

Sing a Song—Paint a Picture



***KinderCorner 2nd Edition Plus Theme Guide:
Unit 7***

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

We wish to acknowledge the creative contributions of our collaborators at Sirius Thinking, Ltd.

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

We wish to thank Pitney Bowes and Macy's for their generous funding in support of the development of engaging media for the Home Link shows.

pitney bowes  ★ macy's



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Table of Contents

<i>Why Sing a Song—Paint a Picture?</i>	1
Daily Focus.....	2
Vocabulary.....	4
Peek at the Week.....	6
You Will Need.....	10
Daily Lessons.....	17
Day 1.....	17
Day 2.....	49
Day 3.....	77
Day 4.....	105
Day 5.....	127
Day 6.....	147
Day 7.....	179
Day 8.....	203
Day 9.....	229
Day 10.....	253
Appendix.....	273

Why *Sing a Song—Paint a Picture*?

Music and art are universal. These creative outlets of human expression are found in every culture and have existed in every period throughout history. Art and music bring aspects of beauty and joy into the classroom. All children, regardless of their native language or stage of development, can enjoy music and art even if they simply clap out a rhythm or draw marks on paper. Children come to appreciate beauty in the world around them through their experiences with music and art.

“Music,” according to Confucius, “produces a kind of pleasure which human nature cannot do without.” In the first part of this unit, students will explore various types of music and experiment with classroom musical instruments in addition to instruments that they have constructed for themselves. In the second part of the unit, students will be offered a variety of materials with which to create art that is meaningful to them. They will also have an opportunity to blend art and music in the art lab when they create art that is inspired by music. These creations will be as diverse and beautiful as students themselves.

Observe your students and their work closely so your comments will be authentic. Not every piece of work is designed to be pretty, and certainly not all are great. Let your praise reflect your genuine appreciation of the student’s effort and the specifics of each work. The appendix page *Talking with Your Students About Their Art* offers suggestions on how to do just that. Commenting on colors, lines, and forms shows the student that you appreciate his or her unique approach. Students’ experiences of music and art can be greatly enhanced by trips to concerts and museums and/or by visits from local musicians, artists, and craftspeople. The appendix includes suggestions that you and the children’s families can use to enhance your enjoyment of museums. A briefing paper from the National Art Education Association (NAEA) is also included to inspire your teaching and broaden your perspective on the suggested activities. Please find ways to extend this cultural and creative enrichment throughout the year.

In this unit, a special effort has been made to link music and literature by using a new favorite, *The Jazz Fly*, featuring jazz-band instruments and the children’s classic Prokofiev’s *Peter and the Wolf*, written for symphony orchestra. Each introduces storytelling through instrumentation and develops children’s ability to aurally identify individual instruments and musical themes. Trumpets herald Peter while ominous horns warn of the wolf, and kettle drums announce the appearance of gun-toting hunters near the end of the story. This brief presence of guns in the story gives you the opportunity to address issues that may be critically important in your community. Your knowledge of your students’ community can guide your discussion. The Resource Corner lists several excellent references for early violence prevention. Please also see the margin notes next to day 1’s STaR lesson that suggest discussion points regarding the hunters and their guns. Throughout this unit, students develop skills for finding win-win solutions to conflicts so the parties involved each get something that he or she wants. Students learn through the win-win process that there is more than one way to solve a conflict.

During the second week of this unit, you will transition from *Stepping Stones* to *KinderRoots*. Take some time to reread the information in the teacher’s manual before day 6 to reacquaint yourself with the new format and activities. In *KinderRoots*, students will move on to reading *Shared Stories*. Twice a week students will take home their own copies to read with family members.

Sing a Song— Paint a Picture

daily focus

- Music is arranged sounds played on instruments.
- There are four instrument families: brass, percussion, string, and woodwind.
- Music can tell stories through rhythm, tempo, and dynamics.
- People around the world create and enjoy music.
- We can all make music and be musicians.
- Art is the arrangement of color and form created by artists.
- Artists choose from a wide variety of materials to create artwork.
- There are many ways to express ideas and feelings through art.
- People all over the worlds create and enjoy art.
- We can all create artwork and be artists.

Creative Domain

Students will:

- experiment with musical instruments.
- enjoy a variety of musical and artistic styles and genres.
- participate in singing and dancing activities.
- experiment with a variety of art materials.
- identify similarities and differences among artistic representations.
- pretend with objects.
- take on dramatic roles.
- approach activities with increasing flexibility and imagination.

Emotional/Personal Domain

Students will:

- demonstrate confidence in their abilities.
- participate actively in classroom activities.
- express feelings appropriately with words.
- stand up for themselves.
- make increasingly independent decisions.
- respect differences.

Cognitive Domain

Students will:

- begin to understand cause-and-effect relationships.
- classify objects by their physical characteristics.
- observe and make discoveries.
- play Brain Games to develop working memory, response inhibition, and attention control.

Language/Literacy Domain

Students will:

- demonstrate an increasing awareness of the sounds of language.
- blend and segment syllables.
- identify story elements.
- make inferences and draw conclusions about stories they have heard.
- recall and sequence story events.
- use increasingly complex vocabulary (theme and descriptive).
- identify and write uppercase and lowercase letters and numerals.
- know the alphabet.
- identify and write letter sounds.
- blend letter sounds to read words.
- read groups of words and short sentences.
- recognize sight words.
- use letter names to spell sight words.
- write readable words with approximated spelling.
- recognize basic punctuation (periods, commas, question marks) and identify their meanings.
- demonstrate an interest in writing to communicate meaning.

Mathematical Domain

Students will:

- develop numeric awareness.
- count by 5s and 10s.
- compare, count, and analyze graphed data.
- Identify number combinations for 1–10.
- Represent a model for addition using manipulatives.

Social Studies Domain

Students will:

- demonstrate an appreciation of and respect for differences in customs of varying cultural group.
- demonstrate an awareness of the roles that people play in society.
- acquire concepts about various methods of communication.

Science Domain

Students will:

- begin to develop a basic understanding of the properties of objects and materials.
- begin to develop a basic understanding of the properties of sound.
- observe, predict, experiment, and draw conclusions.
- identify primary and secondary colors.

Interpersonal Domain

Students will:

- converse with adults.
- give “I” Messages.
- take turns and share.
- cooperate with others on completing a task.
- participate appropriately in cooperative activities.
- practice the win-win process of compromise and discussion to resolve conflicts.
- begin to demonstrate empathy and consider others’ wants and needs.

Physical Domain

Students will:

- engage in gross-motor activities such as running and jumping.
- jump forward, backward, and sideways with control and coordination.
- hop several steps forward using either foot.
- jump rope when assisted by others who are swinging the rope.
- throw, kick, or roll an object in an intended direction.
- move to a rhythm.
- bounce a ball to create or replicate a rhythm or pattern.
- manipulate small objects with precision.

Vocabulary

Background Words			
Music	Art	Cultural	Readle
band	blue	country	happy
brass	color	English	
composer	dance	French	
marching	draw	globe	
note	feelings	Latino	
percussion	green	salsa	
quick	ideas	Spanish	
rhythm	museum	world	
sing	orange		
slow	paint		
strings	picture		
tune	primary color		
volume	purple		
woodwind	red		
	sculpt		
	secondary		
	statue		
	yellow		

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

Theme-Related Words	
artist	language
artwork	materials
band	musician
beautiful	orchestra
create	practice
dynamics	style
express	tempo
instruments	

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

Math Words
add
combination

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
brave
elegant
famous
festivals
lectures
pose
rambling
sculpture
silently
tend
trembled

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	Brain Game: Who Stole the Honey Pot?	Skill lesson: Introduce win-win solutions.
Theme Exploration	Listen to <i>The Jazz Fly</i> .	Learn about instrument families.
Rhyme Time	“We Make Music Together” Recognize alliteration.	“We Make Music Together” Blend sounds to make words.
STaR	<i>Peter and the Wolf</i> Focus: critique	Listen to instrumental version of <i>Peter and the Wolf</i> .
Dramatic Play Lab	Play Along: Role-play as musicians and orchestra members.	Play Along
Blocks Lab	Build It!: Use blocks to build structures.	Playing Percussion: Use rhythm sticks to play wooden blocks.
Art Lab	Ingenious Instruments: Create musical instruments.	Ingenious Instruments
Classroom Library Lab	Music, Music Everywhere: Explore theme-related books.	Music, Music Everywhere
Literacy Lab	Play School: Role-play in a school setting.	Play School: Word and Picture Match: Match words to their illustrations.
Math Lab	Put It Together: Combine manipulatives to show sets of 1–3.	Put It Together
Computer/Media Lab	All Kinds of Music: Explore educational software or listen to music.	All Kinds of Music
Sand/Water Lab	Free Exploration: Explore properties of sand and/or water.	Sound Off: Investigate sound properties of glass and water.
Science Lab	Percussion Exploration: Experiment with percussion instruments.	Percussion Exploration
Writing Lab	Free-Choice Writing: creative writing on topic of choice	Favorite Instruments: Write about your favorite instrument.
15-Minute Math	Introduce the Our Activities Graph.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Listen to cultural music. Structured or unstructured play	Serve cheese, crackers, and fruit slices. Unstructured play
Transition to KinderRoots	Introduce “The Alphabet Chant.” Introduce Shared Stories. <i>Making Music</i> Focus sound: /m/	Introduce word presentation and sentence reading. <i>Making Music</i> Focus sound: /m/
Math Mysteries	Identify number combinations for 1–3 objects.	Identify number combinations for 4.
Let’s Daydream	“Tuning Up”	“Tuning Up”
Write Away	Write about your favorite musical activity today.	Write about your favorite musical instrument.
Let’s Think About It	Introduce character instruments from <i>Peter and the Wolf</i> .	Listen to music from each of the four instrument families.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: win-win solutions	Win-win solutions Play Who Stole the Honey Pot?	Class Council
Learn about tempo and dynamics. <i>The Tortoise and the Hare</i>	Learn about music around the world.	Learn about marching bands.
“We Make Music Together” Segment words into sounds.	“We Make Music Together” Blend syllables to make words.	“We Make Music Together” Segment words into sounds.
<i>Salsa</i> Focus: Ask questions about unknown words.	Retell <i>Salsa</i> by relating story events to objects or pictures.	Free Choice
Play Along	Play Along	Play Along
Playing Percussion	Playing Percussion	Playing Percussion
Ingenious Instruments	Ingenious Instruments	Ingenious Instruments
<i>The Tortoise and the Hare</i> Use story pieces to retell the story of the tortoise and the hare.	<i>The Tortoise and the Hare</i>	<i>The Tortoise and the Hare</i>
Play School: Word and Picture Match	Play School: Word and Picture Match	Play School: Word and Picture Match
Put It Together	Put It Together	Put It Together
All Kinds of Music	All Kinds of Music	All Kinds of Music
Sound Off	Sound Off	Sound Off
String Along: Experiment with rubber-band percussion instruments.	String Along	String Along
Favorite Instruments	Favorite Instruments	Favorite Instruments
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Serve vegetable slices. Create and repeat rhythms by bouncing balls.	Serve tortilla chips and mild salsa. Sing and jump with jump ropes.	Engage in large-muscle unstructured activities.
Free-choice partner reading Focus sound: /a/	Free-choice partner reading Focus sound: /s/	Free-choice partner reading Focus sound: /d/
Identify number combinations for 5.	Represent addition with objects.	Represent addition with objects and drawings.
“Music Class”	“My Violin”	“The Girl Who Makes the Cymbals Bang”
Write about an object that might create a loud or soft dynamic.	Write about the kind of music your family listens to at home.	Add a sentence to one written on days 1–4.
Play Repeat the Beat with instruments.	Listen to and sing “Are You Sleeping?” in English, French, and Spanish.	Review what it means to be a musician. 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	Brain Game: Don't Break the Sugar Bowl	Skill lesson: win-win solutions
Theme Exploration	Learn about art and artists.	Learn about art materials.
Rhyme Time	"Run in a Circle" Blend sounds to make words.	"Run in a Circle" Blend sounds to make words.
STaR	<i>Degas and the Little Dancer</i> Focus: summarization	Retell <i>Degas and the Little Dancer</i> through dramatization.
Dramatic Play Lab	Art Museum: Role-play in an art museum setting.	Art Museum
Blocks Lab	The Shape of Things: Use number and shape spinners to make art with blocks.	The Shape of Things
Art Lab	Musical Clay: Use clay to make art while listening to music.	Musical Clay
Classroom Library Lab	Free Reading: Explore self-selected books.	Free Reading
Literacy Lab	Play School: My Sentence Book 1 Make books, and read simple sentences.	Play School: My Sentence Book 1
Math Lab	Math Art: Draw a picture of an addition story.	Math Art
Computer/Media Lab	Free Exploration: software, music, IWB activities	Free Exploration
Sand/Water Lab	Free Exploration: Explore properties of sand and water.	Sand Sculptures: Make art with water and sand.
Science Lab	Scientist's Station: Explore freely with science materials.	Mixing Colors: Mix primary colors to create secondary colors.
Writing Lab	Free-Choice Writing: creative writing on topic of choice	Favorite Kind of Art: Write about your favorite kind of art.
15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Snack • Outside • Gross-Motor Play	Serve alphabet cereal. Play Pose Tag.	Engage in unstructured play.
KinderRoots	Shared Story: <i>The Wet Dog</i> Focus sounds: /m/, /a/, /s/, and /d/	Shared Story: <i>The Wet Dog</i> Focus sounds: /m/, /a/, /s/, and /d/ Introduce guided group reading.
Math Mysteries	Identify number combinations for 6 and 7.	Identify number combinations for 8 and 9.
Let's Daydream	"Dragonfly"	"I Was Walking in a Circle"
Write Away	Write about making music, creating artwork, or dancing.	Write about art materials you use in school.
Let's Think About It	Read <i>Mouse Paint</i> . Blend primary colors to create secondary colors.	Play the Question Game to describe and identify art materials.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: win-win solutions	Play Don't Break the Sugar Bowl.	Class Council
Blend primary colors, and create paintings in small groups.	Learn about art around the world.	Create a class beautification plan.
"Run in a Circle" Segment words into sounds.	"Run in a Circle" Substitute phonemes in words.	"Run in a Circle" Segment syllables in words.
<i>Gugu's House</i> Focus: Compare illustrations in different stories.	Retell <i>Gugu's House</i> by sequencing events.	Free Choice
Art Museum	African Dancers: Listen and dance to African music.	African Dancers
Junk Structures: Make structures with boxes and containers.	Junk Structures	Junk Structures
Musical Clay	Sand Paintings: Use chalk, sand, and water to make paintings.	Sand Paintings
Free Reading	Free Reading	Free Reading
Play School: My Sentence Book 1	Play School: My Sentence Book 1	Play School: My Sentence Book 1
Math Art	Math Art	Math Art
Free Exploration	Free Exploration	Free Exploration
Sand Sculptures	Sand Sculptures	Sand Sculptures
Mixing Colors	Experimenting to Create Darker Shades: Mix black paint with primary colors to make darker shades.	Experimenting to Create Darker Shades
Favorite Kind of Art	Favorite Kind of Art	Favorite Kind of Art
Continue counting and number-awareness activities.	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
Create art with sidewalk chalk.	Serve international foods. Toss a ball while singing "It's a Small World."	Engage in structured or unstructured play.
Shared Story: <i>The Wet Dog</i> Focus sounds: /m/, /a/, /s/, and /d/ Introduce guided partner reading.	Shared Story: <i>The Wet Dog</i> Focus sounds: /m/, /a/, /s/, and /d/ Introduce writing.	Shared Story: <i>The Wet Dog</i> Focus sounds: /m/, /a/, /s/, and /d/
Identify number combinations for 10.	Represent addition (within 10) with objects.	Represent addition (within 10) with objects and drawings.
"Magic Landscape"	"What Is Black?"	"Breaks Free"
Write about a way you can use art to show that you are happy.	Write about art you see at home or at school.	Add a sentence to one written on days 1–4.
Present group paintings from Theme Exploration. Dance creatively to music.	Take a tour of your art museum in the classroom.	Act out types of artistry during a game of Charades.

You Will Need

Supplied by SFAF:

Books	STaR
S	<p><i>Peter and the Wolf</i> by Sergei Prokofiev</p> <p><i>Salsa</i> by Lillian Colón-Vilá</p> <p><i>Degas and the Little Dancer</i> by Laurence Anholt</p> <p><i>Gugu’s House</i> by Catherine Stock</p> <p><i>Tap-Tap</i> by Karen Lynn Williams (from unit 6, <i>What’s on the Menu?</i>)</p>
	Concepts of Print
	<i>Making Music</i> by Sally Francis Anderson (SFAF) teacher and student copies
	KinderRoots Shared Stories
	<i>The Wet Dog</i> by Robert Slavin and Nancy Madden (SFAF) teacher and student copies
	Theme Exploration
	<p><i>The Jazz Fly</i> by Mathew Gollub (book and CD)</p> <p><i>Child-size Masterpieces</i> by Aline D. Wolf</p> <p><i>Mouse Paint</i> by Ellen Stoll Walsh</p>
	Other
	<i>The 20th Century Children’s Poetry Treasury</i> by Jack Prelutsky
	Media
M	<p>KinderCorner 2nd Edition Plus Media and Software flash drive</p> <p>KinderCorner 2nd Edition Plus Home Link show for unit 7</p> <p><i>Bernstein Favorites: Children’s Classics</i> CD</p> <p><i>Language Play & Listening Fun for Everyone!</i> CD</p>
	KinderCorner Phonics Picture Cards
	<p>Key cards: “a,” “d,” “m,” “q,” “s,” “x,” and “y”*</p> <p>Word/Sentence picture cards*</p>
	KinderCorner Activity Cards
C	<p>Musical-instrument picture cards</p> <p><i>Peter and the Wolf</i> character picture cards</p>
	KinderCorner Rhyme Cards
	<p>“We Make Music Together”</p> <p>“Run in a Circle”</p>

Math Kit Items	
Our Activities Graph Activity cutouts Number Cards 1–10	Ten-Frame Cards Transparent spinners
Other SFAF Items	
Cool Kid certificates (four) KinderCorner Weekly Record Form for unit 7, weeks 1 and 2 (generate with data tools) Puppets: KinderRoo, Joey, and Alex Read & Respond bookmarks Transparent color counting chips (for pocket points) <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher's Manual)</i> Partner Practice Booklets <i>The Tortoise and the Hare</i> Flannelboard Set Home Link animal hand stamps and ink pad.	

