Jalapeño Bagels*. New York: Anthem Books for Young Readers.
- Workman, Robin (1993). *What Season Is This?* Bothell, WA: The Wright Group.
- Zolotow, Charlotte (1962). *Mr. Rabbit and the Lovely Present*. New York: HarperTrophy.

Teacher Resources

- Herr, Judy & Libby, Yvonne (1995). *Creative Resources for the Early Childhood Classroom*. New York: Delmar.
- MacDonald, Sharon (1998). *Everyday Discoveries*. Beltsville, MD: Gryphon House.

My Pumpkin Text-Matching Sentences

Make one copy per partnership. Cut apart.

I have a seed.

I have a little plant.

I have a big plant.

I have a vine.

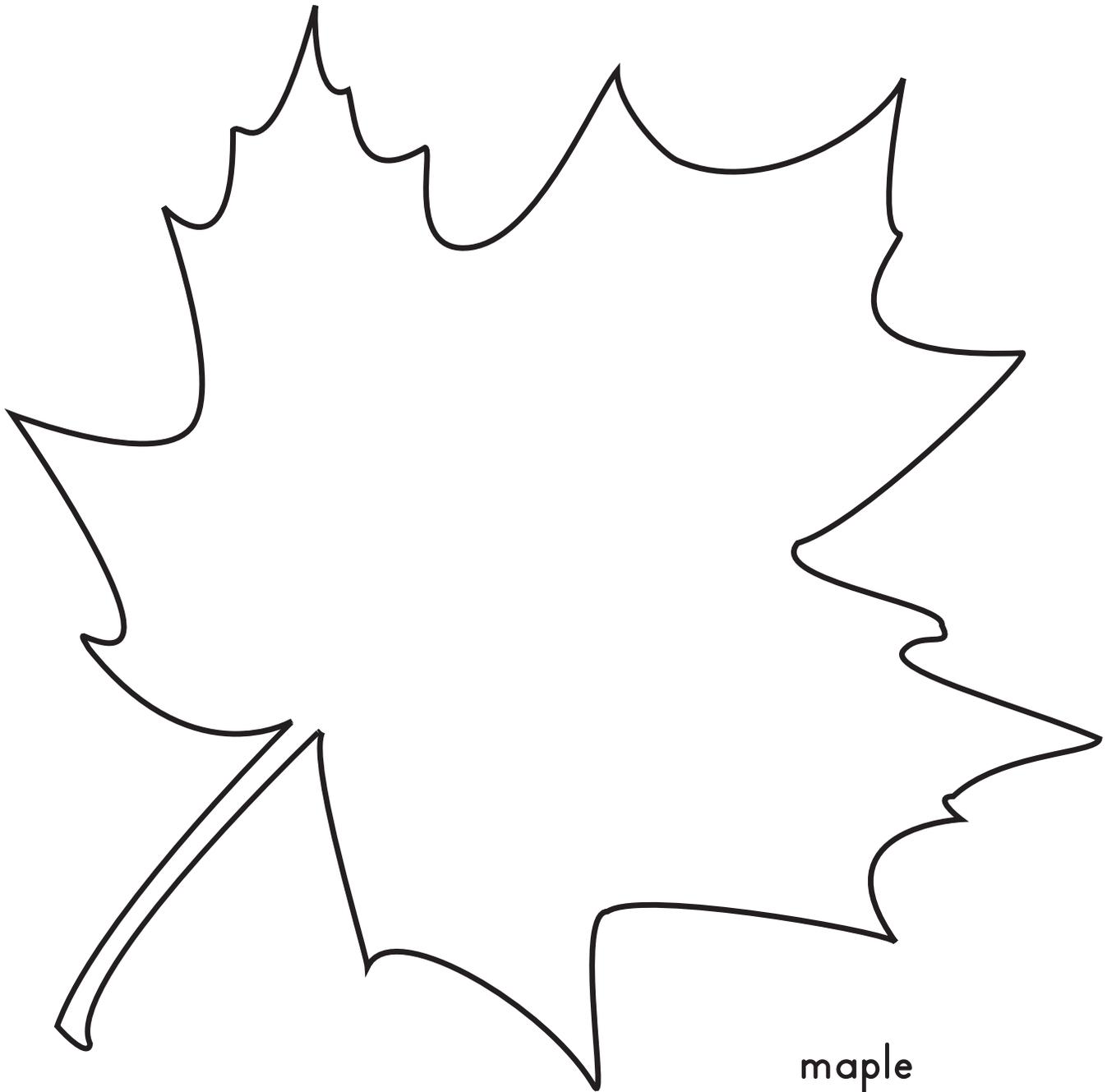
I have a flower.

I have a pumpkin.

Where is my pumpkin?

Large Leaf Shapes

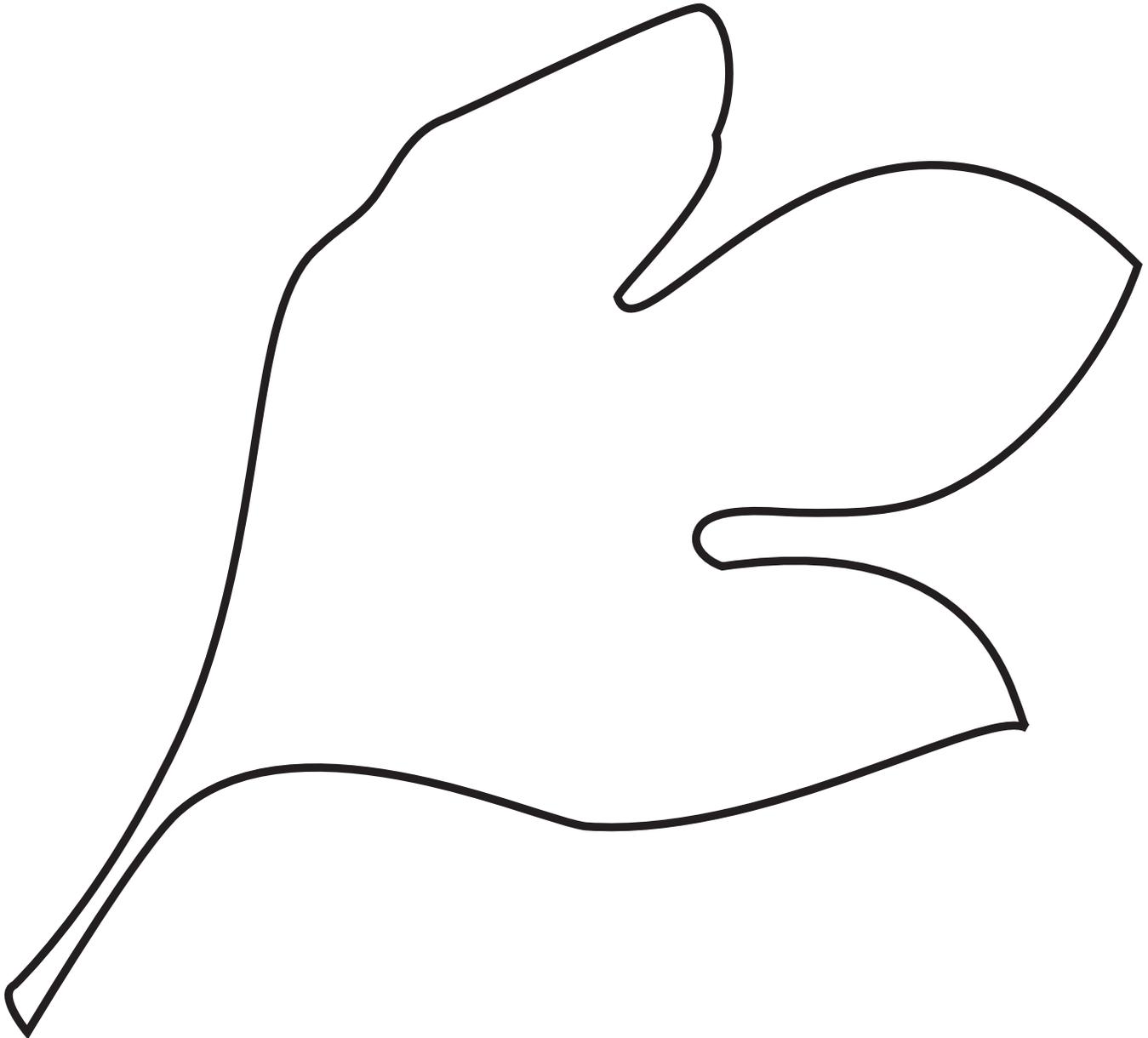
Make several copies.



maple

Large Leaf Shapes

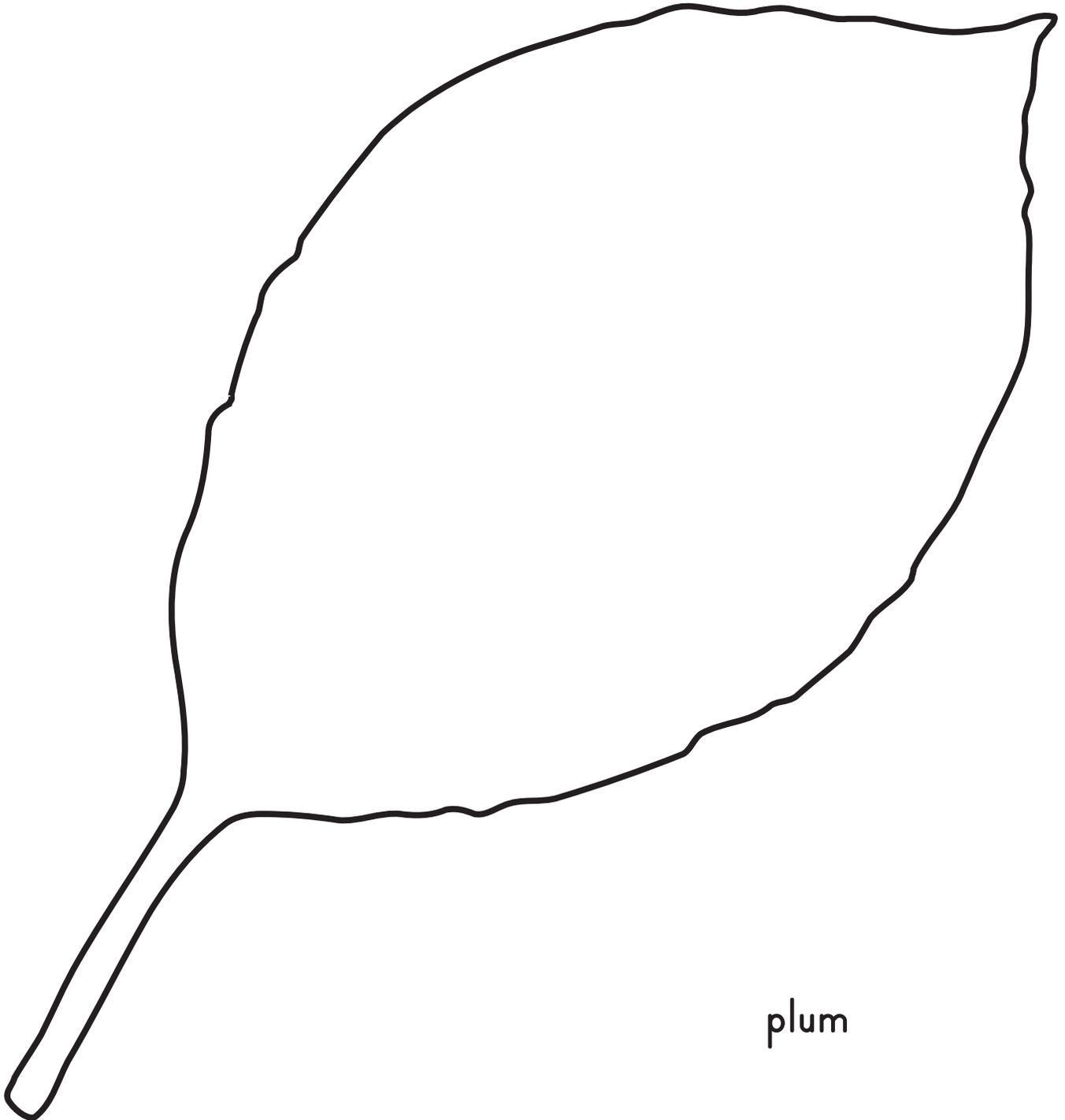
Make several copies.