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

Teacher Acquired:

Food		
	Cheese Crackers (square, circle, and triangle shaped) Fruit slices Vegetable slices	Salsa (mild) Tortilla chips Alphabet-shaped cereal International foods
Office/Craft Supplies		
	Small plastic bags Masking tape Craft sticks Empty containers (e.g., boxes, cans, milk cartons) Paper cups Paper plates Recycled materials such as aluminum pie pans, toilet-paper tubes, small plastic bottles with lids, margarine containers, plastic cups, etc. Rubber bands of varying thickness Noise-making items (e.g., dried beans, rice, plastic bottle caps, buttons, bells, etc.) Clay Colored pencils of varying sizes Chalk, colored (e.g., sidewalk chalk) Various fabrics (wool, silk, flannel), six-inch squares or larger	Glitter Ink pad Mosaic tiles Ribbons Watercolor paints Yarn Tissue box, empty Tempera paint (red, yellow, blue, white, and black) Scarves or streamers, one per student Small containers for mixing paint (baby-food jars, yogurt cups) Fabric with various African-style prints, large enough to drape or wrap around a child Feathers Rattles African-style masks Dry tempera paint
CDs		
	CD of music from various countries and cultures CD of salsa music	CD of classical or ballet music CD of music from <i>The Nutcracker</i> CD of music from various African cultures

Learning Lab Materials		
	<p>Baton (or stick with long ribbon streamers attached to ends)</p> <p>Black and white dress-up clothes</p> <p>Music stands</p> <p>Music books and/or sheet music</p> <p>Musical instruments</p> <p>Theme-related books about music and musical instruments</p> <p>Percussion containers (e.g. cans, saucepans, etc.)</p> <p>Rhythm sticks (wooden sticks)</p> <p>Plastic letters (A–Z)</p> <p>Glass bottles or drinking glasses</p> <p>Metal spoons</p> <p>Theme-related books about art and artists</p> <p>Museum pamphlets</p>	<p>Framed artwork</p> <p>Hats</p> <p>Tickets</p> <p>Small pitchers</p> <p>Small rolling pins</p> <p>Plastic knives</p> <p>Spatulas</p> <p>Pastry and pizza wheels</p> <p>Potato mashers</p> <p>Cookie cutters</p> <p>Shells</p> <p>Magnifying glasses</p> <p>Sand molds</p> <p>Pictures of different types of art (e.g., paintings, sculptures, or a person singing, dancing, or writing)</p>
Other		
	<p>Globe or world map</p> <p>Bongo drums</p> <p>Microphone</p> <p>Trumpet</p> <p>Dancer</p>	<p>Broom</p> <p>Small piano or xylophone</p> <p>Jump ropes</p> <p>Playground balls</p>

To Be Prepared:

Day 1	
TE	<ul style="list-style-type: none"> • Make word cards for “music” and “musician.” • Make theme vocabulary word cards for “musician” and “band.”*
STaR	<ul style="list-style-type: none"> • Number the pages of <i>Peter and the Wolf</i>; page 1 begins, “Early one morning....”
15-MM	<ul style="list-style-type: none"> • Remove the Shapes Around Us posters and the Number-Recognition Circle 6–10 from the 15-Minute Math bulletin board. You may want to display the Shapes Around Us posters in another part of the room. • Attach the Our Activities Graph to the 15-Minute Math bulletin board.
KR	<ul style="list-style-type: none"> • Make word cards for “he” and “she.”
LTAI	<ul style="list-style-type: none"> • Duplicate theme-introduction letter for unit 7, one per student (appendix).
Day 2	
TE	<ul style="list-style-type: none"> • Make theme vocabulary word cards for “instruments” and “orchestra.”* • Post one set of musical-instrument picture cards in a visible place such as on the board or in the pocket chart. The cards should be arranged in four clear groups, one group for each family of instruments. If possible, allow these cards to remain on the board or in the chart for the rest of the day because they will be used again in Let’s Think About It.
LL	<ul style="list-style-type: none"> • Duplicate and cut apart the Word Match Cards. • Fill five or six glass bottles or drinking glasses with different levels of water. Place the bottles or glasses in a cardboard box or six-pack container to secure them and prevent tipping or spilling (optional).
15-MM	<ul style="list-style-type: none"> • Color and cut out each of the activity cutouts. Place the cutouts for each activity in a small plastic bag, and place the bags near the 15-Minute Math bulletin board.
MM	<ul style="list-style-type: none"> • Duplicate and cut apart the Number-Combination Cards for 2–4 (appendix).
Day 3	
TE	<ul style="list-style-type: none"> • Make theme vocabulary word cards for “tempo” and “dynamics.”* • Practice telling the story of <i>The Tortoise and the Hare</i>.
STaR	<ul style="list-style-type: none"> • Number the pages of <i>Salsa</i>; page 1 has only the word “salsa” in large letters. Practice saying the salsa rhythm, especially on pages 21, 23, and 29.
LL	<ul style="list-style-type: none"> • Stretch rubber bands of varying thickness and length across open containers (e.g., margarine tubs, tin cans, boxes, etc.).
MM	<ul style="list-style-type: none"> • Fill small paper bags with ten linking cubes (five blue and five green), one bag per partnership. • Duplicate the Number Combinations for 5 page (appendix), one per student.
Day 4	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary word card for “language.”*
STaR	<ul style="list-style-type: none"> • Duplicate and cut apart the <i>Salsa</i> Retell Picture Cards (appendix), if not using objects for retell.
KR	<ul style="list-style-type: none"> • Make one set of Sentence-Picture Matching Cards (appendix), per group of four or five students.
MM	<ul style="list-style-type: none"> • Number-Combination Cards for 2–5 (appendix). • Duplicate Number Sentence Practice page (appendix), one per student.

Day 5	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary word card for “practice.”*
MM	<ul style="list-style-type: none"> • Fill small plastic bags with five bear counters each, one bag per partnership. • Duplicate Addition Pictures page (appendix), one per student.
Day 6	
TE	<ul style="list-style-type: none"> • Make theme vocabulary word cards for “artist” and “create.”* • Separate the art cards from <i>Child-size Masterpieces</i>.
STaR	<ul style="list-style-type: none"> • Number the pages of <i>Degas and the Little Dancer</i>; page 2 begins, “In the middle of a big room....”
LL	<ul style="list-style-type: none"> • Duplicate and cut out the Number Spinner (optional) and the Shape Spinner (appendix). Tape each spinner background onto a transparent spinner. • Duplicate My Sentence Book 1 (appendix), one per student.
KR	<ul style="list-style-type: none"> • Make Green Word cards for “Dad,” “Matt,” “Sad,” “mad,” “not,” and “Sam.” • Make word-wall cards for “is” and “no.”
MM	<ul style="list-style-type: none"> • Duplicate and cut apart the Number-Combination Cards for 5 and 6 (appendix). • Fill small paper bags with twelve linking cubes (six blue and six green), one bag per partnership. • Duplicate the Number Combinations for 6 page (appendix), one per student.
WA	<ul style="list-style-type: none"> • Make a copy of the writing strategy icon for Stretch and Spell from the <i>KinderCorner 2nd Edition Plus Teacher’s Manual</i> (optional).
LTAI	<ul style="list-style-type: none"> • Place a small amount of red paint and a small amount of yellow paint into a plastic zipper-closure bag. Do not mix the colors. Create enough bags for one-third of the class. • Place a small amount of yellow paint and a small amount of blue paint into a plastic zipper-closure bag. Do not mix the colors. Create enough bags for one-third of the class. • Place a small amount of blue paint and a small amount of red paint into a plastic zipper-closure bag. Do not mix the colors. Create enough bags for one-third of the class.
Day 7	
TE	<ul style="list-style-type: none"> • Make theme vocabulary word cards for “artwork” and “materials.”*
LL	<ul style="list-style-type: none"> • Experiment with mixing the paints that you will put in the science lab. Use tempera paint mixed to a moderate thickness. Due to a quirk with the pigment of tempera paints, the red will mix best with other colors if some white is added to the red paint first.
MM	<ul style="list-style-type: none"> • Duplicate Number-Combination Cards for 8 and 9 (appendix). • Duplicate Combinations for 8 and 9 page (appendix), one per student.
LTAI	<ul style="list-style-type: none"> • Cut squares of construction paper; cut equal numbers of four different colors, enough for each student to have one square.

Day 8	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary word card for “express.”*
	<ul style="list-style-type: none"> • Cut squares of construction paper; cut equal numbers of red, blue, and yellow, enough for each student to have one square.
	<ul style="list-style-type: none"> • Fill small containers with paint, one container per student. One-third of the containers should have red paint, one third should have yellow paint, and the last third should have blue paint.
STaR	<ul style="list-style-type: none"> • Review the author’s note and glossary on page 32 of <i>Gugu’s House</i> to familiarize yourself with the meanings and pronunciations of the words used in the story.
MM	<ul style="list-style-type: none"> • Duplicate the Button Toss sheet (appendix), one per partnership. • Fill paper cups with ten buttons each, one cup per partnership.
Day 9	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary word card for “style.”*
STaR	<ul style="list-style-type: none"> • Duplicate, color, and cut apart the <i>Gugu’s House</i> Sequencing Cards (appendix), one set per group of four students and one set for teacher modeling. Laminate cards if possible.
KR	<ul style="list-style-type: none"> • Duplicate the Letter Tiles for Stretch and Spell page (appendix). Cut apart the letter tiles, and put them into plastic bags, one bag per partnership.
MM	<ul style="list-style-type: none"> • Duplicate and cut apart the Number-Combination Cards for 10 (appendix). • Duplicate the Combination for 10 page (appendix), one per partnership.
Day 10	
TE	<ul style="list-style-type: none"> • Make a theme vocabulary word card for “beautiful.”*
MM	<ul style="list-style-type: none"> • Duplicate the Combination Review page (appendix), one per partnership.

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

Day 1 | Ready, Set...

Focus

Music is arranged sounds played on instruments.

Materials	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • KinderCorner Weekly Record Form for unit 7—week 1 • Sign-in sheets (lines only) • Classroom Library Lab: Theme-related books and puzzles about music and musical instruments • Literacy Lab: Key cards for “y,” “q,” and “x” • Math Lab: Containers and manipulatives
Gathering Circle	<ul style="list-style-type: none"> • Bell (or other instrument with a distinctive sound)
Theme Exploration	<ul style="list-style-type: none"> • <i>The Jazz Fly</i> CD and book • Theme vocabulary word cards for “musician” and “band” or IWB access
Rhyme Time	<ul style="list-style-type: none"> • Sentence strips or chart paper (optional) • Musical-instrument picture cards
STaR	<ul style="list-style-type: none"> • Trade book: <i>Peter and the Wolf</i>
15-Minute Math	<ul style="list-style-type: none"> • Our Activities Graph (15-Minute Math Kit) • Activity cutouts (15-Minute Math Kit) • Four plastic bags • Masking tape
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Nutritious snack • CD of music from other parts of the world • Jump rope
Transition to KinderRoots	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • KinderRoo puppet • Bag with several KinderRoots Shared Stories • Word cards for “he” and “she” • Concepts-of-print book: (teacher and student copies): <i>Making Music</i> • Partner Practice Booklets for unit 7

Materials	
Math Mysteries	<ul style="list-style-type: none"> • Ten-Frame Cards for 1–10, one set • Chart paper and marker • Small paper cups, one for the teacher and one per partnership • Bicolored counters, three for the teacher and three per partnership • Construction paper, one piece per partnership • White paper, one piece per partnership • Pens or pencils
Let's Daydream	<ul style="list-style-type: none"> • “Tuning Up,” <i>The 20th Century Children's Poetry Treasury</i>, page 16
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i> • Writing Strategies Bank or IWB access
Let's Think About It	<ul style="list-style-type: none"> • Trade book: <i>Peter and the Wolf</i> • <i>Peter and the Wolf</i> character picture cards • Pocket chart • <i>Bernstein Favorites: Children's Classics</i> CD • Read & Respond bookmarks • Home Link animal hand stamp: parrot

Learning Labs—Materials

Dramatic Play Lab Play Along
<ul style="list-style-type: none"> • Baton (a stick with long ribbon streamers attached to the ends) • Dress clothes (preferably black and white) • Music stands, chairs, music books or sheet music • Several musical instruments
Blocks Lab Build It!
<ul style="list-style-type: none"> • Wooden and/or cardboard blocks; block play figures such as people, animals, traffic signs, or vehicles; toy dump trucks and bulldozers; construction hard hats

Art Lab | Ingenious Instruments

- Craft sticks
- Empty boxes, empty cans, empty milk cartons
- Paper (construction)
- Paper cups
- Paper plates
- Recycled materials such as aluminum pie pans, toilet-paper tubes, small plastic bottles with lids, margarine containers, plastic cups, etc.
- Percussion noisemakers such as sand, dried beans, rice, plastic bottle caps, buttons, bells, etc.
- Scissors, rubber bands, stapler, tape

Classroom Library Lab | Music, Music Everywhere

- Theme-related books about music and musical instruments

Literacy Lab | Play School

- Chalkboard and chalk, whiteboard and marker, or chart paper and a marker for the pretend teacher; books, letter cards, magnetic letters, paper and pencils, letter stamps and ink pads, or any other items that students could use to play school

Math Lab | Free Exploration

- Math manipulatives: linking cubes, bear counters, buttons, beads, pattern blocks, etc.

Computer/Media Lab | All Kinds of Music

- CDs of various styles of music (include classical, jazz, and ethnic music from around the world)
- *Language Play & Listening Fun for Everyone!* CD
- *The Jazz Fly* CD
- *The Jazz Fly*
- *Making Music*
- *Salsa*
- *Degas and the Little Dancer*

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 | Percussion Exploration

- Variety of containers and surfaces that can be hit to produce a variety of sounds (cans, saucepans, boxes, desk top, mouse pad). Fasten string, where possible, so the items can be suspended when struck.
- Variety of drumsticks (twigs, pencils, plastic and wooden spoons, bottle brushes, toothbrushes)
- Various fabrics (wool, silk, flannel), six-inch squares or larger
- Paper and pencils

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 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

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 strategies that you have introduced.

Available Activities

Classroom Library Lab

- Include new theme-related books about music and musical instruments.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

Literacy Lab

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

Math Lab

- Place the containers, bears, buttons, bicolored counters, and beads out for students to experiment with. Encourage students to make sets that are more or less with a partner.

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.

Think about a time when you had an argument with a friend. How did you feel when it was over? Our Partner Challenge today is to tell your partner how you felt when you had an argument with a friend. Provide a moment for students to think about the challenge. Remind them they will have time to talk with their partners at snack and other times.

- Tell students they can earn pocket points when they use active-listening skills when they talk with their partners.

Brain Game

- Explain the game.

We have a new Brain Game to play this week that will help us exercise our mind muscles so we can focus. Demonstrate the Focus signal (Place your hands in front of your eyes as if using binoculars.). **The name of this game is Who Stole the Honey Pot?**

- Have students sit in a circle. Invite the Cool Kid to be Mr. Bear, who sits in the middle of the circle with a honey pot. The honey pot can be anything that makes a noise (e.g., a bell or other instrument).
- Invite students to chant, “Mr. Bear is very sleepy. Mr. Bear is dreaming deeply.” Mr. Bear closes his or her eyes. Select a student to steal the honey pot. The thief sits down in his or her place in the circle, rings the bell (or makes a sound with another item), and then hides the honey pot behind his or her back. Then the group chants, “Wake up, Mr. Bear. Your honey pot is no longer there!” Mr. Bear then has to guess who has the honey pot based on the direction of the sound.
- If time allows, use the sharing sticks to select a new Mr. Bear, and play again.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



We are starting a new unit today about something you hear every day... music! Think about the times when you listen to music. T-P-S: When do you listen to music?

Our Daily Message will tell us something very important about music.

Daily Message

A musician plays music.

- 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 recognize the first word in our sentence from our word wall.**
WGR: **What is the first word in our sentence? “A.” Yes, this is the word “a.” It is written as an uppercase letter because the first word in a sentence always begins with an uppercase letter.**
 - **WGR: If we wanted to find the word “music,” what letter would we need to look for at the beginning of the word? /m/. We hear /m/ at the beginning of “music,” and we should see /m/ at the beginning of the word. I see two words that begin with /m/. Underline the words “musician” and “music.”**



- **Listen to the two /m/ words.** Clap the syllables, or beats, as you say “Mu-si-cian, mu-sic.” Invite students to repeat. **Which word do you think is longer—“musician” or “music”?** Place the two word cards in the pocket chart so “musician” is above the word “music.” Line up the letters that are the same. If you are using an interactive whiteboard, write the words, one above the other, on the board. **Now look at the two words. WGR: Which word do you think is longer—the word above or the word below?** *Above.* **The word above is longer; it has more letters in it.** Point. WGR: **Do you think this word is “mu-si-cian” or “mu-sic”?** *Musician.* **It is “mu-si-cian.” The shorter word below is “mu-sic.”**

Theme Learning

- Explain the content of the Daily Message.