sassafras

Large Leaf Shapes

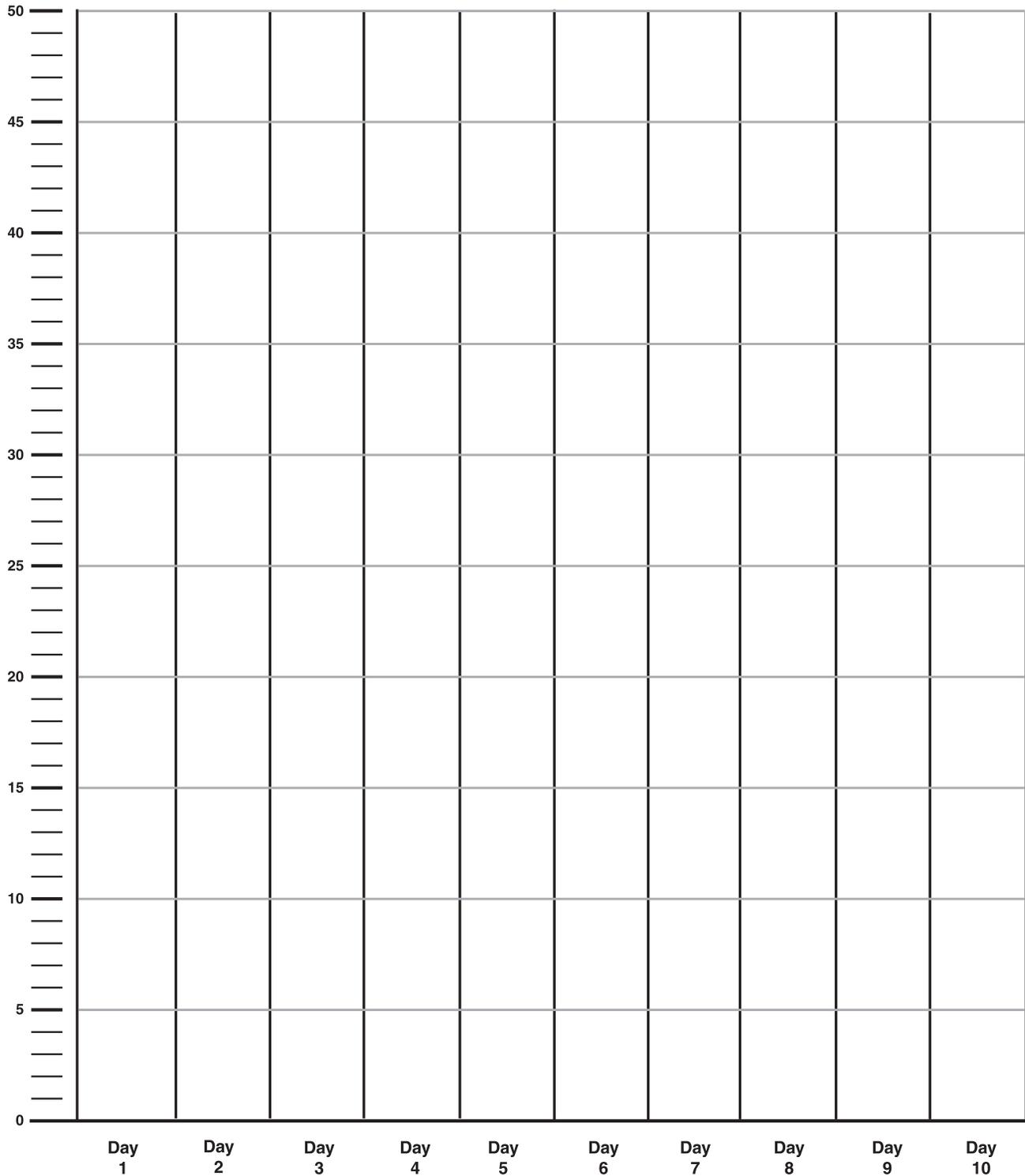
Make several copies.



plum

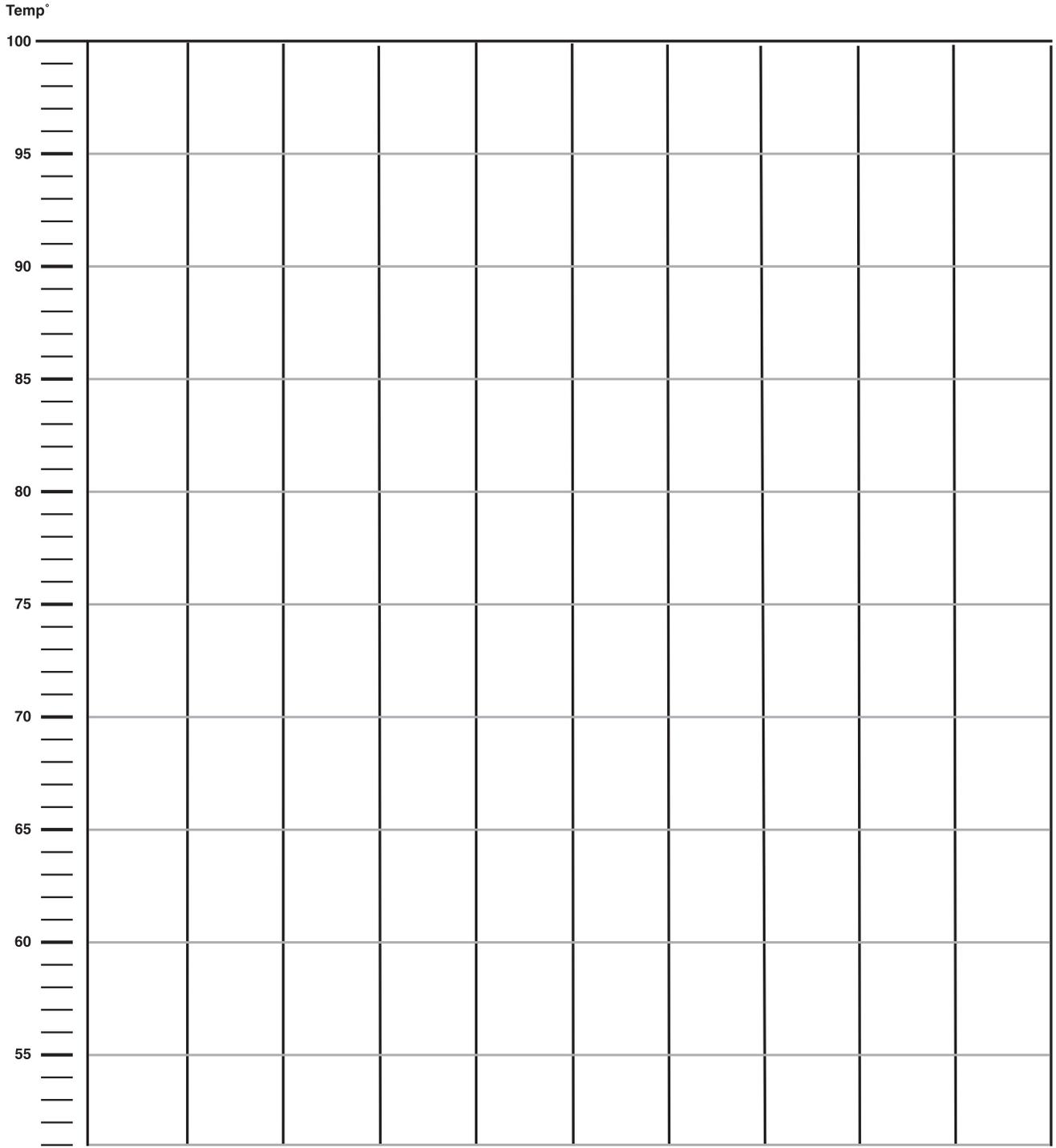
Temperature Graph

Photocopy and attach to the bottom of graph on next page so the two pages make one continuous graph—one per student.



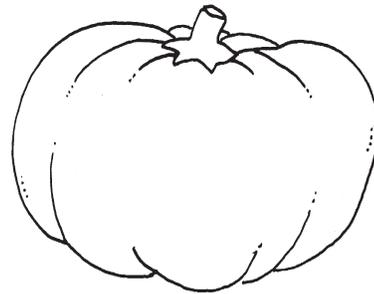
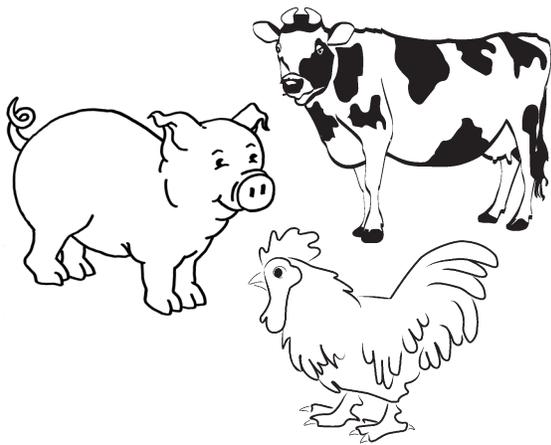
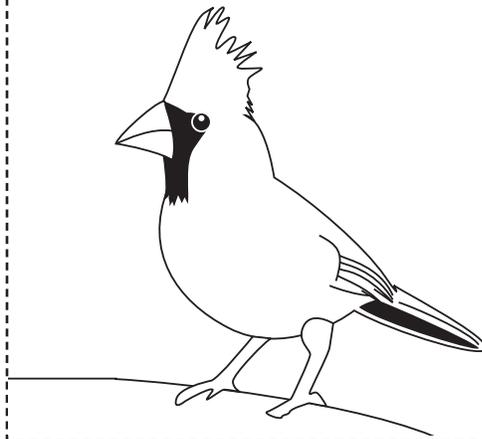
Temperature Graph

Photocopy and attach to the top of graph on previous page so the two pages make one continuous graph—one per student.



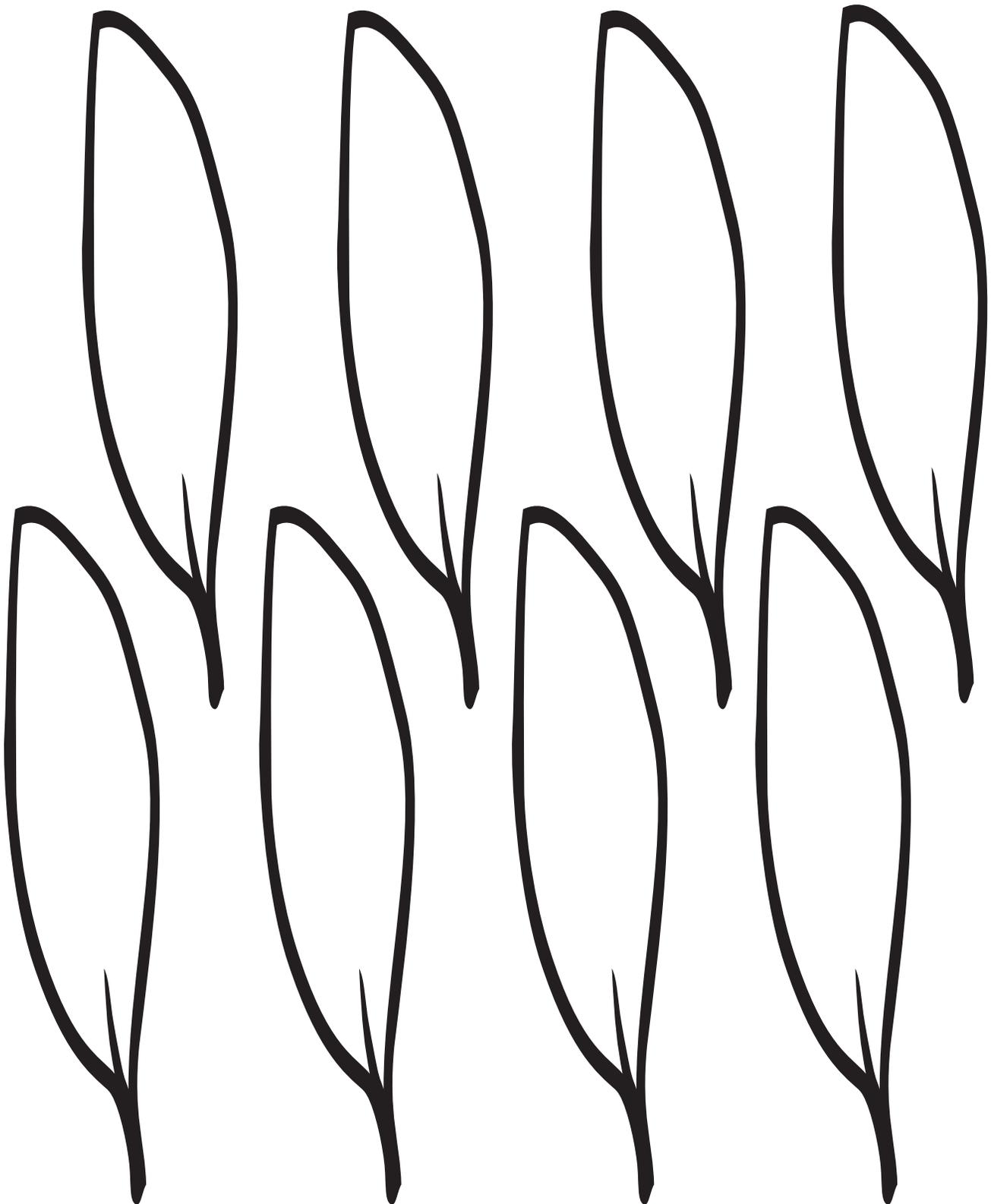
tape or glue

In November Picture Cards



Feelings Tree Leaves

Make two copies, and cut out for Feelings Tree.

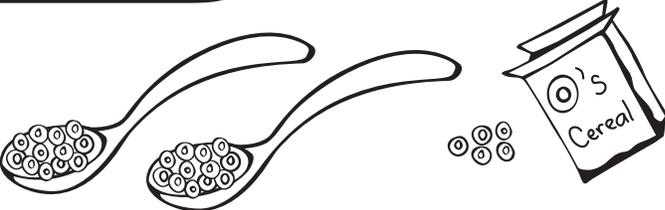


Squirrel Feed Recipe

Make one copy per table.

Squirrel Feed

2 spoonfuls of
"O's Cereal"



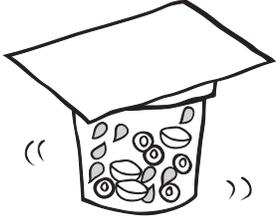
1 spoonful of
shelled peanuts



1 spoonful of shelled
sunflower seeds

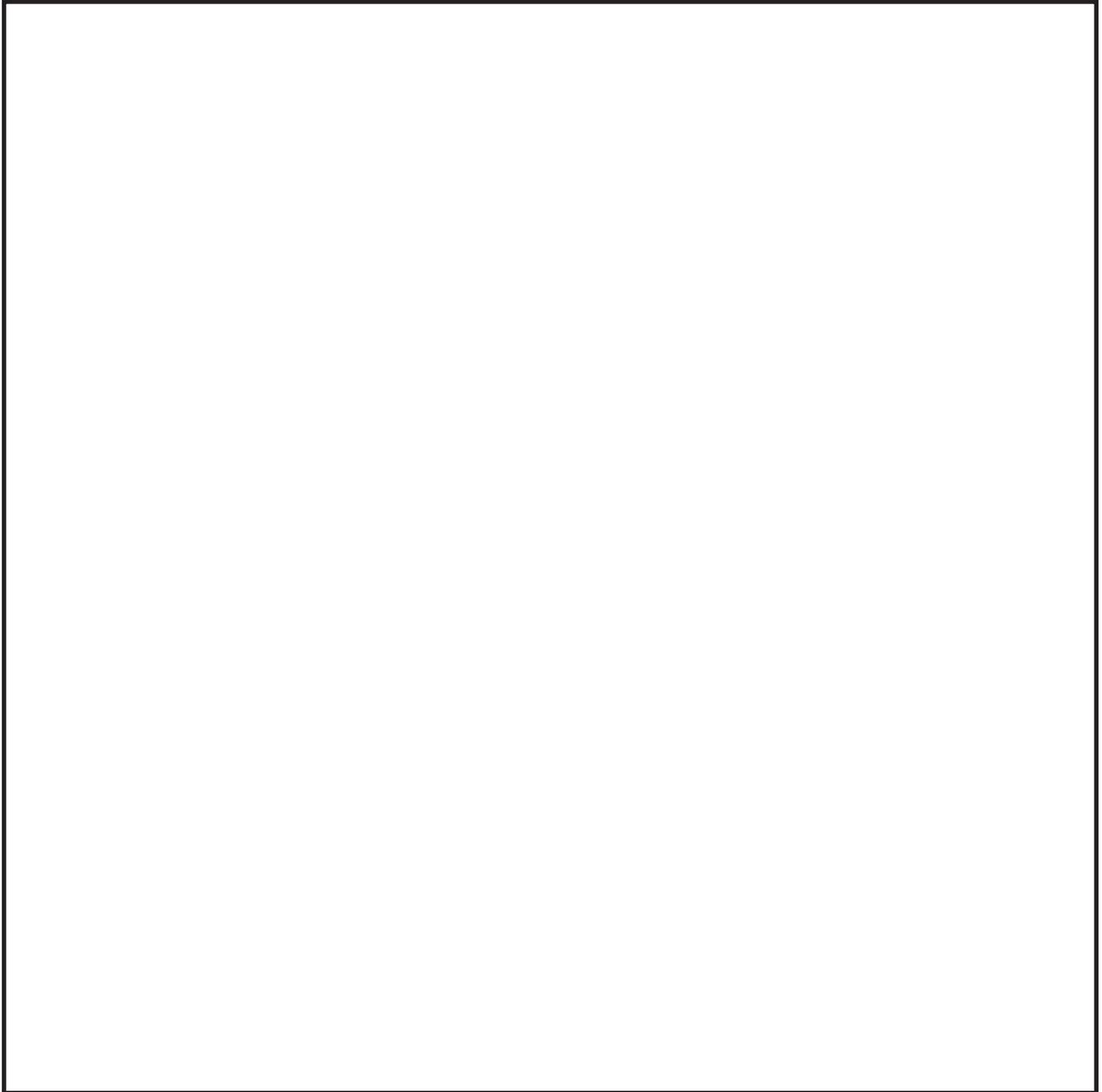


Mix in cup, cover,
and shake.



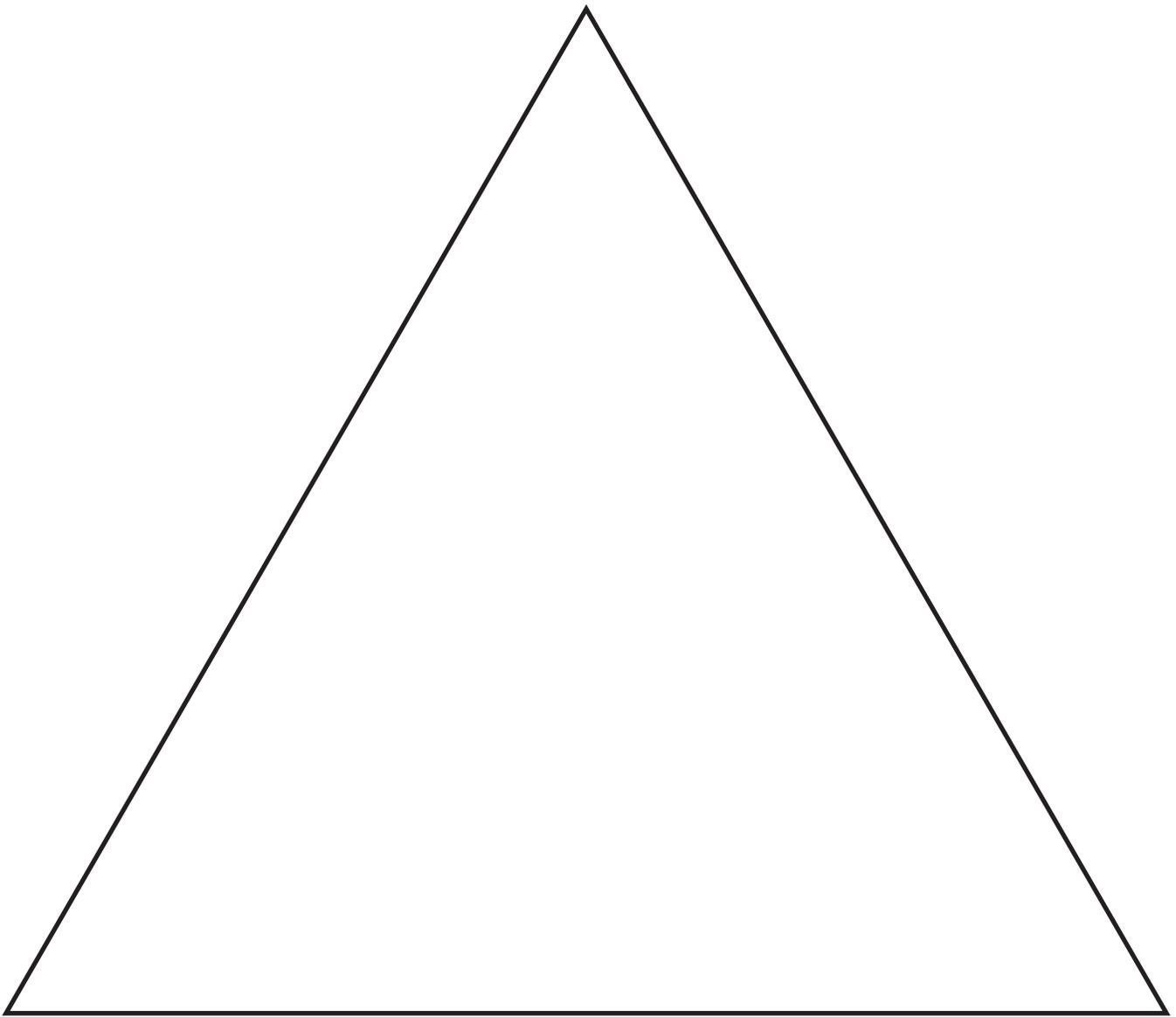
Shape Sheet

Make 6–8 copies of each. Cut out and laminate (if possible).