Let’s talk about what our message means. We listen to music in our classroom every day when we sing and play songs. The people who use instruments to make the songs are called musicians.

This week you will have plenty of opportunities to experiment with making music using things around our classroom and at home.



- Hold up the book *The Jazz Fly*, and read the title.

WGR: What sound does a fly make? Can you imagine using animal sounds in a song?

Think about how zzz, zzz, zzz could be used in a song.

- Quickly turn to pages 3, 5, 7, and 8, each time inviting students to make each animal’s sound.
- Turn to pages 11 and 12, and point to Jazz Fly.

Jazz Fly is a musician in a jazz band. Jazz is a special kind of music that was first played in New Orleans, a city in America.

- Turn to pages 13 and 14.

Jazz bands usually have instruments such as the bass, saxophone (Turn to pages 15 and 16.), piano, and, of course, drums, which is what Jazz Fly plays.

- Prepare students to listen to the audio recording of the story.

I am not going to read the story to you. Instead, you will hear the story read to you in a jazzy way by its author, Matthew Gollub, while I show you the pictures by the illustrator, Karen Hanke.

You will hear the animals’ voices at the beginning of the story and then listen to the jazzy way that Jazz Fly makes music by using the animals’ voices.

- As *The Jazz Fly* CD is playing, display the book pages for students, and encourage them to join in Jazz Fly’s jazzy talk. Have fun!
- Tell students *The Jazz Fly* will be in the computer/media lab for them to enjoy this week.
- Play the digital dictionary videos for “musician” and “band.”



- 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 “musician” and “band.”

A musician is a person who makes music. Musicians make music by singing, playing instruments, or creating noise in other ways. I can make a sentence with the word “musician:”

The Jazz Fly is a musician who plays the drums.

A band is a group of people who make music. A band is a group of musicians. I can make a sentence with the word “band:”

The band plays jazz music.



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 “We Make Music Together.”

Today we will begin to learn a new rhyme about music.

- Read the words, and model the motions.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.



We Make Music Together

You bang on the drum, (Pretend to bang on drums.)

The guitar I will strum, (Pretend to strum a guitar.)

And we will make music together. (Wave hand in the air like a conductor.)

Your flute plays the song, (Pretend to play the flute.)

While my bells go bing bong, (Pretend to ring hand bells.)

And we will make music together. (Wave hand in the air like a conductor.)

Your trumpet will flare, (Pretend to play a trumpet.)

I’ll crash cymbals in the air, (Pretend to crash cymbals together.)

And we will make music together. (Wave hand in the air like a conductor.)

We can sing really loud, (Pretend to sing into a microphone.)

Have a concert for a crowd, (Continue singing into a microphone, and point at audience.)

Because we make music together. (Wave hand in the air like a conductor.)

Develop Phonological Awareness—Recognizing Alliteration



- Reread the rhyme. Ask students to identify the initial sound of several words.

WGR: **What is the first sound you hear in “drum”?** /d/

WGR: **What is the first sound you hear in “strum”?** /s/

WGR: **What is the first sound you hear in “bells”?** /b/

WGR: **What is the first sound you hear in “bing”?** /b/

WGR: **What is the first sound you hear in “bong”?** /b/

- Say the phrase “bells go bing-bong.” Ask students what they notice about the first sound in most of the words. *Most of the words start with /b/.*

The b-b-bells go b-b-bing-b-b-bong. /B/-ells. We could add another /b/ word and talk about beautiful bells going bing-bong.



- Show the guitar from the musical-instrument picture cards. Use Think-Pair-Share to have students identify the initial sound in the word “guitar.” Then ask students to come up with descriptive words that also begin with the initial sound /g/.



There are many different musical instruments. A guitar is another kind of instrument. WGR: **What sound does “guitar” start with?** /g/.

Yes, “guitar” begins with /g/. T-P-S: What /g/ words can we say about guitars? *Answers will vary.* **Those are some great /g/ words. We can talk**

about great guitars, green guitars, and goofy guitars. Let’s put them all together. I play a great green goofy guitar. That’s a tongue twister! Invite

students to repeat the alliterative phrase with you.

- If you wish, write the tongue twister on chart paper for students to repeat throughout the week.
- Repeat this process with one or two other instruments such as a harp, piccolo, or saxophone.
- Award pocket points if several students are able to successfully produce words with the requested initial sound.



TRANSITION

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



TIMING GOAL: 20 minutes

STaR Words:

silently

brave

The children’s classic *Peter and the Wolf* is a wonderful way to introduce children to classical music and provides an opportunity for children to engage in an important conversation with adults about guns and hunting. If your students’ community is one with a significant proportion of gun ownership, you can emphasize gun safety and the importance of never touching guns. If the community is beset by gun violence, you can use this opportunity to review what students should do when they hear gunfire.

**Peter and the Wolf** (book only)*Written by Sergei Prokofiev**Translated by Maria Carlson**Illustrated by Charles Mikolaycak*

Peter, a restless boy who lives with his grandfather in the Russian countryside, wanders from the safety of the cottage yard, allowing Grandfather’s duck to escape with him. Just as Grandfather had warned, a wolf appears and swallows the duck. With the help of a little bird friend, Peter manages to rope the wolf by the tail, saving the beast from hunters’ guns. Peter and the bird lead a triumphal procession as the wolf is hauled off to the zoo.

Sergei Prokofiev was a famous Russian composer who lived from 1891–1953. He wrote the story *Peter and the Wolf* to introduce children to the classical instruments of the symphony orchestra. Each character in the story is represented by a specific instrument playing a musical theme. The story and accompanying music has remained a favorite children’s classic.

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 title of the story is *Peter and the Wolf*. The story was written by a Russian composer named Sergei Prokofiev (SER-gay pro-KOF-ee-ev). WGR: What do we call the person who writes a story? *The author*. Charles Mikolaycak is the illustrator. 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.

T-P-S: What do you see happening in the picture on the book’s cover? What questions do you have about these characters and the story? If students state predictions, model changing the predictions into questions, and then let them repeat the questions. For example, “Let’s turn that idea into a question such as ‘Is the boy trying to catch the wolf?’” **When we read *Peter and the Wolf*, we will see if your questions are answered.**

Let students have a close look at the title page. **This story takes place in the country of Russia (show on globe) about 100 years ago. This picture shows a busy area outside a city gate. Some people are going into the city to do business, and others, such as these three hunters (Point to the hunters.), are going out to the countryside.** Turn to the dedication page. **Here are**

more people along a road in the Russian countryside. I think the author is taking us on a short trip from the city out to the country where Peter lives. Show the first page of the story.

- Introduce the story vocabulary words.

There are many new words in this story that tell us about the characters. One of these words is “silently.” In the story, a cat moves silently. “Silently” means without making any noise. Show how you would move silently if you were a cat.

Another new word is “brave.” When someone is brave, he or she does things that others would be afraid to do. Tell your partner about someone you think is brave and why you think he or she is brave.



Critique

- Introduce the good-reader skill for today.

Good readers think about whether or not they liked a story. They can talk about their favorite parts. Think about your favorite parts of the story today. Are the illustrations good? Do you like the characters? Do you like how the story ends?

During Reading



- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
 - **Page 3: Can you imagine that argument between the little bird saying (in a high, quick voice), “What bird are you? You can’t fly, you can’t fly,” and the duck quacking back, “I’m a fine bird that can swim. I’m better than you.” Have you ever heard arguments like this before? Hmm. I’m a bit worried about the little bird. I have a question. If the bird is hopping in the grass instead of flying, could an animal catch it?**
 - **Page 4: The little bird is surprised and upset by the cat, and the duck is angry at it too. WGR: How do you think the bird would sound? And now, let’s hear the angry duck. Quickly divide students into two groups, birds and ducks. Let’s make the sound of the startled little bird or the angry duck all at the same time, so we can get a feeling of what this moment in the story might sound like. You will begin on the count of four and stop the very second I pull my hands down.**
 - **Page 9: I see that Peter is watching over the wall. T-P-S: Who is still outside the gate?**
 - **Page 13: The cat and the bird are probably afraid of the wolf. Imagine what their fearful voices would sound like. Ask students to make fearful cat and bird sounds. Now let’s hear the wolf that would love to have a little bird or cat to eat. Divide students into three groups—cats, birds, and wolves. Just as we did before, you’re going to make your animal’s sound. Watch my hands to know when to begin and when to stop. Try to listen to the way the whole class sounds while you make your sound. Conduct as before.**

- **Page 18: Wolves are not normally dangerous to people and farm animals; they are actually shy. However, if they are very, very hungry, they will come close to where people and farm animals live to look for food. They become hungry when there are no small wild animals in the forest for them to eat and when there is not enough area for the wolves to roam freely. Sometimes, when hungry wolves come close to people’s houses, hunters will try to shoot them. This time Peter found a different way to catch the wolf without killing it! WGR: What will happen to the wolf now? *They will take it to the zoo.***
- **Page 20: I imagine that procession must have looked and sounded almost like a parade. The hunters look proud. What would the wolf sound like right now? Invite students to make the wolf’s sound as they look at its picture. Point out Peter and the bird; then turn the page, and point out the wolf, Grandfather, and the cat. Grandfather still looks concerned while the cat follows the procession. WGR: Which character is missing from the picture? *The duck. Why? The wolf swallowed the duck.***

After Reading



We said that good readers think about whether or not they like a story and why. Think about the story *Peter and the Wolf*. T-P-S: What did you like best?

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

I liked it when Peter, the main character in the story, catches the wolf. That reminds me of our new word “brave.” Let’s make a sentence together using the word “brave.” 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 “silently.”



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 | Play Along

Description:

- Students will play instruments in the dramatic play lab.

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 students can play instruments in the dramatic play area. Tell students they can play instruments individually or dress up and pretend to be in an orchestra with a conductor.
- Point out the new instruments and costumes in the lab.
- Invite students to add the musical instruments that they create in the art lab to the dramatic play lab.
- Explain the terms “baton” and “conductor.”

Facilitate Learning:

- Join students in playing instruments. Encourage students to keep a rhythm as they play. Start them off by clapping a simple rhythm. Then ask them to use the instruments to keep the same simple beat.
- 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:

- **I wonder how this instrument works.**
- **How can we decide who gets to play each instrument (or be the conductor)?**

Blocks Lab | Build It!

Description:

- Students will build things with blocks.

Purpose:

- Participation in this lab will help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, social skills, and language skills.

When You Tour:

- Point out that the blocks lab is open today.

Facilitate Learning:

- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. For best results, jump in, and join the play as you interact with students.

Examples:

- **Does anyone want to work on building something with me?**
- **I think I'll build a bridge going over a river. What about you?**

Art Lab | Ingenious Instruments

Description:

- Students will make musical instruments.

Purpose:

- 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:

- Point out the variety of materials. Tell students they can make instruments using the materials in the lab.
- Shake a few instruments to show how they can be used to make different sounds.
- Refer to the rhythm instruments that you have in your classroom and how they produce sounds (e.g., by striking one surface with another, by shaking a container filled with something).
- Encourage students to be as creative as possible when designing instruments.

- Shakers or rattles can be made by placing rice, beans, buttons, and/or bottle caps into cartons, bottles, toilet-paper tubes, or salt boxes. The shakers can be decorated with pieces of ribbon and/or construction paper, aluminum foil, self-adhesive vinyl, or paint.
- An easy method involves taping two plastic cups together with beans or rice inside. The sound made by the objects hitting the plastic is quite pleasing to children.
- A tambourine can be made of two aluminum pie pans or two paper plates. Tape, staple, or sew (with pipe cleaners or yarn) the two plates or pans together with bottle caps between them or bells or bottle caps attached to the outside.
- Encourage students to create unique names for their instruments. Invite them to use their instruments throughout the week and to share them with their friends.

Facilitate Learning:

- As students create their instruments, ask them about the materials they chose and the types of sounds the instruments make.

Examples:

- **What made you think of using _____ for your instrument?**
- **How does that work?**
- **What do you call this?**

Classroom Library Lab | Music, Music Everywhere

Description:

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

Purpose:

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

When You Tour:

- Point out any additional books that focus on instruments and music.

Facilitate Learning:

- Encourage students to explore books about various instruments.
- Ask them about their experiences with instruments and music.

Examples:

- **What's your favorite instrument?**
- **Have you ever seen music played in person?**
- **Do you know anyone who plays an instrument?**

Literacy Lab | Play School

Description:

- Students will use materials commonly found in classrooms to play school.

Purpose:

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

When You Tour:

- Encourage students to play school.
- Have students name the different roles that can be played.
- Point out the materials available, and remind students that they can also make things they need with items from the Wonder Box.

Facilitate Learning:

- So as not to interrupt the play, interactions with students in this lab should be done through role play. Announce who you are (a new student, the principal, a parent, a teacher next door), and join in.

Math Lab | Put It Together

Description:

- Students will create combinations for 1–3 objects using manipulatives.

Purpose:

- This lab provides students with the opportunity to create combinations for the numbers 1–3.

When You Tour:

- Announce to students that the math lab is open today. Point out any materials that you have added to the lab.
- Ask students how many different ways they can combine objects to make 3.

Computer/Media Lab | All Kinds of Music

Description:

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

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to explore technology or enjoy music.

When You Tour:

- Point out the CD player and the variety of CDs.
- Explain that over the next week, students will have the opportunity to listen to several different kinds of music.

Facilitate Learning:

- Ask students to describe how certain styles of music make them feel.

Examples:

- **Does this music make you feel happy or sad?**
- **Does the music sound angry?**
- **Why do you think the music sounds angry?**
- **Would you like to dance to this music? Why (or why not)?**

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:

- **I'm going to make sand sculptures today. I wonder which tools I should use.**
- **It might be fun to make a sand sculpture of a musical instrument. What instrument do you think I could shape with sand?**

Science Lab | Percussion Exploration

Description:

- Students will experiment with different percussion instruments.

Purpose:

- This lab provides students with opportunities to explore the properties of different percussion instruments.

When You Tour:

- Tell students they can experiment with different types of percussion instruments.
- Show students the array of objects, surfaces, sticks, and brushes.
- Remind them that this is the science lab, and ask what sorts of musical experiments they might conduct with these items.
- Encourage them to try each stick and mallet on each of the surfaces to discover which combinations make pleasing sounds.
- Suggest that a piece of fabric be placed on a surface to change its sound. Ask, **What happens if you hold an item by its string to strike it? What happens when an item is held in a hand while it is struck? How else can you change the way an item sounds when it is hit?**
- Invite students to write and draw about the items they like best as percussion instruments. They could tell how they hit the item or what type of stick was used and write about what this instrument’s sound reminds the student of.

Facilitate Learning:

- Join students in playing the percussion instruments.
- Remind students that what one person thinks is a pleasing sound, another person may not like. “Beauty is in the ear of the beholder.”
- Ask students questions that prompt them to explore the properties of the percussion instruments.

Examples:

- **Think about why these different things make the sounds that they do. Can you find items that make similar sounds?**
- **Before you hit an object, predict what it will sound like. Did it sound as you expected? Why or why not?**

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 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:

- **Writing sounds that you know to stand for a word is a great strategy.**
- **Tell me about the strategy you used to write _____.**



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

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 ask, **If you know how many days are in a week, say it aloud!** 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). **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. Think aloud, **I wonder what the date will be tomorrow?**

Days of School Tape

- Point to the Days of School Tape, and ask, **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.

This activity will allow students to see how a graph is formed and to make predictions about how the data will develop. Students will also discuss how new information changes the data each day. Students will compare, count, and analyze the data on the graph.

Our Activities Graph

- Ask students if they notice anything new on the 15-Minute Math board. *Pictures of a book, a pair of in-line skates, a basketball and hoop, and a puzzle.* **These are some of the activities you might like to do. We are going to make a graph that shows which of these activities are our favorites.** Explain that over the next couple of weeks, they will select the activity that is their favorite and add a picture to the appropriate row.



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 the snack that you have chosen. Invite students to talk about how important it is for growing children to eat foods that are good for them.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to tell your partner how you felt when you had an argument with a friend.** Provide a moment for students to think about the challenge. Remind them that they will have time to talk with their partners at snack and other times. Use Think-Pair-Share to review active-listening skills as needed to help with the challenge.
- Tell students they can earn pocket points when they use active-listening skills when they talk with their partners.



Outside/Gross-Motor Play

- Play music from other parts of the world for students. Tell them where the music or certain songs are from.
- Some students will need the freedom of exploratory play on the equipment while others play group clapping or jump-rope games.
- Take out one long or several shorter jump ropes for students to practice moving to a rhythm. Teach students one of your favorite childhood jump-rope rhymes, or let them teach you one of their own (e.g., Teddy Bear, Teddy Bear; A, My Name is Alice, etc.).

Teacher’s Note: Many kindergartners are not able to jump rope the traditional way. An alternate way is to have one person hold one end of the jump rope and spin around with it slowly, letting the free end move around the floor in a circle. As it comes close to the student, he or she can jump over it.

- Share some favorite hand rhymes with students (e.g., Shimmy, Shimmy, Coco-Bop; Down, Down, Baby; Miss Mary Mack, etc.).



Transition to KinderRoots

TIMING GOAL: 30 minutes

Beginning Phonics

Letter Names

- Introduce “The Alphabet Chant.”