Shape Sheet

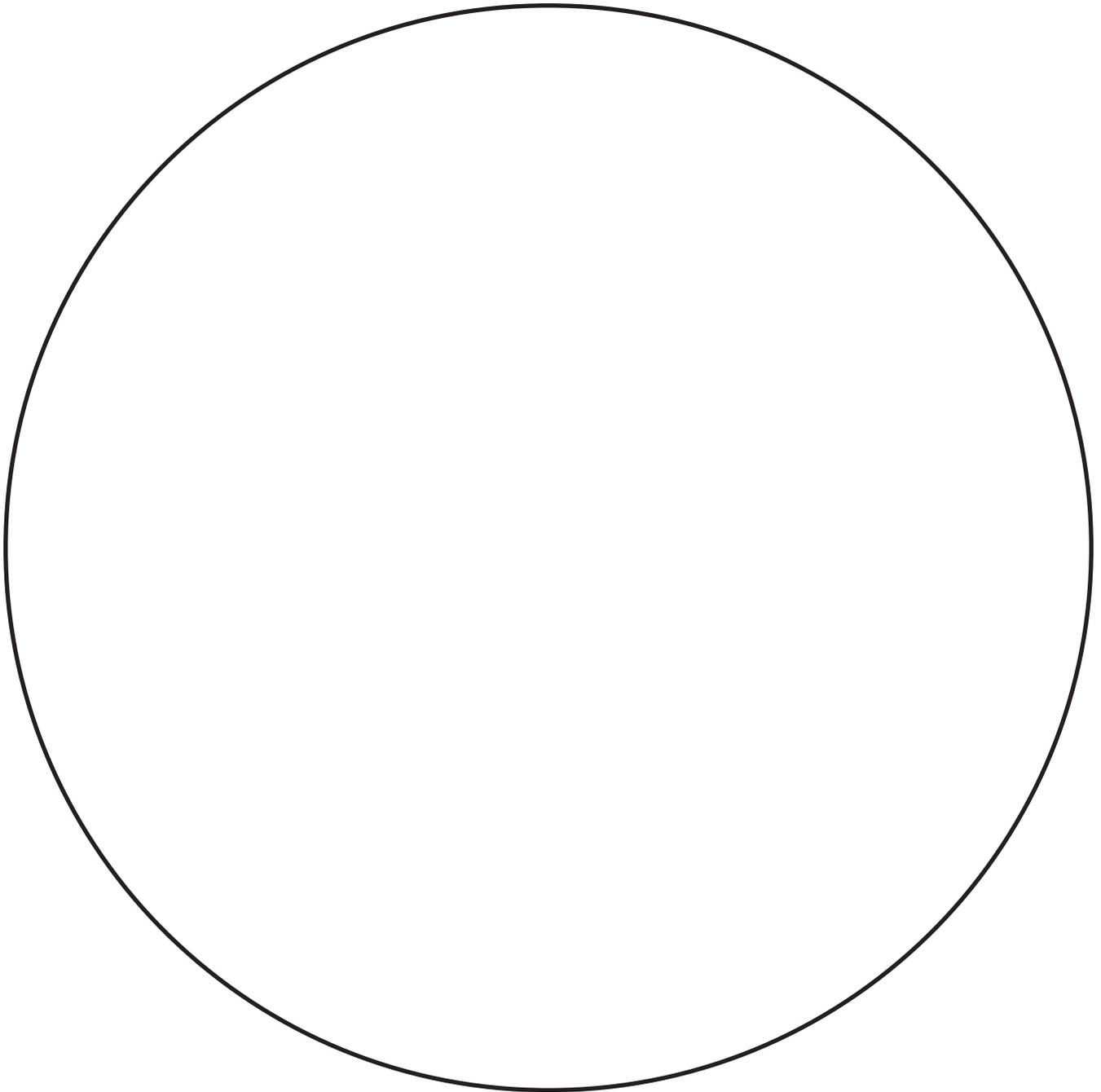
Make 6–8 copies of each. Cut out and laminate (if possible).



(2 of 4)

Shape Sheet

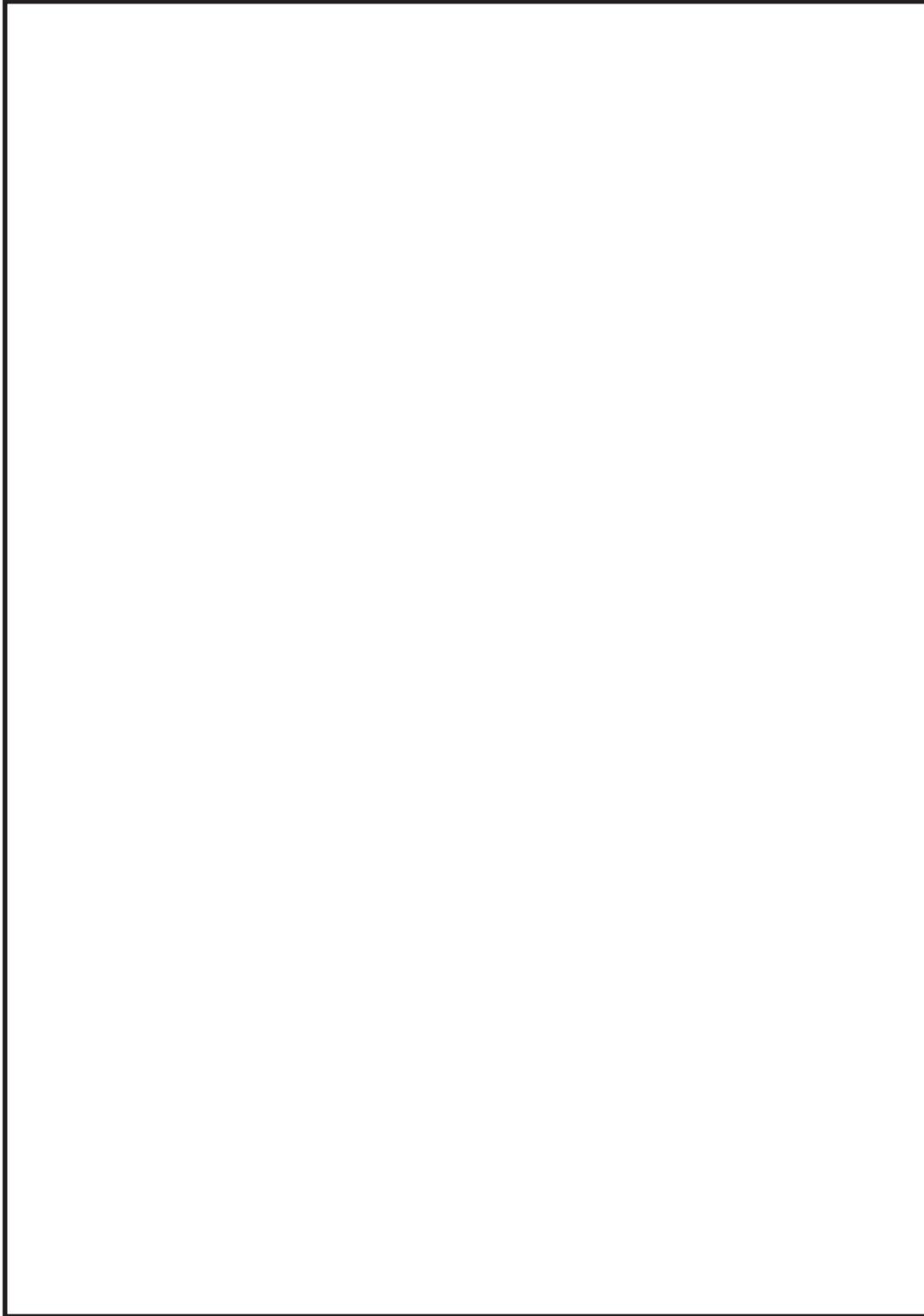
Make 6–8 copies of each. Cut out and laminate (if possible).



(3 of 4)

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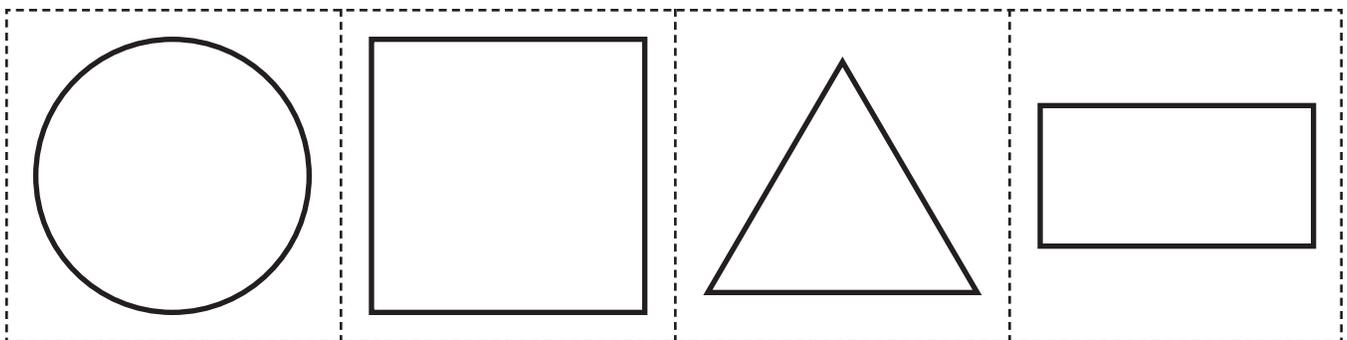
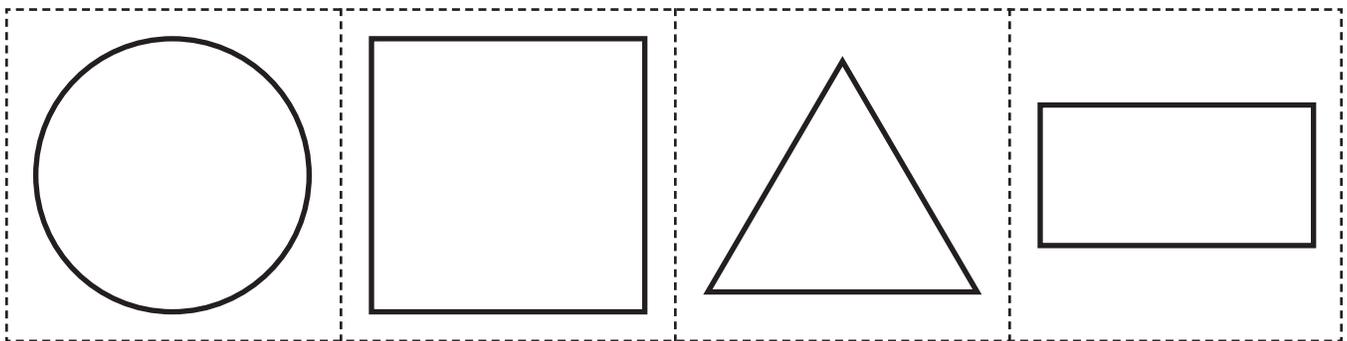
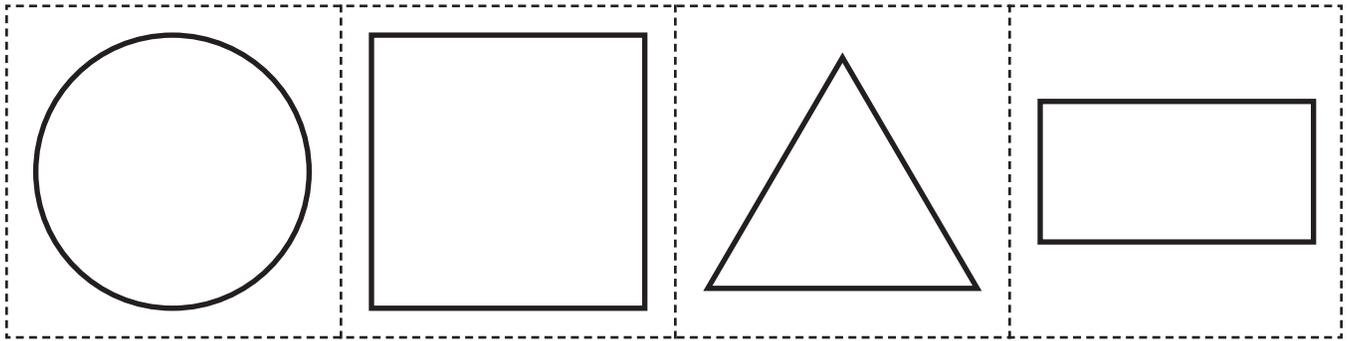
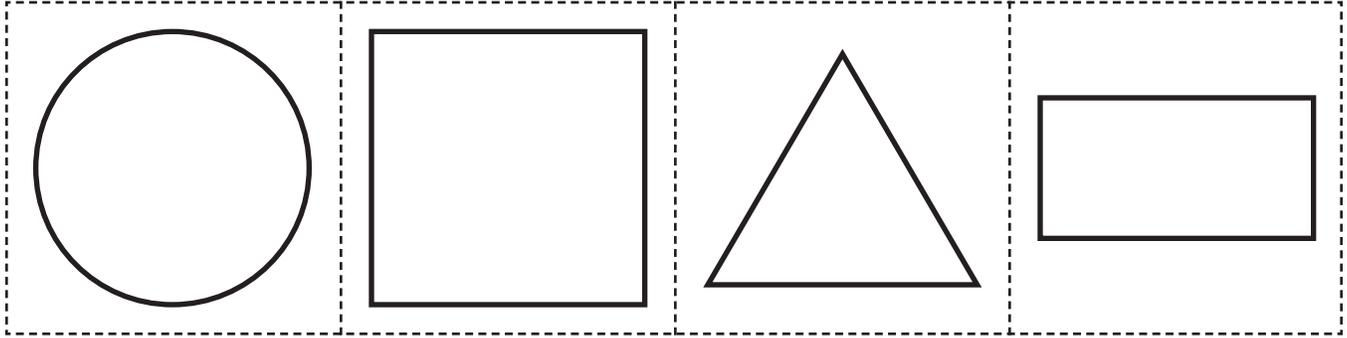
Make 6–8 copies of each. Cut out and laminate (if possible).



(4 of 4)

Shape Cards

Copy and cut apart one set of cards per partnership.

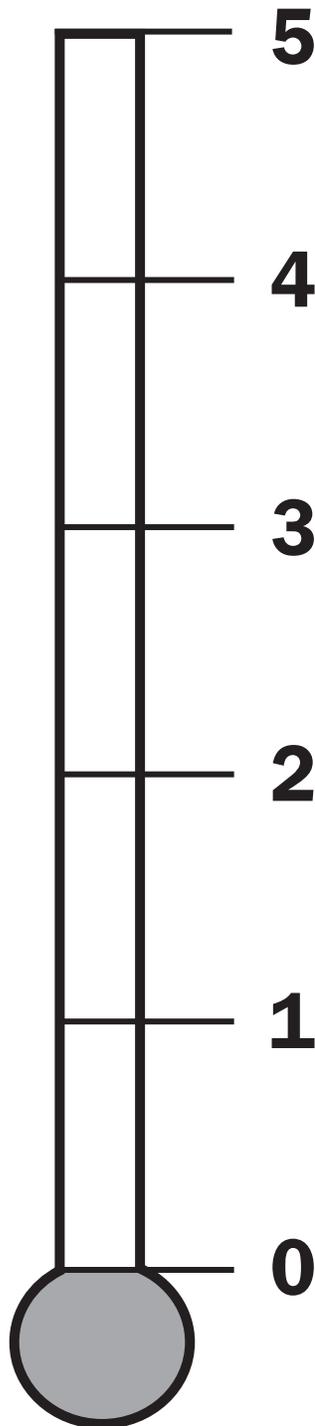


Feelings Thermometer

Make one copy per partnership.

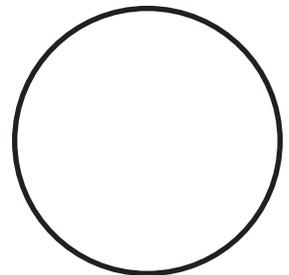
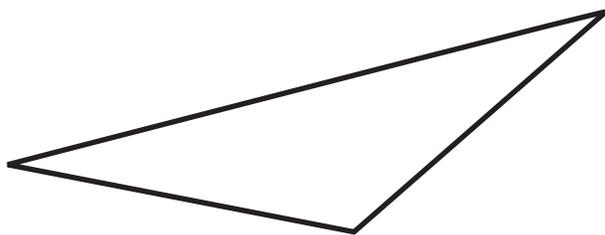
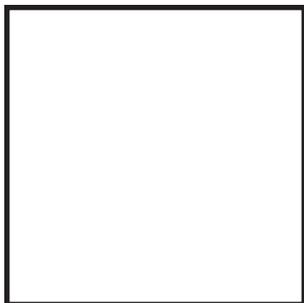
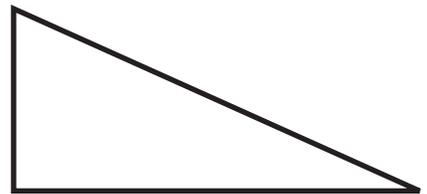
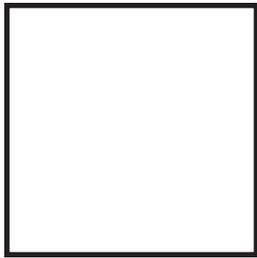
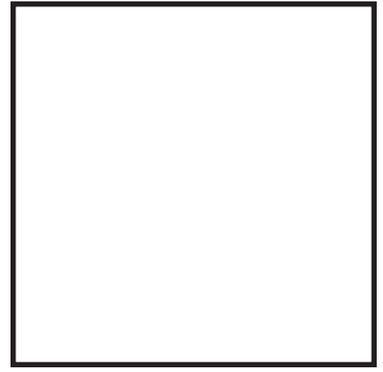
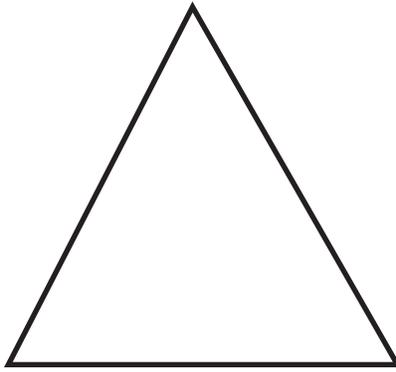
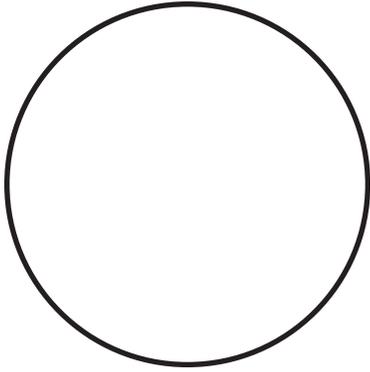
Feelings Thermometer

I feel _____.