This week we are going to learn a new chant about the alphabet. Point to the alphabet letters on the wall frieze. You already know a lot about the alphabet. You know many sounds that the alphabet letters make. You know the shapes of the letters. You know how to write the letters. Some of you even know the names of some of the letters.

The chant this week is going to teach us the name of every letter. Just like each of you has your very own name, each of the letters has its very own name too. Listen to “The Alphabet Chant” as I point to the letters on the wall.



- Play “The Alphabet Chant” video.
- Help students begin to memorize the first two stanzas. Teach the simple gestures to help students remember each letter.



Let’s learn a movement for each of the letters to help us remember the chant. We’ll learn six letters today. Model the corresponding body motions as you name each letter. Encourage students to imitate your actions and words using My Turn, Your Turn.

The Alphabet Chant

“A” is for apple. (Pretend to take a bite of an apple.)

“B” for bat and ball. (Pretend to hit a ball with a bat.)

“C” is for caterpillar (Move one finger in the shape of a “c.”) **climbing up the wall.** (Use two hands to climb upward.)

“D” is for dinosaur. (Place arms in front of you, on top of each other; open and close them like giant dinosaur jaws.)

“E” for elephant. (Clasp hands, bend over, and wave your trunk.)

“F” is for flower. What a pretty scent! (Pretend to smell a flower that you are holding.)

- Invite students to do the motions and say the words for the first two stanzas as you play the video again.

Introduction to KinderRoots Shared Stories

- Bring out the KinderRoo puppet and her secret sack. Engage in a conversation with her.

As teacher: **Good morning, KinderRoo! What do you have in the bag?**

As KinderRoo: **Well, I’m so excited! The boys and girls in this class have been doing so well with learning their letter sounds and reading words and sentences. They’ve even been practicing turning pages in books one at a time and using the pictures to help them know what to say. I think they are ready...**

As teacher (excitedly):
Ready for what?

As KinderRoo: **Well, it’s a secret.**

As teacher: **A secret?**

As KinderRoo: **Yes. Watch this video, and you will find out what the secret is!**



- Play the “Introduction to KinderRoots” video.
- Continue the puppet skit.

As teacher: **Oh! KinderRoots Shared Stories! I love Shared Stories! So, what’s in your bag, KinderRoo?**

As KinderRoo: **Let’s choose someone to look.** Select a volunteer to come up and reach into the bag and pull out the sample Shared Stories. Distribute some stories to groups of four or five students.

- Invite students to look at the stories and hold up their covers so others can see the different characters that will be in the stories.

These are special books that we will really be reading! We will use Stretch and Read, our word-wall words, and the pictures to help us read the words.

Point to the little words at the top of each page. **This is MY part of the story to read. I will have a part, and you will have a part. Your part will be the words at the bottom of each page.**

We will read our first KinderRoots Shared Story next week. This week we will learn some new things that will help us to get ready.

One thing that will help us to get ready is to have a little more practice with the books that you’ve been reading and taking home. We have a new one today!

- Set KinderRoo aside to watch the remainder of the lesson.

Emergent Reading

Story Introduction

- Show the cover of the SFA Big Book *Making Music*.



We have a new book to read today that shows students making music together. T-P-S: **Do you know the names of the instruments that these boys are playing?** *Bongos and a xylophone.*

- Introduce the title and author.

The title of our story is *Making Music*. It was written by Sally Francis Anderson. WGR: **What sound do these words begin with: “making” and “music”?** /m/.

- Preview the pictures in the story to teach or review the names of the other instruments. *Page 1: a flute (upper left), a recorder (lower left), and a clarinet (right); page 2: a violin; page 3: a trumpet; page 4: a recorder; page 5: bongo drums and a xylophone; page 6: a ukulele (small guitar), a gathering drum, and a xylophone.*
- Read the story to students. Ask them to listen for words and phrases that they hear repeated. Reinforce each repetitive phrase by pointing to the words and inviting students to say them with you.
- Distribute the student copies of the book. Reinforce beginning reading skills by pointing out the following.

- Have students find the sentence “What instrument will I play?” that appears on pages 2–4. **You are asked a question about the instrument you would choose to play.** T-P-S: **How can I tell this is a question?** *There is a question mark at the end of the sentence.* Point to the question mark. **We’ve seen question marks before. Remember that a question mark tells us that the sentence is asking something.**
- **There are some words from our word wall in this story.** Point to “The,” “the,” and “I” on the word wall. Review what the words say. Have students work with partners to find the words in their books.
- Introduce two new sight words: “she” and “he.” Ask, **Does the book tell us these students’ names?** *No. You are right. Their names are not used, but the author does talk about the students.* Turn to page 2. **As I read, listen for the word the author used instead of the girl’s name.** Point to the words as you read **“She plays the violin today.” What word was used instead of the girl’s name?** *She. Yes, “she.” “She” is another word that we can put on our word wall.* Use the next page to introduce the word “he.” Add the “she” and “he” word cards to the word wall.

Let’s read the story together now.

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



- Use the sharing sticks to select several students to count to 10. Award pocket points if students are able to successfully count to 10.
- Have students think about the order of the numbers 1–10. Review the concepts of more and less from the previous unit. WGR: **What number comes before 10?** 9.

Show the ten-frame cards for 3 and 8. WGR: **Which number is more?** 8.

Show the ten-frame cards for 2 and 6. WGR: **Which number is less?** 2.

Active Instruction

- Tell students that you will work on number combinations today.

Number combinations are the different ways that we can make a number. To combine means to put together. Hold up one red counter and one yellow counter. **For example, if I put together this one red counter and one yellow counter, what number do I have?** 2.



- Show students the bicolored counters, your cup, and your workmat. Distribute one of each of these to each student. Tell students that you will use these materials to find the number combinations for the number 2.
- Ask students to place two counters in their cups and then spill them onto their workmats.

T-P-S: What do you notice about the counters that we spilled out? *There are two counters. Some are red, and some are yellow.*

RWE: Everyone has two counters on his or her workmat. Some students have one red counter and one yellow counter. Some students have zero red counters and two yellow counters. Some students have two red counters and zero yellow counters.

- On a piece of chart paper, write the number 2 at the top. Draw a line below the number 2 and then a line to divide the chart paper in half, creating a T-chart. Ask the students with one red and one yellow counter to raise their hands.

You have one red counter. Record 1 on the left side of the T-chart. **You have one yellow counter.** Record 1 on the right side.

- Ask the students with two yellow counters to raise their hands.

You have zero red counters. Record 0 on the left side of the T-chart. **You have two yellow counters.** Record 2 on the right side.

- Ask the students with two red counters to raise their hands.

You have two red counters. Record 2 on the left side of the T-chart. **You have zero yellow counters.** Record 0 on the right side.

Explain that the number combinations for the number 2 are: 1 and 1, 0 and 2, and 2 and 0.

- Have students clear their mats. Ask them to place one bicolored counter into their cups and then spill it onto their workmats.

T-P-S: What do you notice about the counters that we spilled out? *There is one counter. Some are red, and some are yellow.*

RWE: Everyone has one counter on his or her workmat. Some students have one red counter and zero yellow counters. Some students have zero red counters and one yellow counter.

- On a piece of chart paper, write the number 1 at the top. Draw a line below the number 1 and then a line to divide the chart paper in half, creating a T-chart. Ask students who have one red counter to raise their hands.

You have one red counter. Record 1 on the left side of the T-chart. **You have zero yellow counters.** Record 0 on the right side.

- Ask the students with one yellow counter to raise their hands.

You have zero red counters. Record 0 on the left side of the T-chart. **You have one yellow counter.** Record 1 on the right side.

Explain that the number combinations for the number 1 are: 1 and 0 or 0 and 1.

Partner Practice

- Tell students that they will work with their partners to find the number combinations for 3. Ask students to place three bicolored counters into their cups. Distribute one sheet of paper per partnership to be used as a recording sheet.

The first partner will spill the counters onto the workmat and then move the red counters to the left side of the workmat and the yellow counters to the right side of the workmat. The other partner will write down the number combination. Then you will switch roles. Before spilling the counters a second time, replace one of the counters with a different color (red for yellow, or yellow for red). Keep working until you have found all the combinations for the number 3.

- Give partnerships time to find the combinations for the number 3. Circulate, and assist as needed. You may need to help students with replacing colors of counters so they can find all the combinations for 3. Ask students to share their number combinations with you. Have them show you how they recorded the combinations.

Recap



- Use the sharing sticks to select several students to share the combinations for the number 3. Award pocket points if students are able to list all the combinations for the number 3 (2 and 1, 1 and 2, 0 and 3, and 3 and 0). Create a chart for the combinations for the number 3.



- Review the charts for the combinations for the numbers 1–3. Spill two counters onto a workmat. Ask students to say the combination.



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

- “Tuning Up,” *The 20th Century Children’s Poetry Treasury*, page 16

Introduce the Poem

Our poem today is about a concert. As you listen to the poem, try to picture the instruments playing in your mind.



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 started a week focused on learning more about music. We listened to jazz, and some of you even made percussion instruments. You are going to write about your favorite musical activity today.



What was your favorite musical activity today?

- Share an example that applies to you.

I think that I will write a sentence that says, “I liked tapping the plate.”

- 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, remember a word, and stretch and spell.*

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 liked tapping the plate.”

- **The first word is “I.” I can copy “I” from the word wall.** Write “I” on the first line.
- **The next word is “liked.” Can you hear any sounds that you know in “liked”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- **“Tapping.” I hear a few sounds that I know in “tapping.” I hear /t/, /a/, /p/, /n/, and /g/.** Write each letter as you say the sound.
- **“I liked tapping the plate.” “The” is the next word. It is also on the word wall, so I can copy it.** Write “the.”

- “Plate” is the last word. I think I’ll draw a picture for “plate.” Draw a plate 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

- Use *Peter and the Wolf* to review the learning focus of the day.

This morning I read the fictional story *Peter and the Wolf* to you. You imagined, and even made, the sounds of the characters’ voices during the story. Hold up the book. The author, Sergei Prokofiev, was also a musician. He wrote classical music for big symphony orchestras. Orchestras are very large bands that perform in theaters.

Mr. Prokofiev wrote the musical piece that tells Peter’s story. You can hear the characters in the story because each one has its own song played by a special instrument.

- Review the characters in the story. Hold up each *Peter and the Wolf* character picture card, and ask students to name the character on it as you place each in the pocket chart. Arrange them in the following order:

Peter
bird
duck
cat
Grandfather
wolf
hunters

- Introduce the instruments that are used in the musical story. Ask students to repeat the name of each instrument as you hold it up.



- Hold up the flute card.

Here’s the flute, which makes a very high sound. WGR: Which character do you think will be played by the flute, the little bird or the big wolf? Answers will vary. You will find out for sure in a moment.

- Hold up the kettledrum card.

This shows the timpani, or kettledrum. It makes a sound like thunder. WGR: Do you think this instrument will be played for the duck or the hunters? Answers will vary. Hmm. You’ll find out for sure when you listen to the introduction to the story.

Let’s find out which instrument is matched with each character.

- Play “Peter & The Wolf, Op.67” from the *Bernstein Favorites: Children’s Classics* CD. As each character and instrument is named, place the instrument card next to the corresponding character card. Stop the selection at the 3:10 mark.
- Ask students to help you review the names of the instruments and the characters that they represent to tell the story.
- Tell students they will hear the musical version of *Peter and the Wolf* as told by the instruments tomorrow.
- Leave the cards in the pocket chart for STaR on day 2.



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 “musician.” A musician is a person who makes music. T-P-S: When did we see, hear, or use the word “musician” today?

Our other new word today is “band.” A band is a group of musicians. T-P-S: When did we see, hear, or use the word “band” 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:
musician
band

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Band makes music.	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 band makes music.</i>
The student responds in a complete, but not very elaborate, sentence. A band has a singer.	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 other members a band might have?



- 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 how you felt when you had an argument with a friend. Allow time for students to review what they talked about during snack. If your students are able, have them share what their partners told them.



- Award pocket points when students use active-listening skills when talking with their partners.
- 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 Read & Respond bookmarks. **Share a book 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

There are four instrument families: brass, percussion, string, and woodwind.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Joey and Alex puppets Drawing paper, one sheet Markers
Theme Exploration	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Musical-instrument picture cards <i>Bernstein Favorites: Children's Classics</i> CD or other classical music CD Theme vocabulary word cards for “instruments” and “orchestra” or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>Peter and the Wolf</i> <i>Bernstein Favorites: Children's Classics</i> CD
15-Minute Math	<ul style="list-style-type: none"> Activity cutouts
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Cheese, crackers, fruit slices CD of music from various countries or cultures Trade book: <i>The Jazz Fly</i> Rhythm instruments (optional)
Transition to KinderRoots	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Word/Sentence picture card #1 or IWB access Blank sentence strip and marker or IWB access Partner Practice Booklets Concepts-of-print book (teacher and student copies): <i>Making Music</i>
Math Mysteries	<ul style="list-style-type: none"> Number-Combination Cards for 2 and 3 (from day 1) Chart paper and marker Small paper cups filled with four bicolored counters each, one cup per partnership Construction paper, one piece per partnership Number Combinations for 4 page (appendix), one per student

Additional Materials Needed Today	
Let's Daydream	<ul style="list-style-type: none"> • “Tuning Up,” <i>The 20th Century Children’s Poetry Treasury</i>, page 16
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Musical-instrument picture cards • <i>Bernstein Favorites: Children’s Classics</i> CD • Home Link animal hand stamp: monkey

Learning Labs—Additional Materials

Blocks Lab Playing Percussion
<ul style="list-style-type: none"> • Rhythm sticks (wooden sticks) • Wooden blocks
Literacy Lab Play School: Word and Picture Match
<ul style="list-style-type: none"> • Word Match Cards (appendix) • Word/Sentence picture cards
Sand/Water Lab Sound Off
<ul style="list-style-type: none"> • Glass bottles or drinking glasses (five or six, identical) • Water • Two to four metal spoons • Cardboard box or six-pack container
Writing Lab Favorite Instruments
<ul style="list-style-type: none"> • Pictures of instruments from all four families (optional)

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

- Same as day 1

Literacy Lab

- Same as day 1

Math Lab

- Same as day 1

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.

Graphemes

- This week you will check to see whether each student can produce the sounds and write the shapes for the letters “ch,” “j,” and “v.” You may collect information about /ch/ and /j/ as students work together in their Stepping Stones Partner Practice Booklets on day 2. Show the key card for “v” (or all three graphemes) to students throughout the week during Greetings, Readings, & Writings or other times to determine mastery of these sounds.

Beginning Reading

- This week find out if your students can sound out the word “box” and read the sentence “I am mad.” You may observe students as they read the word and sentence in their Stepping Stones Partner Practice Booklets on day 2, or ask them to read the word and sentence at another time during the week.

Emergent Writing

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

Math

- Ask students to write the numerals 1–10. You may observe for this skill during Math Mysteries on day 5 or at any other point during the week.
- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.



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

Gathering Circle

TIMING GOAL: 20 minutes

Routine

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

Home Link Debrief

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



TP-S: The story in last night's show was about a musical instrument that was in the basement for a long time. What was the musical instrument?
A piano.

- Use the sharing sticks to select one or two children to share their responses with the whole class. Award pocket points in recognition of successful answers.



Active Instruction

- Introduce the Getting Along Together skill win-win with the Joey and Alex puppets. Place one piece of coloring paper and some markers in front of Joey. Keep Alex off to the side.

I see Joey has a piece of paper and markers. I wonder what he's going to do.

As Joey, talking to himself, picking up the piece of paper:

I've been thinking about making a picture since I got here this morning. I can't wait to start! It looks like I got here just in time; there's only one piece of drawing paper left.

As Alex, approaching Joey, using a nasty voice:

That's the last piece of paper, and I want it to make a birthday card for my mother. Give it to me!

As Joey, in an angry voice:

No, I was here first. I'm going to make a picture.

As Alex:

It's important for me to have the paper. I really want to make a birthday card for my mom.

As Joey, to himself:

Alex is making me so angry. I feel like yelling at Alex and saying something mean to him. I feel like I could mark a Feelings Thermometer at the 5.



It looks like Joey and Alex are heading for a conflict. T-P-S: What problem do they have? *They both want to use the only piece of paper. We've learned some things that they can do so they don't have a fight.*

T-P-S: What do you think they can do so they can both draw? *Joey can stop and stay cool or they can give "I" Messages.*

Partner Practice



Let's see if we can help them use some of the Getting Along Together skills we've learned before they do something they'll regret later.

T-P-S: Joey says he feels so angry that he could mark a Feelings Thermometer at a 5. What can he do to calm down? *Stop and stay cool.*

Let's recite the rhyme and show Joey the steps for Stop and Stay Cool.

As students recite, have Joey demonstrate the steps (e.g., Shake Joey's body to show losing control, put his hand by his head for stop and think, and take a loud deep breath as if it's Joey).

When I'm feeling upset (Make an angry face.)

And I'm losing control (Shake fists.),

There's something I can do

So I don't get mad at you.

I stop and think! (Put your hand up in a stop signal, and pause before saying the next line.)

And give myself a hug. (Hug yourself.)

I breathe real slow (Take a deep breath and release.),

Then I'm ready to go. (Show relaxed posture.)

T-P-S: Now that Joey is calm, what else can these friends do to let the other know how they feel about the situation? Give “I” Messages.

Let’s help them think of “I” Messages. What are the two parts of an “I” Message that they need to remember to say? How they feel and why they feel this way.



- Quickly divide students into two groups. Have partnerships in one group think of an “I” Message for Joey and the other for Alex. Allow a moment for students to come up with their “I” Messages. Use the sharing sticks to select partnerships to give Joey’s and Alex’s “I” Messages.