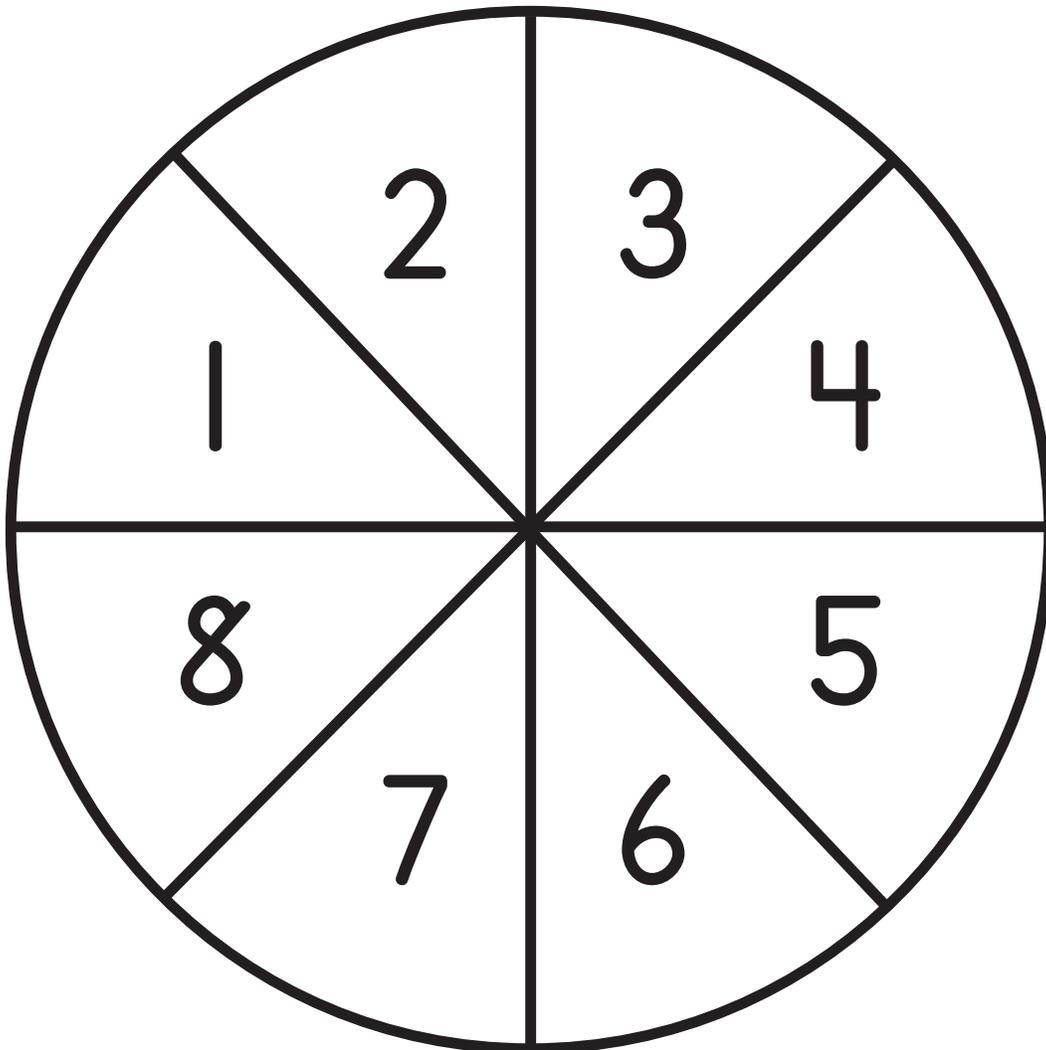
Small Shapes

Make one copy. Laminate, cut apart, and place in a paper bag.



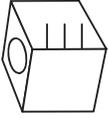
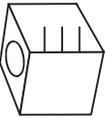
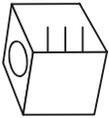
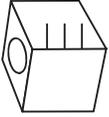
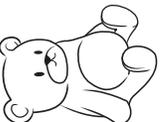
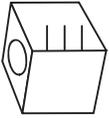
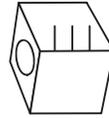
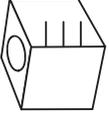
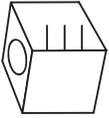
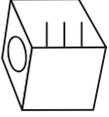
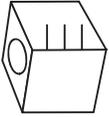
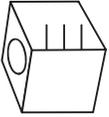
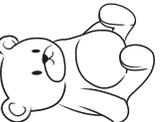
1–8 Number Spinner

Make one copy.



Pattern Copying

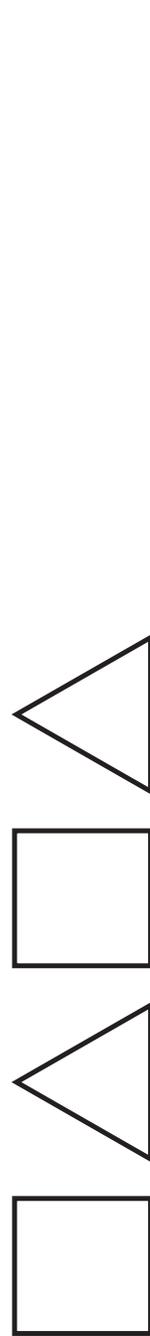
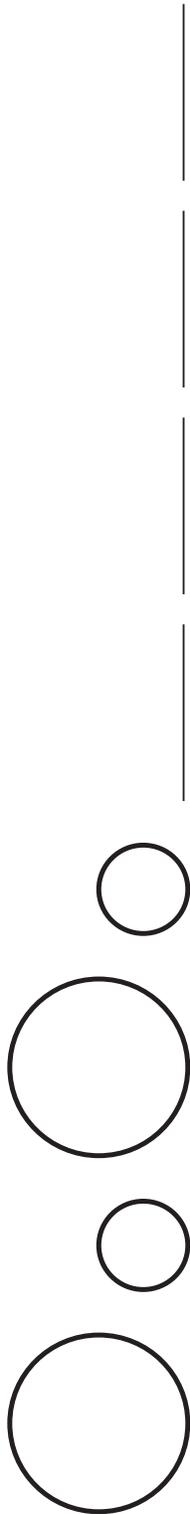
Copy one per student. Laminate if possible.

Math Lab

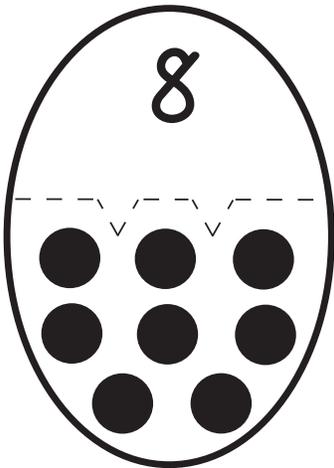
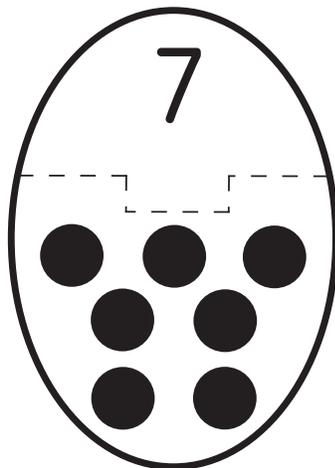
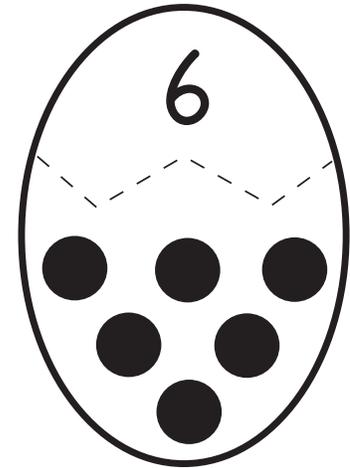
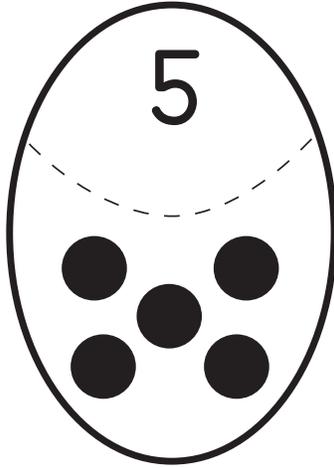
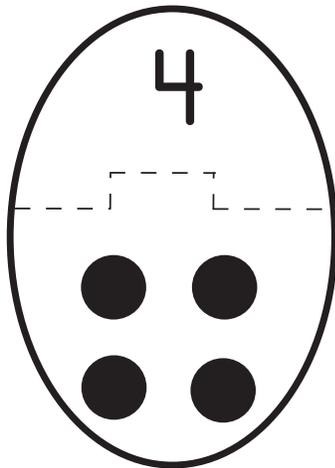
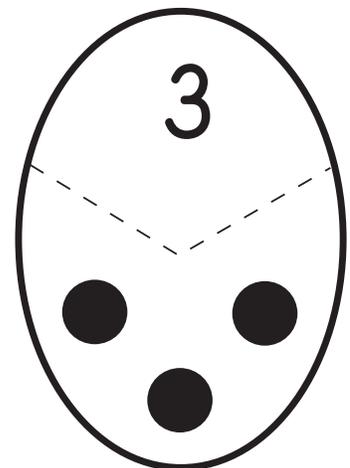
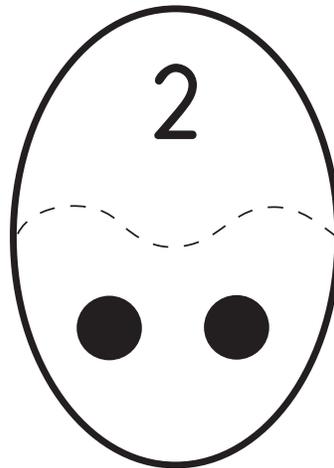
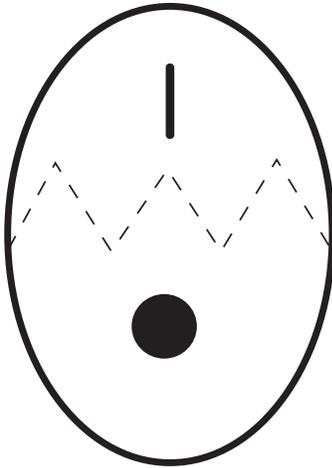
Patterns

Directions: Draw shapes to finish the patterns.



Egg Patterns

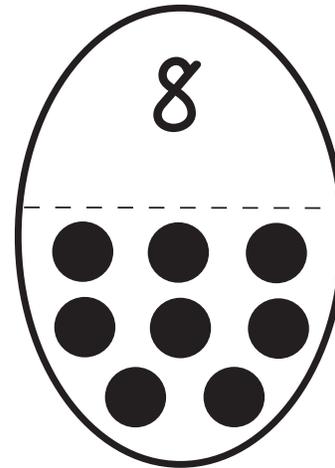
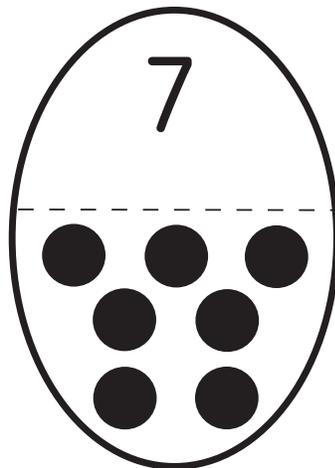
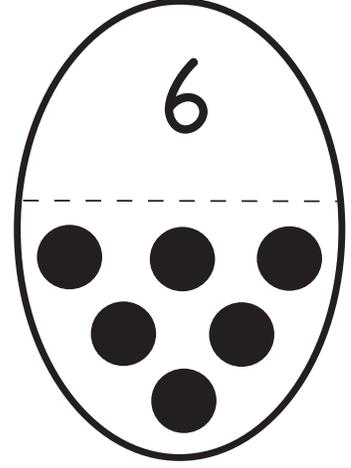
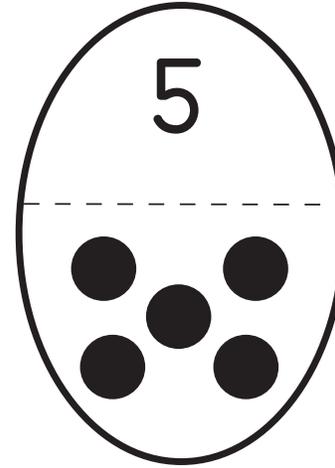
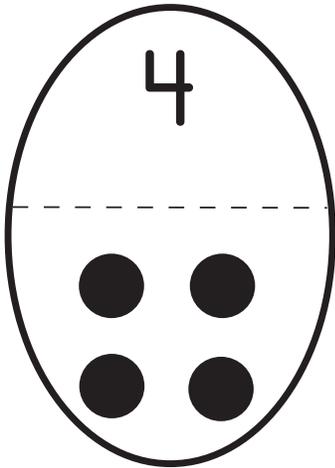
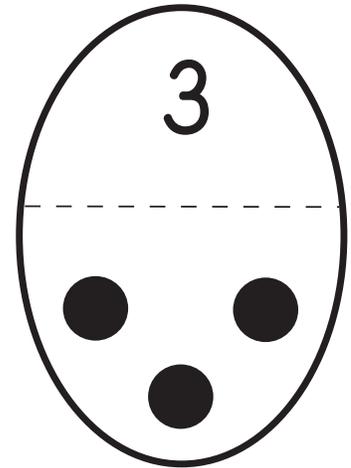
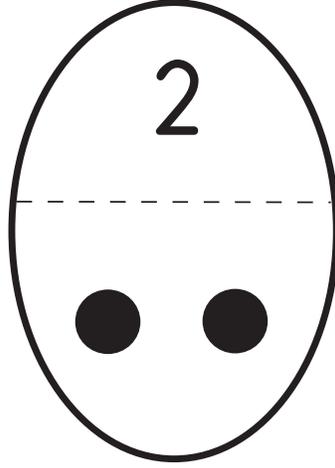
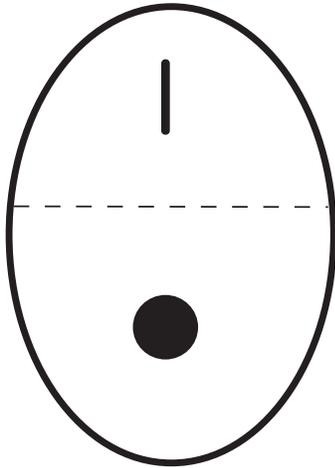
Make one copy on cardstock. Cut out, and place in small plastic bags.



(1 of 2)

Egg Patterns

Make one copy on cardstock. Cut out, and place in small plastic bags.

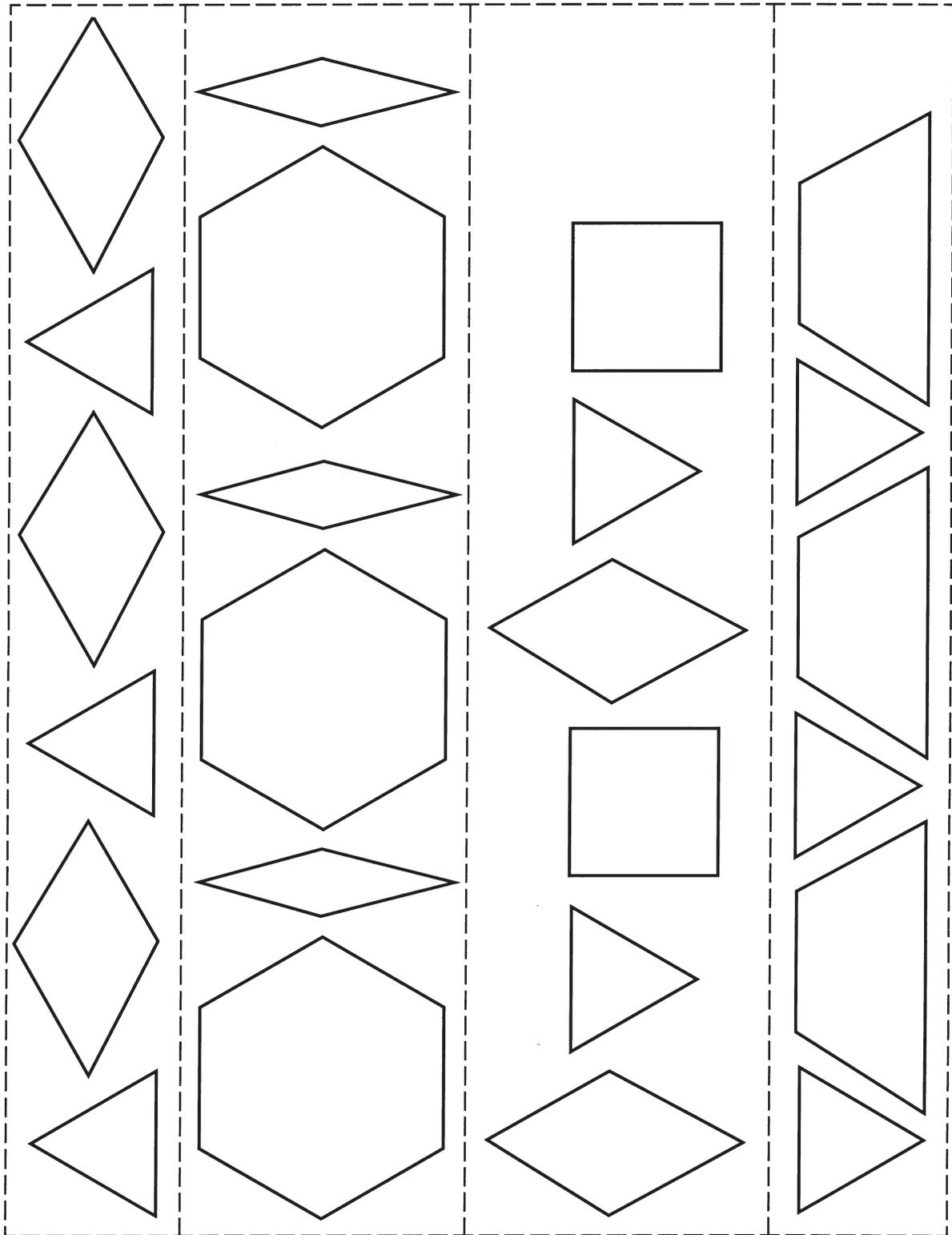


(2 of 2)

Pattern-Block Strips A

Make one copy and color to match pattern blocks.

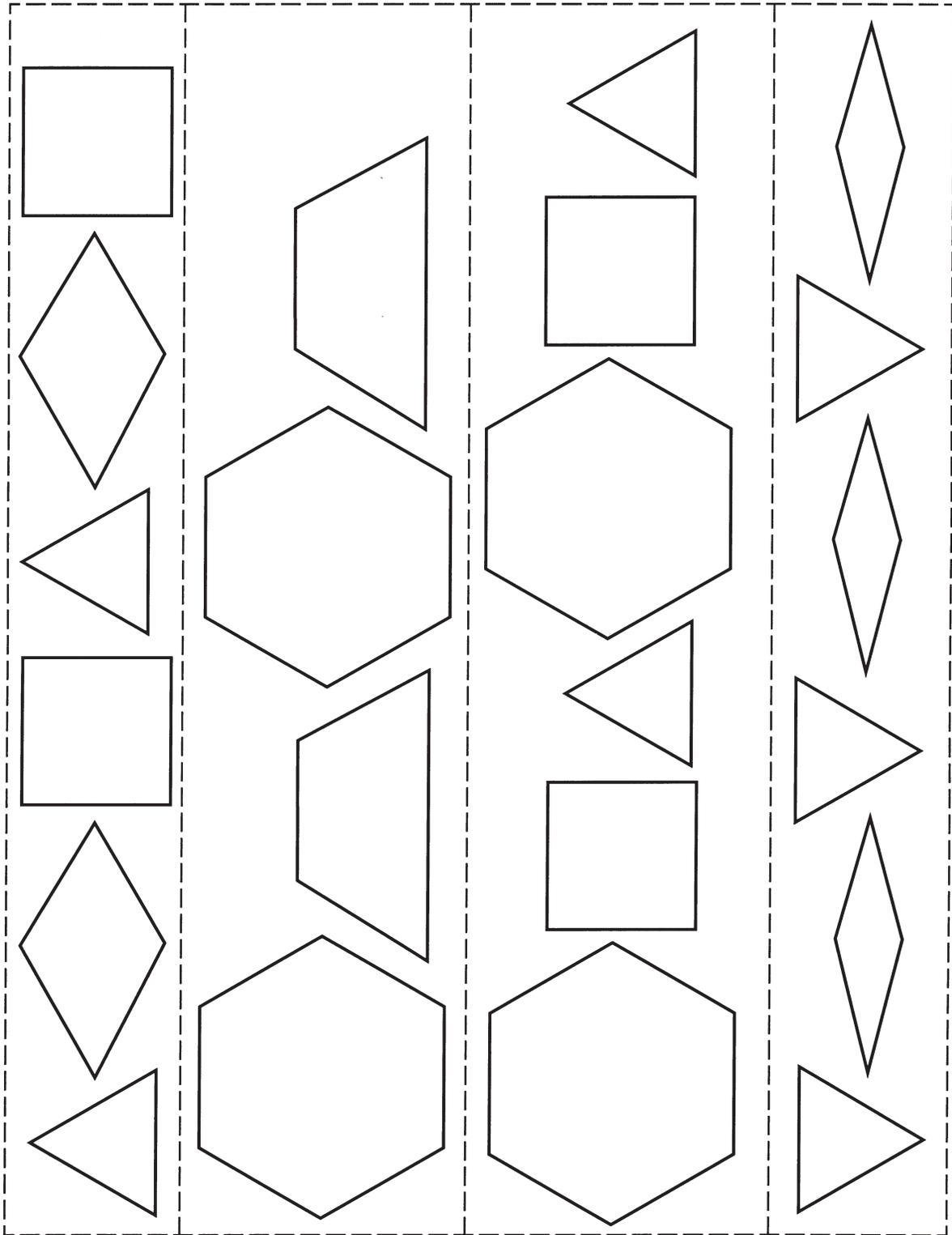
Cut apart and glue onto 3" x 2" strips of construction paper.