Joey and Alex are calm and gave “I” Messages. We know Joey feels angry because Alex wants to take his paper. We know Alex is upset because Joey has the only piece of paper, and Alex wants it to make a card for his mother. Giving “I” Messages hasn’t solved their problem, though. There is still only one piece of paper, and they both want to use it. Let’s see if we can think of a way to solve the problem so they can both draw. T-P-S: Talk with your partner about a way that both Joey and Alex can draw when there is only one piece of paper.

Use the sharing sticks to select students to offer solutions. Point out solutions in which both puppets get what they want (e.g., both draw together, cut the paper in half, etc.). Use one of the students’ solutions to demonstrate that this is a win-win solution—both parties get some of what they want and avoid a conflict. **We decided that Joey would cut the paper in half (or other idea students came up with) so they would each have some paper. WGR: Will Joey and Alex both get to draw? Yes. Will one of them get the paper and the other not? No. When both people involved in an argument or conflict solve a problem so they each get some of what they want, we call it a win-win solution.**

We’re going to learn more about win-win as a way to help you solve conflicts with your friends.

Partner Challenge

- Introduce the challenge.

Pretend that you are Joey and Alex, and you both want to use the only piece of paper to draw. Our Partner Challenge today is for you to think of a win-win way to solve the problem and then tell us at the end of the day. You will tell your solution in a sentence. You will start your sentence by saying, “We can,” and then tell what you thought of. Provide a moment for students to think about the situation and possible solutions. Tell students they will have more time to talk with their partners during snack to decide on a win-win solution.
- Tell students they will earn pocket points when they tell a win-win solution and/or use a sentence that starts with “We can.”



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What musical instruments do you know?

Yesterday we listened to instruments make music, and some of us made our own musical instruments in the art lab. Our Daily Message will tell us more about musical instruments.

Daily Message

There are four families of musical instruments.

- 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:
 - Place the word cards for “music” and “musician” in the pocket chart, one above the other, so the letters in the root word “music” line up. Invite students to read the two words with you. Point to each word as you say, **I see a word in today’s Daily Message that begins with the same sound as “music” and “musician.”** WGR: **What word do I see?** “*Musical.*”
 - Place the word card for “musical” under “music” and “musician.” Point to the “l,” and invite students to say the sound with you. Then read all three words together.
 - **So far we’ve talked about the words “music” and “musician,” and now we’re going to talk about “musical” instruments.** Point to the “m”s. **All those words begin with the same sounds and the same group of letters that make the word “mmmu-sic.”**
 - Invite students to repeat the words after you, emphasizing the /m/ and the beats of the syllables: “mmmu-sic,” “mmmu-si-cian,” “mmmu-si-cal.” **Did you notice that they all end with a different group of sounds? Say them with me as I underline the last sounds.** /c/, /cian/, /cal/.



Theme Learning

- Explain the content of the Daily Message.

This week we are talking about music. Nod your head if you love music. Clap your hands if you like to sing. Wave your hands high if you like to dance. You know and enjoy music...all those wonderful sounds arranged in certain ways to make songs, singing, and dancing. Musical instruments, such as a guitar, are the tools that musicians use to make music.

Some musicians play their music in a large musical group called an **orchestra**. In an **orchestra**, many musicians play their **instruments** at the same time and are organized and directed by a conductor. Let's watch a video to learn more about **orchestras**.



- Play the “Orchestra” background video.
- Read the Daily Message again. Hold up the musical-**instrument** picture cards.

Each of these cards shows a musical **instrument** used in symphony **orchestras**. There are many more **instruments** used in an **orchestra** and hundreds more musical **instruments** made and played by people around the world.

- If possible, distribute a Musical **Instruments** Picture Card to each student. If you have a larger class, distribute one card to each partnership, ensuring that at least several cards from each **instrument** family are distributed. Name the instrument on each card as it is distributed.

Look at the musical **instrument** on your card. Some **instruments** are so much alike that we will say they are members of a family, an **instrument family**. There are four **instrument families**. Each group has **instruments** that belong to one family. Take a moment, and look at your card.

- Direct students' attention to the groups of **instruments** on the board or pocket chart. Point to each instrument as you mention it.

Listen as I tell you about each of the four families. Here are some string **instruments** that are usually in an **orchestra**: the violin, the double bass, the guitar, and the harp. Notice how each of the **instruments** in the string family has strings (Point.) on it. Hold up your musical **instrument** card if it shows a member of the string family. Say proudly and loudly, “We’re members of the string family.” *We’re members of the string family.* Invite those students to sit together.

Let’s look at another family, the woodwind family. Not all woodwind **instruments** are made of wood, but they were many years ago. They all need a person’s breath, or wind, to make a sound. Point to and name each of the displayed woodwind **instruments**. Hold up your card if it shows a member of the woodwind family. Say proudly and loudly, “We’re members of the woodwind family.” *We’re members of the woodwind family.* Invite those students to sit together.

The brass **instruments** are similar to the woodwinds. Brass **instruments** are also played by blowing into them. Point to and name each of the displayed brass **instruments**. Hold up your card if it shows a member of the brass family. Say proudly and loudly, “We’re members of the brass family.” *We’re members of the brass family.* Invite those students to sit together.

The fourth family of **instruments** is the percussion family. Percussion **instruments** are played by hitting or tapping them. Some percussion **instruments**, such as drums, are played by hitting them with your hands or a stick (Demonstrate.). Other percussion **instruments**, such as the cymbals, are played by crashing them together (Demonstrate.). Point to and name each of the displayed percussion **instruments**. Hold up your card if it

shows a member of the percussion family. Say proudly and loudly, “We’re members of the percussion family.” *We’re members of the percussion family.* Invite those students to sit together.

- Tell students they have just turned themselves into an orchestra. Encourage students to think about how the instruments on their cards might be played. Play a few minutes of classical music, and encourage students to pretend to play their instruments along with the music.
- Play the digital dictionary videos for “instruments” and “orchestra.”
- 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 “instruments” and “orchestra.”

A musical instrument is a tool that a musician uses to make music. Guitars, pianos, violins, and banjos are all types of musical instruments. I can make a sentence with the word “instrument.”

Musicians play instruments.

An orchestra is a large musical group with many instruments. Often, orchestras perform their music at large theaters. I can make a sentence with the word “orchestra.”

We will listen to an orchestra play the musical story of *Peter and the Wolf* later today.



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 “We Make Music Together.” Encourage them to do the physical motions that accompany the rhyme. (See day 1 for words.)

Develop Phonemic Awareness—Auditory Sound Blending

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

/d-r-u-m/	<i>drum</i>	/f-l-u-te/	<i>flute</i>	/l-ou-d/	<i>loud</i>
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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.



Story Retell—Listen to CD of *Peter and the Wolf*

TIMING GOAL: 20 minutes

Review



- Review the title, author, and illustrator.

We read this story yesterday. Do you remember the title? Peter and the Wolf.

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

WGR: The illustrator is Charles Mikolaycak. 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 “silently.” What does “silently” mean? *Without any noise.*

T-P-S: Can you think of a sentence that uses the word “silently”? 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 “brave.” *The word “brave” means not afraid.*

Story Retell

- Introduce the musical version of *Peter and the Wolf*. Begin the CD at the three-minute mark (3:00) to listen to the musical version of the story with narration.

Yesterday you heard the music that the author and composer Sergei Prokofiev wrote for each character in the story *Peter and the Wolf*. Today you will hear the characters’ special melodies along with the rest of the musical story as I show you the book’s illustrations. While you listen to the music, imagine the story and what the characters are thinking and feeling. You might get hints from the music’s tempo and dynamics—that is—how fast the rhythm is and how loud or soft the music is played.

- Display the illustrations while the CD plays. The CD’s narration and the text in the book correspond closely.



- Close the activity by asking students which instrument’s part they liked best. **T-P-S: Each character in the story is represented by an instrument. Which character do you like best? Why?**



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. Monitor students as they visit their selected labs.

Dramatic Play Lab | Play Along

Description:

- Students will play instruments in the dramatic play lab.

When You Tour:

- Remind students that they can play instruments in the dramatic play lab. Ask students which instrument family they like the most.

Blocks Lab | Playing Percussion

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop motor skills, hand-eye coordination, and language skills.

When You Tour:

- Point to the rhythm sticks that have been added to the blocks lab. Tell students they will use the rhythm sticks to play the wooden blocks.

Facilitate Learning:

- Ask students to listen for the different sounds made by the different blocks and rhythm sticks.
- Encourage them to try different rhythms and dynamics.

Examples:

- Are you playing fast or slow? Can you play softer? Louder?

As you facilitate in the labs, note which students are using Getting Along Together skills to negotiate during their play.

Art Lab | Ingenious Instruments

Description:

- Students will make musical instruments.

When You Tour:

- Remind students that they can make musical instruments in the art lab. Ask students who have already visited the lab if they made instruments from the brass, percussion, string, or woodwind families.

Classroom Library Lab | Music, Music Everywhere

Description:

- Students will have the opportunity to explore books independently or with a friend.

When You Tour:

- Remind students that they can read about instruments and music.

Literacy Lab | Play School: Word and Picture Match

Description:

- Students will read words and match the words to their illustrations.

Purpose:

- This lab provides students with an opportunity to blend sounds to read words and identify words with images.

When You Tour:

- Say, **You have learned so many sounds! Today you will get to blend those sounds to read words. Once you have read the word on a card, look through the picture cards, and try to find the picture that matches the word.**
- Point out the word and picture cards. Demonstrate reading a word and matching it to its picture.

Facilitate Learning:

- Join students as they play Word and Picture Match.
- Prompt students to help you blend sounds to read words.

Math Lab | Put It Together

Description:

- Students will create combinations for 1–4.

When You Tour:

- Remind students to use the objects to make combinations for 1–4.

Computer/Media Lab | All Kinds of Music

Description:

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

When You Tour:

- Remind students that they can listen to several different kinds of music. Ask students to try and identify instruments from the brass, percussion, string, and woodwind families as they listen to the music.

Sand/Water Lab | Sound Off

Description:

- Students will tap on bottles or glasses filled with different amounts of water and listen for different sounds.

Purpose:

- This lab provides students with an opportunity to investigate the sound properties of glass and water.

When You Tour:

Teacher’s Note: You might use cardboard six-pack containers or other containers to keep the glasses or bottles from tipping and breaking. Monitor this activity throughout Learning Labs time.

- Tell students they will tap on bottles or glasses filled with water and listen for different sounds.
- Point out the glass bottles or glasses.
- Ask students what they notice about the amounts of water in each bottle (or glass). *Each bottle has a different amount of water.*
- Model how to tap gently on two of the bottles (or glasses) with metal spoons to make two different sounds.

Facilitate Learning:

- Join students in tapping on the bottles or glasses.
- Prompt students to predict whether tapping on a bottle (or glass) will produce a high-pitched or low-pitched sound.

Example:

- **I wonder if this bottle will have a high or low pitch when I tap it. What do you think?**

- After students have had an opportunity to hear the sounds that all the bottles (or glasses) make, ask them to explain how the amounts of water in the bottles (or glasses) affect the sound.
- Challenge students to put the bottles (or glasses) in order according to their pitch. Suggest that they play each bottle, in turn, to approximate a musical scale.

Science Lab | Percussion Exploration

Description:

- Students will experiment with different percussion instruments.

When You Tour:

- Remind students that they can experiment with different percussion instruments.

Writing Lab | Favorite Instruments

Description:

- Students will write about their favorite musical instruments.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to express themselves freely in writing.

When You Tour:

- Explain that students can write about and draw a picture of their favorite musical instruments.

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:

- **Your description of the _____ was really good.**
- **I really like how you wrote the sounds that you know for that word.**



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, ask students to name the pattern on the calendar. Then ask, **What picture will be on tomorrow's cutout?** *Replies.* **How do you know?** *Replies.*

Teacher's Note: If it is the beginning of the month and there is not enough of the pattern showing for students to predict which picture will be next, do not attempt this part of the activity.

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Our Activities

- Point to the Our Activities Graph, and say, **Today a few of you are going to choose an activity—reading, skating, basketball, or puzzles—that is your favorite activity.** Explain that over the next couple of weeks, everyone will have an opportunity to select one of these activities as his or her favorite and add a picture (activity cutout) to the appropriate row. Select three or four students to come up and select the activity cutouts that represent their favorite activities and add them to the graph in the appropriate rows. Model how to use the symbols of the activities at the beginning of each row to show where to place the cutouts. Also, model how to place the cutouts in each row, just touching one another, so the data is easy to compare. (See the December sample bulletin board in the teacher's manual.)



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

- You might like to play music during snack time and encourage students to identify the instrument families they hear. You could serve an assortment of cheese, crackers, and fruit slices, as if students were in a restaurant (such as in *The Jazz Fly*) listening to their favorite or world music.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is for you to think of a win-win way to solve Joey and Alex’s problem and then tell us at the end of the day. You will tell your solution in a sentence. You will start your sentence by saying, “We can,” and then tell what you thought of.** Allow students time to think of solutions. Monitor their conversations, providing help as needed. Award pocket points when students use the sentence stem “We can _____” in their conversations.



Outside/Gross-Motor Play

- Students might like to form a marching band using real or imaginary instruments to make music. They can hum songs or march to recorded music.
- Encourage all students to spend some time in unstructured play.



Transition to KinderRoots

TIMING GOAL: 30 minutes

Beginning Phonics

Letter Names

- Review the letter names and motions for A–F of “The Alphabet Chant.”
- Use My Turn, Your Turn to introduce the words and motions for G–L.

My Turn

Your Turn

“G” is for girl. (Girls point to themselves; boys point to a girl.)

“H” is for horse. (Gallop in place.)

“I” is for insect (Place two fingers on top of head like antennae, and wiggle them.) **crawling up my shorts!** (Brush an imaginary insect off your leg.)

“J” is for jump. (Raise arms high in the air, and leap up once.)

“K” for kangaroo. (Hop three times.)

“L” is for legs (Shake your legs, and point to them.) **walking to the zoo.** (Walk in place.)



- Play “The Alphabet Chant” video. Encourage students to say the words and do the associated motions, especially for A–L.

Word Presentation

Read Sounds

- **Let’s review some of the sounds that we have learned.** Use the key cards to guide practice with any sounds for which your students have not yet demonstrated mastery as indicated on the weekly record form. Show the plain side of the key card, and ask students to say the sound. If they are unable to produce the sound, then show the mnemonic picture side.



- Show the Animated Alphabet video segment for /m/.
- Distribute a Partner Practice Booklet and a pencil to each student. Ask students to open their booklets to the inside front cover. Have them take turns reading the letters.



- Use the sharing sticks to select a student to read the sounds to the class. Award pocket points if the student is able to read the sounds successfully.

Stretch and Read



- Show the Sound and the Furry video segments.
- Write the words “pig” and “hop” on the board. Guide students to stretch and read the words.
- Ask students to take turns reading the three words on page 1.



- Use the sharing sticks to select a student to read the words to the class. Award pocket points if the student is able to read the words successfully.

Quick Erase

- Introduce the game.

In KinderRoots, we will play a new game each day called Quick Erase. I will write a word on the board. You will read it, sounding it out if you need to. Then I will erase a letter and change it to something else. Sometimes I will even change two letters. You will have to tell me what the new word says.

Are you ready? Write the first word, “cat,” on the board. After students read it, change the “t” to “n,” and ask students to read the new word. Proceed in this manner with the remaining words.

Use the following word sequence:

cat → can → ran → run → rub

Say-Spell-Say

- Introduce the Say-Spell-Say game.

We've been adding words to our word wall all year. Now we will learn a fun game that we can use to remember them. It's called Say-Spell-Say. You have to know the letter names to play this game, so now you are ready to play it!

- Write one of the word-wall words, such as “he,” on the board. Ask students to identify the names of the letters in the word. Guide students to say the word. Then say the letter names, clapping as you say each name. Finally, say the word again. Repeat this process two or three times.
- Play Say-Spell-Say with another word from the word wall.

Sentence Reading

- Introduce sentence reading.

We have been practicing reading words. Now we will practice reading words that have been put together to make sentences.

Write “I am sad,” on a sentence strip or on the interactive whiteboard without saying the words aloud. Say, **I see three words in this sentence.** Underline each word separately as you count, **1, 2, 3.**

- Model the process of reading the words in order.



We have read all these words before. Let's look at the first word in this sentence. It is a word from our word wall. We've seen it many times in our little books and in our Daily Message. WGR: What does this word say? I.

The other words in this sentence are words that we can sound out by using Stretch and Read. Let's look at the second word. Guide students to stretch and read the word. Repeat with the last word in the sentence.

Read the words together as a sentence. **Let's put the three words together, and read the whole sentence.** Point to each word as you and students read, **“I am sad.”** Repeat the sentence with students several times.

- To ensure that all students know the meaning of the sentence, make a sad face, and then hold up the picture card for “I am sad.”

Here is a picture that illustrates the sentence “I am sad.” We will have a picture that illustrates each sentence that we learn to read in the next few weeks. You saw some of these pictures before when we were reading only words.



- **Now it's your turn to read a sentence.** Draw students' attention to the sentence on page 1 in their Partner Practice Booklets. Ask them to work with their partners to see if they can figure out what the sentence says. *I am mad.* After most partnerships have figured it out, select a volunteer to read the sentence. Award pocket points if the student can read the sentence correctly.

I am not sad. I am happy that we are learning to read sentences. We will practice reading more sentences using our sounds tomorrow.