Pattern-Block Strips B

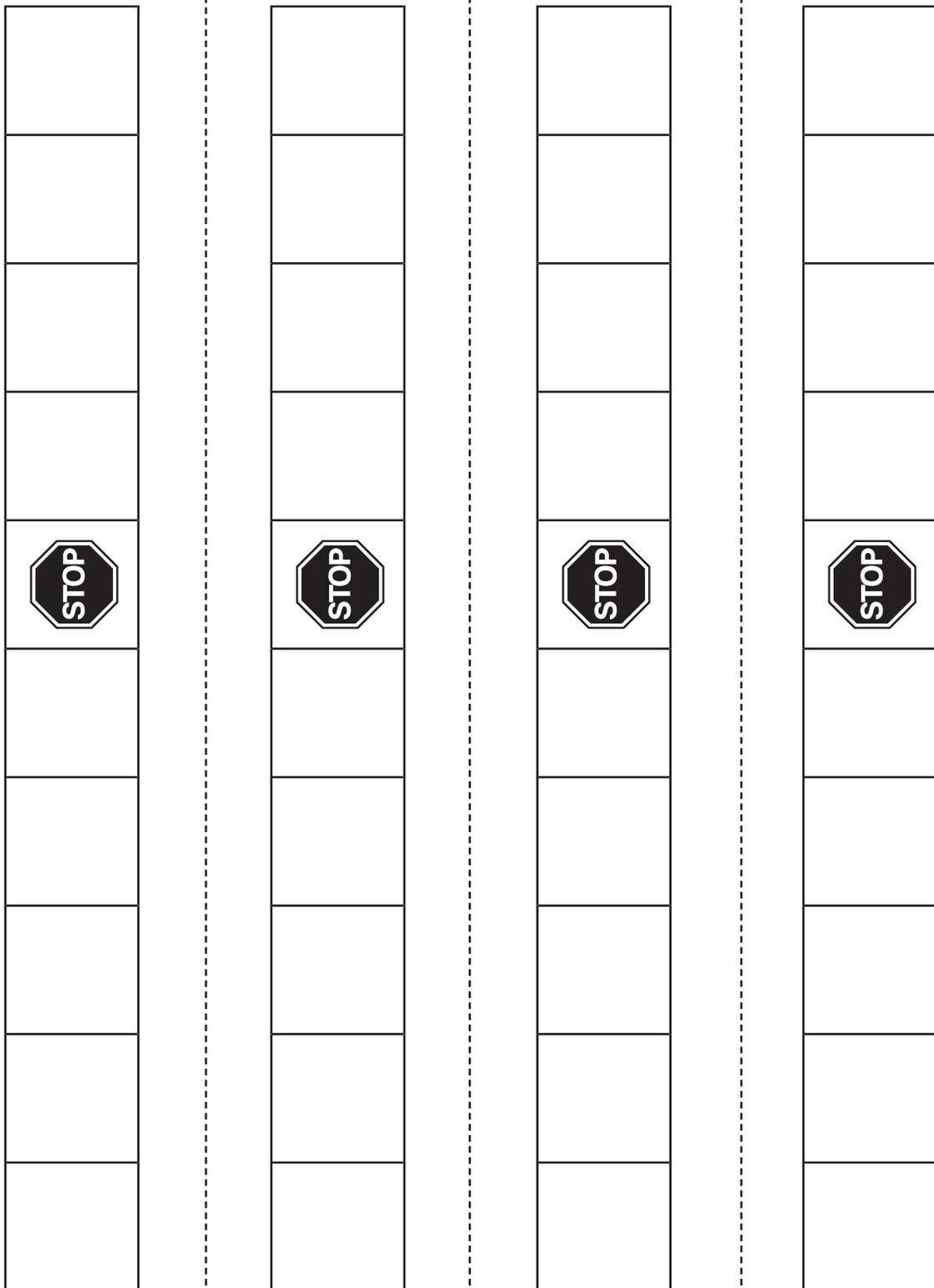
Make one copy and color to match pattern blocks.

Cut apart and glue onto 3" x 2" strips of construction paper.



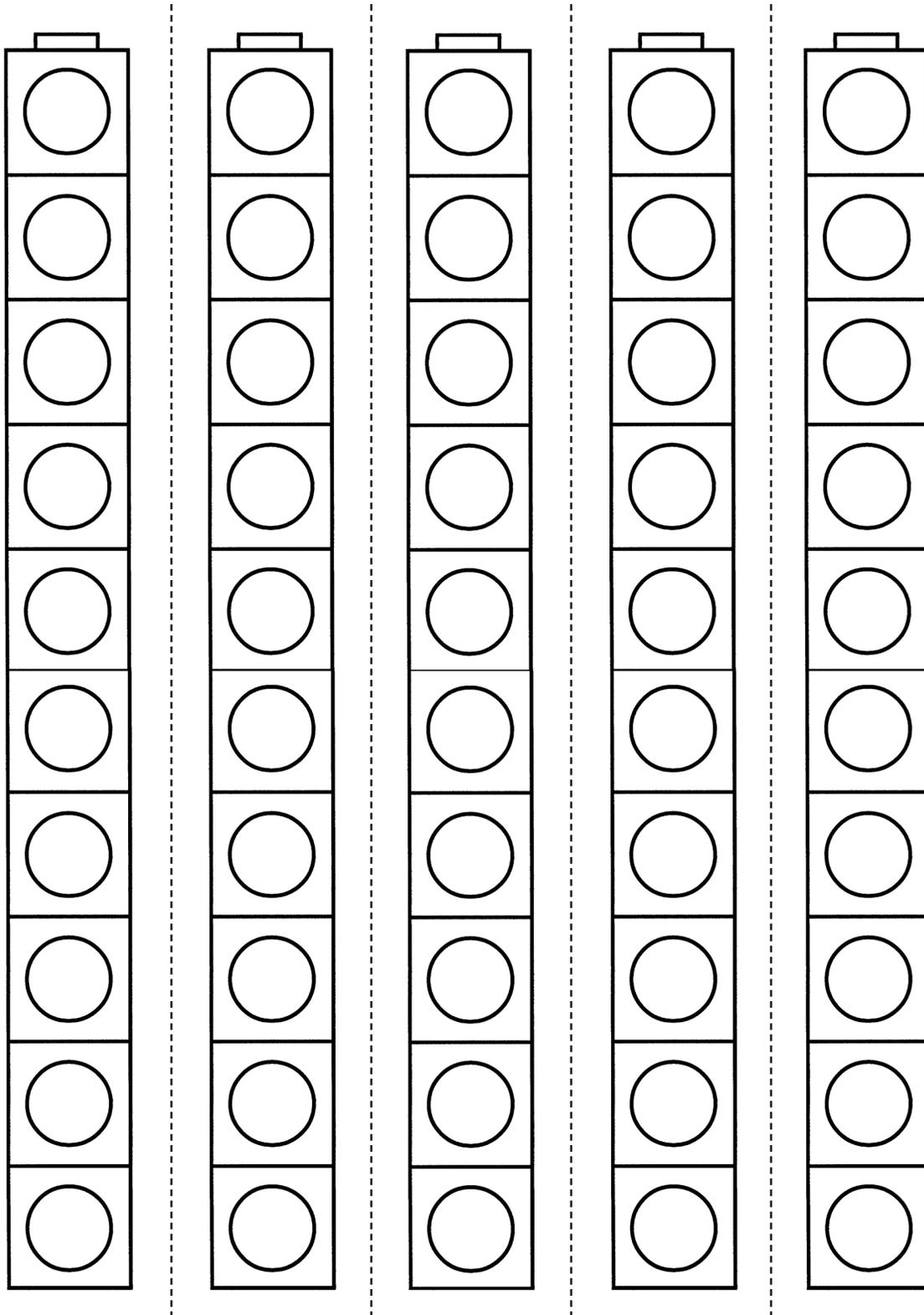
Extending Patterns

Copy (one strip per student). Cut strips apart.



Pattern Sheets

Copy (one strip per student) and cut strips apart.



Dear Family,

Children are natural scientists. They are always trying to figure out the world around them.

Younger children might suddenly notice the new, bright colors of autumn trees, but not see that this dramatic change comes in the form of many smaller changes.

Five-year-olds, wiser to the ways of the world, are more likely to pay attention to these subtle changes. They remember having seen these changes before and wonder what they mean and why they happen.

In the unit *Cornucopia*, we will learn about seasonal changes and how those changes affect your child's life and the lives of farmers, plants, and animals.

The children will use their senses to explore the physical world and to observe the changes that occur at this time of year. They will learn about the changes in weather and what these changes mean for themselves, others, and plants and animals. Many of the seasonal changes can be seen on the farm in the STaR book *The Fall Festival*.

The focus on fall changes continues into the second week of the unit when we will learn about harvesting fruits and vegetables. There will be many opportunities to see, smell, and taste the bounty of fall. As the children work in the labs, they will observe, measure, sort, and even cook some of the many fruits of the fall harvest. Preparing foods for snack time will help to show children how important reading is to their daily lives, including the need to read a recipe.

How can you help?

Your child will continue bringing home simple, repetitive stories to read with you and keep. Encourage your child to share these books with you as you help him or her with emerging reading skills.

Engage in conversation with your child, and watch the Home Link show online to reinforce the focus for the day and beginning reading and math skills.

Estimada familia:

Los niños son científicos naturales. Ellos siempre están tratando explorar el mundo que les rodea.

Los niños más pequeños pueden notar pronto los colores nuevos y brillantes de los árboles en otoño, pero no darse cuenta de que este cambio dramático es el resultado de muchos cambios pequeños.

Cinco años de edad, más sabios en el mundo, son más propensos a prestar atención a los cambios sutiles. Recuerdan haber visto estos cambios antes y se preguntan por qué ocurren y lo que significan.

En la unidad *Cornucopia (Cuerno de la abundancia)*, vamos a aprender acerca de los cambios estacionales y cómo esos cambios afectan a la vida de su niño y la vida de los agricultores, las plantas y los animales.

Los niños van a usar sus sentidos para explorar el mundo físico y para observar los cambios que se producen en esta época del año. Ellos aprenderán acerca de los cambios de clima y lo que estos cambios significan para ellos, para los demás, y para las plantas y los animales. Muchos de los cambios de temporada se puede ver en la granja en el libro *STaR Fall Is Here! I Love It!(Otoño está aquí! Me Encanta!)*

Continuamos enfocándonos en los cambios de otoño en la segunda semana de la unidad. Vamos a aprender acerca de las frutas y verduras de cosecha. Habrá muchas oportunidades para ver, oler y degustar la generosidad de la caída. A medida que los niños trabajan en los laboratorios, van a observar, medir, clasificar, e incluso cocinar algunos de los muchos frutos de la cosecha de otoño. Preparación de alimentos para la merienda con recetas ayudará a mostrar a los niños la importancia de la lectura es a su vida cotidiana.

¿Cómo puede ayudar?

Su niño seguirá trayendo a casa historias simples y repetitivas para leer y conservarse. Anime a su niño a compartir estos libros con usted como usted le ayuda con las habilidades de lectura emergentes.

Participar en una conversación con su niño, y ver el programa Home Link online de reforzar el enfoque para el día y comienzan las habilidades de lectura y matemáticas.



Weekly Record Form

Unit 5 | Week 1: Cornucopia

Teacher: _____ Date: _____

Students	Graphemes				Oral-Language Development			PA	Beginning Reading	Emergent Writing	GAT	Math	Homework
	Reads and writes	c	k	u	SOLO vocabulary (score 0-100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Segments syllables: "classroom," "alligator" (D, ND)	Sounds out the word "pat" (D, ND)	Stages Observed • Write Away • Lab Plan <input checked="" type="checkbox"/> Conference Completed		Identifies 2-d shapes (circle, square, rectangle, triangle) and 3-d shapes (rectangular prism, cylinder, sphere) (D, ND)	Read & Respond
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Weekly Record Form

Unit 5 | Week 2: Cornucopia

Teacher: _____ Date: _____

Students	Graphemes			Oral-Language Development			PA	Beginning Reading	Emergent Writing	GAT	Math	Homework
	Reads and writes	r	b	f	SOLO vocabulary (score 0-100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Produces a word that rhymes with "tower" (D, ND)	Sounds out the word "pet" (D, ND)	Stages Observed • Write Away • Lab Plan <input checked="" type="checkbox"/> Conference Completed	Classifies feeling words (D, ND)	Extends and creates patterns (D, ND)
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