Emergent Reading

Story Review

- Briefly review the concepts-of-print book *Making Music*.

Now we will reread our book about making music. To read this story, we will look at the pictures to help us know what the words on each page say.

- Distribute a book to each student. Review the focus skill(s).



Look at the words on the first page. At the end of the first sentence, there is a squiggly line instead of a period. T-P-S: What is that mark called? A question mark. What does it mean? It means that the sentence is asking something.

This story has a lot of instrument names that might be hard to remember. Let's read it together quickly, and then you will read it with your partners. Read the story in unison with students.

Partner Reading

- Have students read the story with their partners, alternating pages. When they finish, they should read the story again, alternating parts.



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Select several students to each name one number combination for the number 3.
- Award pocket points if students are able to identify the number combinations for 3.
- Use the number-combination cards to review the combinations for the numbers 1, 2, and 3. Hold up each card, one at a time, and ask students to name the combination that is shown. Refer to the charts for each number that were created on day 1.

Active Instruction

- Tell students that you will work on number combinations for the number 4 today.
- Show students the bicolored counters, your cup, and your workmat.

We will spill the counters on our workmats and look for different combinations. We will make pictures of those combinations for the number 4 today.

- Place four bicolored counters into your cup. Shake and spill the counters onto your workmat. Move the red counters to the left side of the workmat and the yellow counters to the right side of the workmat.



T-P-S: **What do you notice about the counters that I spilled out?** *There are four counters. Some are red, and some are yellow.*



WGR: **How can I make a picture of my combination?** *(Answers will vary.) Draw three red counters and one yellow counter.*

- Model drawing a picture of your combination.

I have three red counters and one yellow counter. (Say whatever combination is on your mat.) **I will draw three circles and color them red.** Draw this on the board or chart paper. **I will draw another circle and color it yellow.** Draw this on the board or chart paper. **I will write the combination now. The combination is 3 and 1.** Model writing “3 and 1” below the picture of the combination.

- Have students count the red counters with you. Then ask them to count the yellow counters with you. WGR: **How many counters do I have altogether?** *Four.*

Partner Practice

- Tell students that they will work with their partners to find the other number combinations for 4. Explain that they will make pictures of their combinations in the same way that you modeled. Distribute a cup of bicolored counters, a workmat, and two sheets of paper to be used as recording sheets to each partnership.

The first partner will spill the counters onto the workmat. Then you will both draw a picture of the number combination on your recording sheet. You will take turns spilling the counters onto the workmat. Before spilling the counters a second time, replace one of the counters with a different color (red for yellow, or yellow for red). Keep working until you have found all the combinations for the number 4.

- Give partnerships time to find the combinations for the number 4. Circulate, and assist as needed. You may need to help students with replacing colors of counters so they can find all the combinations for 4. Ask students to share their number combinations with you. Have them show you how they recorded the combinations. Ask questions such as, “How many counters do you have altogether?” and “Do you think you have all the possible combinations for the number 4?”

Recap



- Use the sharing sticks to select several students to share their pictures of the number combinations for 4. Award pocket points if students are able to show all the combinations for the number 4.
- Review the number combinations for the number 4. Spill four counters onto a workmat. Ask students to say the combination.
- Play the “2 + 2 Pineapples” video to reinforce number combinations for 4.



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

- “Tuning Up,” *The 20th Century Children’s Poetry Treasury*, page 16

Introduce the Poem

Today we listened to a symphony orchestra. Before musicians play their instruments, each of them needs to tune up. The musicians check their instruments to be sure that they are working properly and in tune. Then the musicians practice some of their music to warm up their muscles—all at the same time! It sounds very jumbled up and confusing, like lots of people talking all at once. Then the conductor gets their attention by tapping his or her baton and then holding his or her hands high until all the musicians are ready to play their instruments together.

Today we will listen to the poem “Tuning Up” again. As you listen, think about the sounds that different instruments make as they get ready for a concert to begin.

- Read the poem.

Think aloud, The word “dissonance” near the end of the poem makes me think the sound must have been confusing. The conductor of the orchestra appeared, rapped her baton, and led the musicians in a song.

- Reread the poem.



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 learned about the four instrument families—brass, percussion, string, and woodwind. You are going to write about your favorite instrument from one of the instrument families.



What is your favorite musical instrument? Describe it.

- Share an example that applies to you.

I think that I will write a sentence that says, “Drums make a booming sound.”

- 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, “Drums make a booming sound.”

- **The first word is “Drums.” I can draw a picture of drums.** Draw a picture of drums.
 - **The next word is “make.” I hear the /m/ and /k/ sounds in “make.”** Write “m” and “k.”
 - **“A.” That word is on the word wall, so I will copy it.** Write “a.”
 - **“Drums make a booming sound.” “Booming” is the next word. What sounds do you hear in “booming”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say on the last line.
 - **The last word is “sound.” I hear the /s/, /n/, and /d/ sounds in that word.** Write each letter as you say the sound.
- 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. As you mention each family of instruments, point to the appropriate group of musical-instrument picture cards.



This morning we talked about instrument families. WGR: **How many instrument families are there in an orchestra? RWE: **Yes, there are four instrument families: the string family, the woodwind family, the brass family, and the percussion family.****

- Point to the images of the string family.

What is the same about all the instruments in the string family? *They all have strings.* **Yes. Let’s pretend to play string instruments. Demonstrate playing a violin, guitar, or other string instrument, and invite students to do the same.**

- Point to the images of the woodwind family.

The instruments in the woodwind family have something in common too. What is special about the woodwind instruments? They used to be made out of wood. You blow air into them. Yes. Let's pretend to play woodwind instruments. Demonstrate playing a flute, clarinet, or other woodwind instrument, and invite students to do the same.

- Point to the images of the brass family.

The brass instruments are similar to woodwinds because you blow air into them as well. Brass instruments are made out of brass or other kinds of metal. Some brass instruments, such as the trombone (Point.), are very large. Let's pretend to play brass instruments. Demonstrate playing a trombone or other large brass instrument, and invite students to do the same.

- Point to the images of the percussion family.

Percussion instruments are instruments such as drums, cymbals, and the piano. Do we blow air into these instruments? No. How do we play percussion instruments? We tap or hit them with our hands or sticks. We crash them against each other. We use our fingers to press keys. Let's pretend to play percussion instruments. Demonstrate playing the drums or another percussion instrument, and invite students to do the same.

- Prepare students to listen to music from each of the instrument families.

Now we'll listen to a CD. You'll hear about a musical piece written for children by a composer named Benjamin Britten. A composer is a person who writes music.

As you listen, you'll hear music from each of the four families. We will pretend to be members of the orchestra and play instruments from each family. I'll also listen for the instruments and point to them on the board.

- Play “Theme,” selections #17–21 (2 minutes, 40 seconds) from *Bernstein Favorites: Children's Classics* CD. Point to the instrument families on the board as they are mentioned, and demonstrate how to play certain instruments as needed. You may wish to perform this activity a second time. Instruments are heard in the following order:

Woodwinds

Brass

Strings

Percussion

Full orchestra

- Congratulate students on their efforts to listen carefully for the different instrument voices of the orchestra.
- If time permits, invite students who have made instruments in the art lab to take turns talking about how they created them. Encourage students to tell which family the instrument would fit into and why. Ask each student to explain what vibrates to make sounds and how different tones are made.



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 “instruments.” A musical instrument is a tool used to play music. T-P-S: When did we see, hear, or use the word “instruments” today?

Our other new word today is “orchestra.” An orchestra is a large musical group with many instruments. T-P-S: When did we see, hear, or use the word “orchestra” 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:
instruments
orchestra

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Made instrument.	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 made an instrument.</i>
The student responds in a complete, but not very elaborate, sentence. I made an instrument.	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 type of instrument you made in the art lab?



- 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 for you to think of a win-win way to solve Joey and Alex's problem. Allow students a moment to review the solutions they discussed at snack. Remind students to use the sentence stem “We can _____” when they tell their solutions.



- Award pocket points when students use the sentence stem and provide win-win solutions.
- 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 monkey 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 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

Music can tell stories though rhythm, tempo, and dynamics.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> Joey and Alex puppets Piece of paper
Theme Exploration	<ul style="list-style-type: none"> Paper cups, two per student Prepared <i>The Tortoise and the Hare</i> story pieces (<i>The Tortoise and the Hare</i> Flannelboard Set) Theme vocabulary word cards for “tempo” and “dynamics” or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>Salsa</i> Globe A CD of salsa music Chart paper and marker
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Vegetable slices CD of favorite music or music from various countries and cultures Playground balls
Transition to KinderRoots	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Partner Practice Booklets Word/Sentence picture cards #1, #2, #13, and #7 or IWB access Sentence strips for “I am sad,” “I am mad,” “I can zip,” and “I can jog.”
Math Mysteries	<ul style="list-style-type: none"> Number-Combination Cards for 2–4 (from day 2) Chart paper and marker Small paper bags with ten linking cubes each (five blue, five green), one bag per partnership Construction paper, one piece per partnership Number Combinations for 5 page (appendix), one per student
Let’s Daydream	<ul style="list-style-type: none"> “Music Class,” <i>The 20th Century Children’s Poetry Treasury</i>, page 17

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let’s Think About It	<ul style="list-style-type: none"> • Number Card for 4 • <i>The Jazz Fly</i> CD • Classroom rhythm instruments • Instruments made in the art lab • Home Link animal hand stamp: koala

Learning Labs—Additional Materials

Classroom Library Lab <i>The Tortoise and the Hare</i>
<ul style="list-style-type: none"> • <i>The Tortoise and the Hare</i> Flannelboard Set • Sentence-Picture Matching Cards (appendix)
Science Lab String Along
<ul style="list-style-type: none"> • Rubber bands of varying thickness tied to secure objects (see lab notes) • Several open containers of different sizes (e.g., margarine tubs, tin cans, boxes) with rubber bands of varying thickness and length stretched across each • Tape • Labels, two: one marked “high tones ↑” and one marked “low tones ↓”

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

- Same as day 2

Math Lab

- Place the cups, bicolored counters, and recording sheets from Math Mysteries on day 2 in the math lab.

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. 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: Can you name three musical instruments?

- 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.



Active Instruction

- Review the Getting Along Together skill win-win introduced on day 2. Today students will continue to work through the process of thinking of solutions and will learn about choosing from more than one solution using the sentence stems “We can _____” and “We agree to _____.”

Yesterday we learned about finding a solution to a problem in which friends are getting angry and heading for a conflict or argument. WGR: What is it called when we solve a problem so both friends get some of what they want? *Win-win.*



T-P-S: What did we learn that friends can do to find a win-win solution to a problem? *They can think of ways that both of them can get some of what they want. When friends talk about their ideas, they start by saying, “We can _____.” Sometimes friends will have different ideas about how to figure out a way to win-win. Let’s see if you can help Joey and Alex figure out what to do when they have different ideas.*

Yesterday Joey and Alex both wanted to use the only piece of paper to draw. We decided that they could cut the paper in half (or other solution) so they both could draw. Let’s see how Joey and Alex solve their problem on their own.

- Review the scenario from day 2.

As Joey, talking to himself, picking up the piece of paper:

I've been thinking about making a picture since I got here this morning. I can't wait to start! It looks like I got here just in time; there's only one piece of drawing paper left.

As Alex, approaching Joey, using a nasty voice:

That's the last piece of paper, and I want it to make a birthday card for my mother. Give it to me!

As Joey, in an angry voice:

No, I was here first. I'm going to make a picture.

As Alex:

It's important for me to have the paper. I really want to make a birthday card for my mom.

As Joey, to himself:

Alex is making me so angry. I feel like yelling at Alex and saying something mean to him. I feel like I could mark a Feelings Thermometer at the 5.

- Have Joey demonstrate the steps for Stop and Stay Cool as he thinks aloud, **I need to stop and think, give myself a hug, and breathe slowly. Now I'm calm, and I can talk to Alex.**

As Joey:

Alex, I feel angry because you want to take the only piece of paper from me.

As Alex:

Joey, I feel angry because you have the only piece of paper, and you won't give it to me.

As Joey:

Let's see if we can think of a way that we can both get what we want, to use the paper.

As Alex:

Okay. We can cut the paper in half so we each have a piece to use.

As Joey:

I can draw a picture for your mother's card, or we can draw a picture together.

T-P-S: **What did you notice about their ideas?** *Joey and Alex have different ideas.* WGR: **Are both of these ideas win-win?** *Yes. But they can't do both things.* T-P-S: **What should they do?** *Choose one idea, or agree on one idea.*

As Alex:

Now we have some ideas. We need to agree on one of them.

As Joey:

I think we should cut the paper in half.

As Alex:

I agree. I think we should cut the paper in half. That way, we can both draw.

As Joey and Alex:

We agree to cut the paper in half. That's a win-win way to solve the problem that we agree on.

Partner Practice

We can solve problems with our friends before we fight by thinking of win-win solutions. We can be like Joey and Alex and say, “We can _____,” to give our ideas. If we have different ideas, we can choose one to try out. When we agree on one idea, we can say, “We agree to _____.”

- Have students work with their partners to practice using the sentence stems to offer solutions for Joey and Alex’s problem and deciding on which idea to try. **Let’s pretend that you and your partner are Joey and Alex.** Quickly assign one member of each partnership to play Joey and the other to be Alex. **Tell each other your ideas about how you can both use the paper to draw. Remember to start your idea with the words “We can.”** Allow a moment for students to share ideas. **Now choose one idea.** Pause while they make choices. **Tell each other what the choice is using the words “We agree to” at the beginning of your sentences.**

We will keep practicing how to find win-win solutions for our problems to help us get along well with our friends.

You may need to express the amount of time for watching television in a more concrete way because students may not understand the concept of thirty minutes. You might want to relate it to a program that many of your students watch.

Partner Challenge

- Introduce the challenge.

Our Partner Challenge today is to think of ways to solve this problem. You and your partner can only watch thirty minutes of television. You both want to watch different shows. You need to think of win-win ideas so you don’t fight over what to watch. Provide a moment for students to think of ways to solve this problem. Remind them that they will have more time to talk about this during snack.

- Tell students they will earn pocket points when they use the sentence stem “We can _____” when they tell their ideas.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What musical instrument would you like to learn how to play? Why?

We are learning about music this week. Yesterday we learned about some of the different types of musical instruments. Today’s Daily Message will tell us something new about music. Let’s see what it says.

Daily Message

Music can be quick. Music can be slow.

- 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:
 - WGR: **Which word begins with an uppercase letter? RWE: The first word in each sentence, “Music,” begins with an uppercase letter because the first word in every sentence begins with an uppercase letter.** Circle the word “Music” in both sentences.
 - WGR: **How many sentences are in the message? Two. How do you know? RWE: There are two groups of words that start with uppercase letters and end with periods. There are two sentences.** Circle the two periods.
 - **Point to the word “quick.” Please say the sound that begins this word. /q/. These two letters (Point to “qu.”) say /q/, as in the word “queen.” Point to “i,” and say, /i/. What sound should we say at the end of the word? /k/. Point to the “ck,” and say, Both of these letters say /k/. What word do you think is written in our message? Sweep left to right under the word as you sound out /q...i...ck/ with students.**



Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us that music can be quick. It also tells us that music can be slow. I’m going to share a special type of fictional story with you today. It is a fable. A fable is a story about animals that act like people, and it always teaches us an important lesson. This is a very famous fable about two animals—one that moves quickly and one that moves slowly.

I’m going to give everyone two paper cups to help tell the story. Hold your cups quietly until I give you the directions.

- Distribute two cups to each student, and divide students into two groups: the Hares and the Tortoises.



- Show the cutout of the Hare.

A hare is an animal that is like a rabbit. T-P-S: How do you think a hare moves? Why? RWE: A hare hops quickly by pushing its powerful back, or hind, legs. If you are a Hare, tap the two open ends of the cups together. The sound reminds me of a rabbit hopping quickly. Use the conductor’s signal to stop students after a moment.
- Show the cutout of the Tortoise.

A tortoise is a type of turtle, one that lives on land. T-P-S: How do you think a tortoise moves? Why? RWE: A tortoise moves very slowly by pushing itself with its small legs. If you are a Tortoise, rub the sides of your two cups together very slowly. The sound reminds me of a tortoise moving slowly and quietly along the ground. Use the conductor’s signal to stop students after a moment.

- Introduce the following activity.

Whenever you hear me say the words “quickly” or “quick” in the story, all the Hares will tap their cups quickly for just a moment.

Whenever you hear me say the words “slowly” or “slow” in the story, all the Tortoises will rub their cups together very slowly. Remember to stop when you see my conductor’s signal. Let’s begin!

Teacher’s Note: Practice the story several times before telling it to students. You should be familiar enough with the story to tell it in your own words.

- As you tell the story, manipulate the corresponding felt or magnetic pieces.

The Tortoise and the Hare—

An adaptation of Aesop’s Fable

Once upon a time, there was a tortoise and a hare. Tortoise was very friendly and thoughtful and moved ever so slowly. Hare, on the other hand, was not very nice and liked to brag loudly about how quickly he hopped.

Hare always gave Tortoise a difficult time about things—some would say he was a bully. One time when Tortoise was shopping very slowly, Hare quickly hopped by and teased Tortoise, “You move so slowly; I could eat all my dinner and have the dishes washed before you even finish shopping.” Another time, when Tortoise was slowly planting a vegetable garden, Hare yelled, “You move so slowly; I could finish planting, growing, and picking my vegetables before you finish putting your poor plants into the ground.” Then he quickly hopped away.

Tortoise felt hurt whenever Hare made fun of how slowly he moved. He thought, “The way I move is just fine, thank you!” Moving slowly gave him more time to think about how to solve problems or to compose music or just think happy thoughts. “Hare can hop quickly because that’s the way he’s built,” thought Tortoise. “Tortoises aren’t built to be fast, nor do we care about being fast. Some day Hare is going to learn that it’s better to be careful and thoughtful than it is to be fast.”

One day, as Tortoise was slowly but steadily making his way to the pond, Hare quickly sped up behind him and said in a teasing voice, “I’ll race you to the pond and back before you even pass the next tree.” Tortoise, knowing all too well that he couldn’t outrun Hare, politely replied, “No, thanks. I’ll get there when I get there. But if you really want to race me, we could do that one day soon.” Hare quickly hopped away, laughing at Tortoise. “You’re on, Tortoise! I don’t know why you would even bother, but remember, you suggested it. I’ll ask Mr. Owl to set it up.”

T-P-S: Do you think the quick-moving hare or the slow-moving tortoise will win the race?

On the day of the race, Tortoise’s and Hare’s friends lined the race path from the starting line all the way to the pond, ready to cheer their friends on. Tortoise and Hare were at the starting line. Hare jumped up and down and all around in excitement. Tortoise stood calmly awaiting the signal to start.

“The first one to arrive at the finish line wins the race,” said wise old Mr. Owl. “Ready...Get set...GO!”

Hare jumped out ahead, zooming quickly past Tortoise, who moved slowly but steadily in the wake of Hare’s dust. Hare, thinking he was so quick and so far ahead of Tortoise, stopped under a shady tree and settled in for a nap. Soon, slow-but-steady Tortoise, who didn’t stop for a minute, passed the sleeping hare and continued slowly and steadily toward the finish line. The animals waiting at the finish line cheered him on with the loudest shouts possible. All the noise at the finish line woke up Hare, who was shocked to see that Tortoise had passed him. Hare quickly jumped up and tried to hop as fast as he could to catch up. But slow-and-steady Tortoise had already crossed the finish line—and won the race!



- Collect the cups.

WGR: What did the fable *The Tortoise and the Hare* teach us? RWE: It taught us not to make fun of others. We each have our own special talents and abilities. It taught us that doing things slowly and carefully can work better than rushing, didn’t it?

- Introduce the concept of tempo.

All music has a rhythm, or a beat. Sometimes the rhythm is fast, like the Hare, and some...times...it...can...be...sloooooow...like the Tortoise. This is called tempo. Tempo is the speed of the rhythm, or beat.

- Introduce the concept of dynamics.

Just as music can be quick or slow, music can also be loud or quiet. Sometimes it is loud, like the Hare, and sometimes it is soft and quiet, like the Tortoise. This is called the music’s dynamics. Dynamics is the loudness of the music.

- Encourage students to listen for the tempo and dynamics of the music that they listen to throughout the day.



- Play the digital dictionary video for “tempo.”
- 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 “tempo” and “dynamics.”

Tempo is the speed of the rhythm of music. Tempo can be fast, slow, or in between. I can make a sentence with the word “tempo:”

I like to dance to music with a fast tempo.

The word “**dynamics**” tells about the loudness of music. I can make a sentence with the word **dynamics**.”

Sometimes, listening to music with soft **dynamics** helps me fall asleep.



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 “We Make Music Together.” Encourage them to do the physical motions that accompany the rhyme. (See day 1 for the words.)

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.

drum	/d-r-u-m/	flute	/f-l-u-te/	loud	/l-ou-d/
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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.

STaR Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

festivals
elegant
lectures

Salsa

Written by Lillian Colón-Vilá

Illustrated by Roberta Collier-Morales

Salsa music is an integral part of life for Rita and her Latin American family. Rita introduces us to her large extended family, who perform and dance to salsa music. The reader is also introduced to the history, instruments, culture, and fun of salsa music.

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 title of this book is *Salsa*. What does the title of the book tell us? *The name of the book.* Invite students to say “salsa” with you. T-P-S: **What do you already know about salsa? RWE: **Salsa is a spicy sauce we often eat with tortilla chips. It is also a type of Latino music that is fun to perform and listen and dance to.** Play a minute or two of salsa music. Encourage students to move, clap, etc. while listening to the music. **The music we just heard is called salsa music.****

The person who wrote this story is Lillian Colón-Vilá. WGR: What do we call the person who writes a book? *The author.* The illustrator of this story is Roberta Collier-Morales. WGR: What job does the 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.

Display the front cover of the book. T-P-S: **What do you see happening in this picture?** Point out the child playing the bongos. T-P-S: **Where have we seen drums like this before?** Hold up the book *Making Music*. **The child in this picture is playing the bongos also. Bongo drums play a very important part in salsa music.**

The title of the story is *Salsa*, and we now know that salsa is a type of music. The child at the front of the line of dancers is Rita. In this book, Rita takes us on a tour of the world of salsa music. What questions do you have for Rita about salsa music? *Answers will vary.* Let’s remember these questions so we can read to find answers to them. Record a couple of the questions on chart paper.

- Introduce the story vocabulary words.

This story is about a type of Latino music and dance. There are many interesting words from the Spanish language that we will hear and talk about in this story. There are some new English words in this story too. One of these words is “festivals.” Festivals are like parties when we celebrate something special such as weddings or holidays. T-P-S: Tell your partner about a festival where you’ve celebrated something.

Another new word is “elegant.” We can use the word “elegant” when we want to say someone is graceful.

In this story, we’ll hear the word “lectures.” When we hear “lectures” in this story, it means someone explains something.

- 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/new word(s) on that page? What do you think that/those word(s) means?** (Use an example or two if desired.)



Ask questions about unknown words.



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.

Teacher’s Note: The following pronunciation guide may help you read this story:

Page 5: quinceañeras = keen say ah NYER ahs

Page 6: güiro = GWEE row

Page 8: Jorge = HOR hay

Page 9: timbales = teem BAH les

Page 13: Ay bendito = I ben DEE toe

- **Page 1:** WGR: **What is this word? Salsa. Yes. Look at the border, and say what instrument is shown. A piano. I wonder if pianos are used in salsa music too.**
- **Page 2:** Think aloud, **I wonder why high-heeled shoes are in the picture. The pink ones don’t fit the feet. I’ll keep reading. Maybe I’ll learn later about the shoes.**
- **Page 3:** Point out the west coast of Africa and the Caribbean region (from Cuba to Mexico to Panama and Venezuela) on the globe. **Salsa is a blend of music of the peoples of western African and the Caribbean and Central and South Americas. As these people, called Latinos, moved to the United States, they brought their spicy salsa music with them.**
- **Page 4:** **Did you wonder about the words “El Barrio” in this part of the story? T-P-S: What do you think “El Barrio” means? “El Barrio” is what Latinos call their neighborhoods in the United States.**
- **Pages 6 and 7:** Point to the musical notes on the page’s border. **You may have seen these symbols in a book for playing music. T-P-S: What do you know about them? RWE: These are musical notes, like the letters of a word. They are usually placed on lines so a musician knows whether to play high or low notes and how fast the music should be. Musicians read music using these notes on lines.**
Did you hear a new word in this part of the story that you wonder about? If no one asks about the word “güiro,” you may want to tell students this is another type of instrument used to make Latino music.
- **Page 10:** **I heard our new word “elegant” in this part of the story. Aunt Luisa wants Rita to look graceful and beautiful when she dances.**
- **Page 15:** **Rita has a lot to learn to be a salsa dancer. T-P-S: What are some of the things she has to remember? Keep her back straight, shake her shoulders, and spin and twirl.**
- **Page 17:** Think aloud, **Oh, now I understand about the shoes I saw at the beginning of the book. Women who are salsa dancers wear high heels as part of their costumes.**
- **Pages 18 and 19:** Think aloud, **The piano is one of the instruments that salsa musicians use.**
- **Page 25:** WGR: **Rita uses an empty paper-towel roll when she pretends to play a musical instrument. WGR: Which instrument does she want to play? Trombone.**

After Reading

This book shows eight musical instruments that are used by salsa musicians. T-P-S: Talk with your partner to see which ones you can remember. The instruments shown are the bongos, congas, timbales, güiro, maracas, trumpet, trombone, and piano. A person’s singing voice is also considered a musical instrument.

T-P-S: If you were playing salsa music, which instrument would you like to play? Why?

- Read the questions that you recorded before reading *Salsa*. Engage students in determining whether these questions were answered and how.
- Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

Salsa is a type of music that Latino people play and dance to for all kinds of celebrations. This reminds me of our new word “festivals.” Let’s make a sentence together using the word “festivals.” 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 “elegant” and “lectures.”



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 | Play Along

Description:

- Students will play instruments in the dramatic play lab.

When You Tour:

- Remind students that they can play instruments in the dramatic play lab. Ask students which instruments they can use to play a rhythm.

Blocks Lab | Playing Percussion

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop motor skills, hand-eye coordination, and language skills.

When You Tour:

- Remind students that they can use the rhythm sticks to play the wooden blocks.

Art Lab | Ingenious Instruments

Description:

- Students will make musical instruments.

When You Tour:

- Remind students that they can make musical instruments in the art lab.

Classroom Library Lab | *The Tortoise and the Hare*

Description:

- Students will use the story pieces to tell the story of the tortoise and the hare.

Purpose:

- This lab provides practice with sequencing and story structure.

When You Tour:

- Point out the materials used during Theme Exploration to tell the story *The Tortoise and the Hare*.
- Tell students they can use the story pieces to tell the story of the tortoise and the hare.

Facilitate Learning:

- Join students as they use the story pieces.
- If necessary, ask questions that guide students to sequence the story pieces correctly.

Example:

– I wonder if _____ happened before _____. What do you think?

Literacy Lab | Play School: Word and Picture Match

Description:

- Students will read words and match the words to their illustrations.

When You Tour:

- Remind students that they can read the words and then match the word cards to the pictures.

Math Lab | Put It Together

Description:

- Students will use manipulatives to create combinations of 1–5 objects.

When You Tour:

- Remind students that this lab is open.

Computer/Media Lab | All Kinds of Music

Description:

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

When You Tour:

- Remind students that they can listen to several different kinds of music. Ask students to listen for different rhythms as they listen to the music.

Sand/Water Lab | Sound Off

Description:

- Students will tap on bottles or glasses filled with different amounts of water and listen for different sounds.

When You Tour:

- Remind students that they can tap on bottles or glasses filled with water and listen for different sounds. Encourage students to tap out different rhythms on the bottles or glasses.

Science Lab | String Along

Description:

- Students will experiment with different stringed instruments that are made with rubber bands.

Purpose:

- This lab provides students with opportunities to explore the properties of different stringed instruments.

When You Tour:

Teacher’s Note: Use new rubber bands because they will have more elasticity than older dried-out rubber bands. For safety reasons, secure each rubber band to the bottom of its container with tape so it doesn’t shoot across the room if it does break.

In addition to stretching rubber bands around containers, You can also tie them with several knots and stretch them around items such as file-cabinet drawer handles and chair legs or rungs. Be sure to test the rubber bands first. Yarn and twine can be used, too, but with less musical effect.

- Point out the tied rubber bands and the empty containers with rubber bands stretched across them.
- Demonstrate stretching and plucking the tied rubber bands and those stretched around containers.
- Ask, **Did you hear a sound? Yes. Why did the rubber bands make sounds? Answers will vary. When the rubber band is plucked, it moves through the air very quickly and continues to move back and forth. We say that it vibrates. The vibrations send the sound through the air to our ears. Please say the word “vibrate.” “Vibrate.”**
- Ask, **What musical instrument family does this remind you of? String instruments. Musicians, especially guitar and harp players, pluck the strings on their instruments to make music. Violin, viola, cello, and bass players usually use bows to make vibrations, like this.** Rub a long pencil or ruler across one of the stretched rubber bands. Say, **This (pencil) does not make a pretty sound, but the bow does because it is designed to make the violin strings vibrate in beautiful musical notes.**
- Pluck two rubber bands of varying thickness. Ask, **Do these sound the same? No. I wonder why they make different sounds. When you visit this lab, you can experiment with the different sounds and see if you can figure out why some rubber bands make high sounds when they are plucked and why some make low tones.**
- Say, **We must be very careful when we do this activity so no one gets hurt. Notice how gently I pluck the rubber bands. If a rubber band breaks, please tell me so I can change it. If we’re very careful to stretch and pluck the rubber bands gently, they shouldn’t break.**

Facilitate Learning:

- Join students, and play a stringed instrument.
- Prompt students to predict the sound before they pluck a rubber band. You might say, **I wonder if this instrument will have a lower or higher tone than yours.**
- Ask students to observe which containers or rubber bands make high tones and which ones make low tones. Suggest that they observe the thickness of each rubber band and the amount that it is stretched.
- Invite students to look closely to see the rubber band vibrate after it is pulled.

Writing Lab | Favorite Instruments

Description:

- Students will write about their favorite musical instruments.

When You Tour:

- Remind students that they can write about and draw a picture of their favorite musical instruments.



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

- Ask, **How many days until we complete another row?** *Replies.* **How many days until we celebrate the 100th day of school?** *Replies.* **How do you know?** *Replies.*

Our Activities Graph

- Point to the Our Activities Graph, and say, **Yesterday a few of you chose an activity—reading, skating, basketball, or puzzles—that was your favorite. Today a few more of you will select one of the four activities that is your favorite.** Remind students that over the next couple of weeks, everyone will have an opportunity to select an activity as his or her favorite and to add a picture (activity cutout) to the appropriate row. Select three or four students to come up and select the activity cutouts that represent their favorite activities and add them to the graph in the appropriate rows. Remind students how to place the symbols at the beginning of each row, just touching one another, so the data is easy to compare. (See the December sample bulletin board in the teacher’s manual.)



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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- As students eat a nutritious snack of vegetable slices, talk about the sounds they hear as they crunch and chew. Encourage them to think about what instruments they might use to imitate the sounds.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to think of ways to solve this problem. You and your partner can only watch thirty minutes of television. You both want to watch different shows. You need to think of win-win ideas so you don’t fight over what to watch.** Allow students time to think of solutions. Remind them to use the sentence stem “We can _____” to tell their ideas.
- Award pocket points when they use the sentence stem “We can _____” when they tell their ideas.



Outside/Gross-Motor Play

- As some students enjoy unstructured play, others may want to use the balls to bounce out rhythms! Encourage students to take turns bouncing a ball to create a rhythm while others repeat it.



Transition to KinderRoots

TIMING GOAL: 30 minutes

Beginning Phonics

Letter Names



- Review the letter names and motions for A–L of “The Alphabet Chant.”
- Use My Turn, Your Turn to introduce the words and motions for M–R.

“M” is for mountain. (Make a mountain by placing your arms above your head with your fingertips together.)

“N” is for net. (Hold arms to the side, making a circle shape.)

“O” is for octopus (Wave your arms around.) **wiggly and wet.**

“P” is for parrot. (Open and close one hand to make the mouth of a talking parrot.)

“Q” is for queen. (Place an imaginary crown on your head.)

“R” is for rabbit (Hop with your hands on your head like long ears.)
hopping on the green.



Play “The Alphabet Chant” video. Encourage students to say the words and do the associated motions, especially for A–R.

Word Presentation

Read Sounds

- **Let’s review some of the sounds that we have learned.** Use the key cards to guide practice with any sounds for which your students have not yet demonstrated mastery as indicated on the weekly record form. Show the plain side of the key card, and ask students to say the sound. If they are unable to produce the sound, then show the mnemonic picture side.
- Show the Animated Alphabet video segment for /a/.
- Distribute a Partner Practice Booklet and a pencil to each student. Ask students to open their booklets to page 2. Have them take turns reading the letters.
- Use the sharing sticks to select a student to read the sounds to the class. Award pocket points if the student is able to read the sounds successfully.



Stretch and Read



- Show the Sound and the Furry video segments.
- Write the words “mad” and “sad” on the board. Guide students to stretch and read the words.
- Ask students to take turns reading the three words at the top of the page.
- Use the sharing sticks to select a student to read the words to the class. Award pocket points if the student is able to read the words successfully.



Quick Erase

- Use the following word sequence to play Quick Erase:

Dad → mad → sad → Sam → am

Say-Spell-Say

- Play Say-Spell-Say with two or three words from the word wall.

Sentence Reading

- Have KinderRoo join the class with the picture cards and sentence strips for “I am sad,” “I am mad,” “I can zip,” and “I can jog.” **Today we will practice reading some more sentences.**
- Hold up the sentence strips “I am sad,” and “I am mad.” **These are the sentences that we read yesterday. Let’s read them together.** Run your finger underneath the words as you read the sentences aloud with the class.
- Display the sentence strip “I can zip,” in the pocket chart. **Here is a new sentence. How many words does it have?** Point to the words as students count. **RWE: Yes, this sentence has three words. It begins with an uppercase letter, as all sentences do, and ends with a period.**
- Guide students to read the sentence with you. Remind students that “I” is on the word wall. Use Stretch and Read to sound out “can” and “zip.” Read the sentence two or three times, running your finger underneath each word as you read it.
- Show the picture card that matches the sentence. **This picture shows a child zipping up his coat.** Pantomime zipping your coat, and say, **I can zip.**
- Repeat this process with the sentence strip and picture card for “I can jog.”
- **Now it’s your turn to read the sentences with your partner.** Draw students’ attention to the sentences on page 3 in their Partner Practice Booklets. Ask them to work with their partners to read the sentences. Use the sharing sticks to select a student to read each sentence. Award pocket points if students can read the sentences correctly.



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. Record the demonstration of skills observed 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



- Show the Number-Combination Card for 2 and 2.
T-P-S: **Which number is 2 and 2 a combination for?**
- Award pocket points if students are able to identify this as a combination for the number 4.
- Use the Number-Combination Cards for 4 to review the other combinations for the number 4. Hold up each card, and ask students to identify the combination that is shown on it.

Active Instruction

- Tell students that today you will work on number combinations for the number 5.
- Show students the ten linking cubes (five blue and five green), your paper bag, and your workmat.

We will pull out five cubes and look for different combinations. Today we will make pictures of combinations for the number 5 and create number sentences to show those combinations. We will use blue and green cubes to make those combinations. We will shake the cubes in our bags, then reach in, and pull out five cubes.

- Shake your paper bag, then pull five cubes out, and place them on your workmat. Move the blue cubes to the left side of the workmat and the green cubes to the right side of the workmat.



T-P-S: **What do you notice about the cubes that I placed on my workmat?**
There are five cubes. Some are blue, and some are green.

WGR: **How can I make a picture of my combination?** *Answers will vary.*
Draw four blue cubes and one green cube.

- Model drawing a picture of your combination.

I have four blue cubes and one green cube. (Say whatever combination is on your mat.) **I will draw four squares and color them blue.** Draw this on the board or chart paper. **I will draw another cube and color it green.** Draw this on the board or chart paper. **I will write the combination now. The combination is 4 and 1.** Model writing “4 and 1” below the combination.

- Have students count the blue cubes with you. Then ask them to count the green cubes with you.

WGR: **How many cubes do I have altogether?** *Five.*

Partner Practice

- Tell students that they will work with their partners to find the other number combinations for 5. Explain that they will make pictures of their combinations and write the combination to match each picture. Distribute a bag of ten linking cubes and a workmat to each partnership. Give each student a Number Combinations for 5 recording sheet.

The first partner will pull five cubes out and place them on the workmat. Then you will both draw a picture of the number combination and write the combination below it. You will take turns pulling the cubes out and placing them on the workmat. Keep working until you have found all the combinations for the number 5.

- Give partnerships time to find the combinations for the number 5. Circulate, and assist as needed. Ask students to share their number combinations with you. Have them show you how they recorded the combinations. Ask questions such as “How many cubes do you have altogether?” and “Do you think you have all the possible combinations for the number 5?”

Recap



TRANSITION

- Select several students to share their pictures of the number combinations for 5. Award pocket points if students are able to show all the combinations for the number 5.
- Review the number combinations for the number 5. Pull five cubes out of the bag, and place them on your workmat. Ask students to say the combination.
- Play the “2 + 3 Flowers” video to reinforce the concept of adding.

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

- “Music Class,” *The 20th Century Children’s Poetry Treasury*, page 17

Introduce the Poem

Today I am going to read you a poem about a child who wants to be able to sing, but no matter how hard this child tries, his voice doesn’t sound the way he wants it to. Listen carefully to the poem to see how his teacher finds a way for him to sing.



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 learning about tempo and dynamics. Let’s write about an object you think might create a very loud or soft dynamic.

- Share an example that applies to you.

I think that I will write a sentence that says, “Drums are very loud.”

- 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, “Drums are very loud.”

- **The first word is “Drums.” Do you hear any sounds that you know in “drums”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say. If students know all the sounds in the word, celebrate it.
 - **The next word is “are.” I remember how “are” is spelled.** Write “are.”
 - **“Very” is the next word. What sounds that we’ve learned do you hear in “very”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
 - **“Drums are very loud.” The last word is “loud.” I can hear the /l/ and /d/ sounds in “loud.” I’ll write those.** Write “l” and “d.”
- 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.

This morning we heard a make-believe, or fictional, story about a race between two talking animals. WGR: **Could it really have happened?** *No.* WGR: **Why not?** *Animals can't really talk.* WGR: **What did we do as we listened to the story?** RWE: **Yes, we made music with cups. When we talked about how quickly the hare was moving, we tapped our cups at a quick tempo. When we talked about how slowly the tortoise was moving, we rubbed our cups together at a slow tempo.**

- Introduce the game Repeat the Beat.

We are going to play a game called Repeat the Beat. In this game, I will be the conductor, and you will be the band. A music conductor is the person who tells the musicians when to start and stop playing their instruments. Demonstrate the motions as you discuss the directions. **When I clap a rhythm, you clap too. Listen to the tempo and dynamics of my clapping, and see if you can match the speed and loudness. When I hold my hands up like a music conductor, you stop clapping.**

- Begin clapping your hands in a steady rhythm, inviting students to join you in clapping the established rhythm. After everyone has established the rhythm, raise your hands like a conductor so the clapping stops.

- Distribute classroom rhythm instruments and instruments made in the art lab.

Now let's play Repeat the Beat using instruments.

- Display the Number Card for 4 where you and students can reach and see it.

Show me four fingers. Let's all make four beats together with our instruments. Ready? Point to the number 4, and count, **1-2-3-4**, as students make four sounds. **Every time I point to the number 4, you make a sound with your instrument four times.**

- Change the tempo by counting faster this time. Invite students to play the new rhythm. When everyone has established the new rhythm, stop them by using a conductor's signal. Choose a new simple rhythm for student to follow. Use a conductor's signal to invite students to repeat the rhythm and then stop. Point to the number 4. Repeat the procedure, alternating between the new rhythm and the number-4 beat. Continue until most students have caught on, and bring the activity to a close before the fun stops. Assure students that Repeat the Beat will be played again.
- Play *The Jazz Fly* or another favorite song, and encourage students to play along on their chosen instruments and/or to dance.
- Collect the instruments.

Repeat the Beat can be used any time of the day, particularly during transitions, while waiting for everyone to settle. Not only is it fun and gets students' attention, it develops the auditory-discrimination skills necessary for reading and writing.

- If time remains, invite students who have made instruments in the art lab to take turns talking about how they created them. Encourage students to tell which family the instrument would fit into and why. Ask each to explain what vibrates to make the sounds and how different tones are made.



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 words were used today.



One of our new words today is “tempo.” Tempo is the speed of music.

T-P-S: When did we see, hear, or use the word “tempo” today?

Our other new word today is “dynamics.” Dynamics is the loudness or quietness of music.

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

tempo
dynamics

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Music tempo.	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, Music has a tempo.</i>
The student responds in a complete, but not very elaborate, sentence. Some music has a fast tempo.	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. How does fast-tempo music make you feel?



- 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 think of ways to solve this problem. You and your partner can only watch thirty minutes of television. You both want to watch different shows. You need to think of win-win ideas so you don't fight over what to watch.

Allow students time to review their solutions using the sentence stem "We can _____" to tell their ideas.



- Use the sharing sticks to select students to share their ideas. If partnerships have more than one idea, have them share all their ideas. Award pocket points when students use the sentence stem "We can _____" when they tell their ideas.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure



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

Day 4 | Ready, Set...

Focus

People around the world create and enjoy music.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Trade book: <i>Peter and the Wolf</i> and concepts-of-print book: <i>Making Music</i>
Gathering Circle	<ul style="list-style-type: none"> Bell (or other instrument with a distinctive sound)
Theme Exploration	<ul style="list-style-type: none"> Globe or world map or IWB access KinderCorner 2nd Edition Plus Media and Software flash drive Theme vocabulary word card for “language” or IWB access
Rhyme Time	<ul style="list-style-type: none"> No new materials
STaR	<ul style="list-style-type: none"> Trade book: <i>Salsa</i> Objects, small: map of USA, bongo drums, trumpet, microphone, dancer, and broom or the <i>Salsa Retell Picture Cards</i> (appendix) Container to hold 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"> CD of music (optional) Salsa (mild) and tortilla chips Jump ropes
Transition to KinderRoots	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Sentence strips for “I am hot,” and “We can run,” or IWB access Word/Sentence picture cards #8 and #14 or IWB access Sentence-Picture Matching Cards (appendix), one set per group of four or five students Partner Practice Booklets
Math Mysteries	<ul style="list-style-type: none"> Linking cubes (5 blue, 5 green) Number-Combination Cards for 5 (appendix) Number-Sentence Practice page (appendix), one per student
Let’s Daydream	<ul style="list-style-type: none"> “My Violin,” <i>The 20th Century Children’s Poetry Treasury</i>, page 16

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Globe • KinderCorner 2nd Edition Plus Media and Software flash drive • Home Link animal hand stamp: leopard

Learning Labs—Additional Materials

Literacy Lab Play School: Word and Picture Match
<ul style="list-style-type: none"> • Sentence-Picture Matching Cards (appendix), day 4

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 *Salsa* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Making Music* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 3

Math Lab

- Set out the linking cubes, and encourage students to make combinations for 5 with a partner.

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

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 math video showed what happens when you put 2 flowers together with 3 flowers. How many flowers do you have all together when you put together 2 and 3? 5.



- Use the sharing sticks to select one or two children to draw a picture to show putting together 2 flowers and 3 flowers. Award pocket points in recognition of students' efforts.

Partner Challenge

- Introduce the challenge.

Yesterday you thought about win-win ways to solve this problem. You and a friend can only watch television for thirty minutes, and you want to watch different shows. Today for our Partner Challenge, you will talk with your partner and choose one of your win-win ideas to try out. After you decide which one you will try, you will tell what you agree on, starting your sentence with "We agree to _____." Provide a moment for students to review their win-win ideas from day 3. Remind them that they will have more time to talk about this at snack.

- Tell students they will earn pocket points when they use the sentence stems "We can _____" while sharing their ideas and "We agree to _____" once they choose an idea to try.

Brain Game

- Review this week’s Brain Game.

Our Brain Game this week is Who Stole the Honey Pot? WGR: How does this game help us to exercise our mind muscles? Focus. Demonstrate the Focus signal (hands held in front of your eyes as if using binoculars) to give them a hint.

- Play the game several times, giving various students a turn to play Mr. Bear and to steal the honey pot.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

tps

T-P-S: Does all music sound the same? Why or why not?

Our Daily Message will tell us something new about music today. Let’s see what it says.

Daily Message

Music can be heard all over the world.

- 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:
 - Prompt students to identify the word “the” as a word from the word wall.
 - **If you see the word “music,” please raise your hand. WGR: What sound does “music” begin with? /m/. RWE: “Music” begins with /m/. WGR: What is the name of the letter that says /m/? “m.” RWE: Yes, “m” says /m/.**
 - **WGR: What sound do you hear at the end of “music”? /c/. RWE: Yes. “Music” ends with /c/. WGR: What is the name of the letter that says /c/? “c.” RWE: Yes, “c” says /c/.**



rwe

Theme Learning

- Use the map or globe to explain the content of the Daily Message. Point to your country of residence.

The United States of America (or England, Canada, etc.), where we live, is one of the many, many countries in the world. Our Daily Message says that music can be heard all over the world.



WGR: Where do you hear music being played? *Possible responses include: on the radio, in music class, in our classroom, at home, etc.* **Think about the instruments you see or hear frequently.** **WGR: What instruments do you see or hear a lot?** *Possible responses include: guitar, piano, drums, etc.*

I wonder what instruments people play in other countries. I wonder if music in other countries sounds the same as the music we listen to. Let's watch this video and find out.



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



T-P-S: Did you hear any new kinds of music? How was the music in the video similar to or different from the music you listen to every day? *Answers will vary.*

No matter where you go in the world, you can always hear music. Sometimes you can hear people playing musical instruments, and sometimes you can hear people singing. Many of the songs we hear on the radio or in the classroom are in the English language. English is the language I am speaking right now. When we sing songs during Rhyme Time, we sing in English.



WGR: Do you think all boys and girls in the world speak in English? **RWE: There are hundreds of languages spoken all around the world! That means songs can be sung in hundreds of other languages! Later today we will listen to and sing songs in three languages—English, Spanish, and French.**



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

There are many different languages in the world. A language is the group of words or signs that people use to communicate. People speak, think, sing, read, and write in different languages all around the world. I can make a sentence with the word “language.”

Right now, I am speaking the English language.



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 “We Make Music Together.” Encourage them to do the physical motions that accompany the rhyme. (See day 1 for words.)

Develop Phonological Awareness—Syllable Blending

- Introduce the activity to students by saying the word “piano” aloud, breaking it into syllables: **pi** – **a** – **no**. As you say the word, clap out the syllables. If possible, use musical instruments, such as drumsticks, maracas, or a tambourine, to accent the syllables rather than clapping.
- Invite students to blend the syllables together.
- Repeat this process with the names of other musical instruments, varying the number of syllables in each word. A sample list follows.



Banjo

Cymbals

Guitar

Maracas

Violin

Oboe

Tambourine

Triangle

Clarinet

Xylophone

- If students show success in blending the syllables, add another step to the game. After you sound out the syllables, invite students to share with their partners how many syllables they heard. Then invite students to blend the word as a class.
- Award pocket points if several students are able to successfully blend the syllables in the words.



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



TIMING GOAL: 20 minutes

Review



- Review the title, author, and illustrator.

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

WGR: The author is Lillian Colón-Vilá. What does the author do? *The author thinks of the story, writes the words.*

WGR: The illustrator is Roberta Collier-Morales. 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 “festivals.” What does “festivals” mean? *Parties.*

T-P-S: Can you think of a sentence that uses the word “festivals”? 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 “elegant.” *The word “elegant” means graceful.*
- Repeat this process with the word “lectures.” *The word “lectures” means explains.*

Story Retell

- Introduce the picture cards, and explain their purpose.

Today we will use some pictures (or objects) to help us think about the different things that happen in the story *Salsa*. Show each picture, and place it where students can see it as you reread the story.

When I reread the story, think about the parts of the story that the pictures remind you of.

- Reread the story.
- Place students in five groups. Select one of the cards (or objects), and model telling about the part of the story that it represents. For example, hold up the picture of the map, and say, “I remember that in the beginning of the story, the girl shows where she lives on the map when she tells about salsa dancing.”

Item	Page	Represents
map	4	The narrator shows where she lives.
bongo drums	5	The narrator tells about dancing at festivals.
trumpet	11	The narrator plays salsa music.
microphone	13	The narrator sings.
body with focus on the feet	21	The narrator has to move her feet 1-2 back and 1-2 cha-cha-cha.
broom	24	The narrator has to pretend that a broom is her partner when she practices dancing.

- Distribute the remaining items/pictures so each group has one. Name/describe each object/picture as you hand it to a group. Have them talk with the members of their group about what this picture/object reminds them about in the story.
- Bring the class back to a large group. Invite each group to tell about their item/picture and what happens in the part of the story that it represents. Show, or reread, the appropriate page in the book as they share.

T-P-S: **Tell your partner what you like about salsa dancing.**



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 | Play Along

Description:

- Students will play instruments in the dramatic play lab.

When You Tour:

- Remind students that they can play instruments in the dramatic play lab.

Blocks Lab | Playing Percussion

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop motor skills, hand-eye coordination, and language skills.

When You Tour:

- Remind students that they can use the rhythm sticks to play the wooden blocks.

Art Lab | Ingenious Instruments

Description:

- Students will make musical instruments.

When You Tour:

- Remind students that they can make musical instruments in the art lab.

Classroom Library Lab | *The Tortoise and the Hare*

Description:

- Students will use the story pieces to tell the story of the tortoise and the hare.

When You Tour:

- Remind students that they can use the story pieces to tell the story of the tortoise and the hare.

Literacy Lab | Play School: Word and Picture Match

Description:

- Students will read words and match the words to their respective illustrations.

When You Tour:

- Remind students that they can read words and then match the word cards to the pictures.

Math Lab | Put It Together

Description:

- Students will continue to use manipulatives to combine objects to make 1–5.

When You Tour:

- Remind students that this lab is open.

Computer/Media Lab | All Kinds of Music

Description:

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

When You Tour:

- Remind students that they can listen to several different kinds of music. Point out any music that comes from other parts of the world.

Sand/Water Lab | Sound Off

Description:

- Students will tap on bottles or glasses filled with different amounts of water and listen for different sounds.

When You Tour:

- Remind students that they can tap on bottles or glasses filled with water and listen for different sounds.

Science Lab | String Along

Description:

- Students will experiment with different stringed instruments that are made with rubber bands.

When You Tour:

- Remind students that they can experiment with different stringed instruments that are made with rubber bands.

Writing Lab | Favorite Instruments

Description:

- Students will write about their favorite musical instruments.

When You Tour:

- Remind students that they can write about and draw pictures of their favorite musical instruments.



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

Hundreds Chart

Ten-Frames

Our Activities Graph

- Point to the Our Activities Graph, and say, **Some of you have already had the chance to choose which activity—reading, skating, basketball, or puzzles—is your favorite. Today a few more of you will select one of the four activities that is your favorite.** Remind students that over the next couple of weeks, everyone will have an opportunity to select an activity as his or her favorite and add a picture (activity cutout) to the appropriate row.
- Select three or four students to come up and select the activity cutouts that represent their favorite activities and add them to the graph in the appropriate rows. Remind students how to place the symbols at the beginning of each row, just touching one another, so the data is easy to compare.
- Direct students' attention to the graph. WGR: **Can we tell which of the four activities is the class favorite yet? No.** RWE: **No, we know that of those students who have had a chance to put up a picture, (activity with the most pictures attached) is the favorite. But we won't know which is the favorite of the entire class until everyone has placed a picture on the graph.**



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



Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

In the book *Salsa*, we learned that salsa music is fun to play on instruments and to sing and dance to. Salsa music is played at festivals and celebrations. Some people call it “spicy music.” “Salsa” means sauce to people who speak Spanish. It is spicy and served as part of delicious meals. Today, enjoy your spicy salsa as we listen to (salsa or other Latin) music.

- Serve tortilla chips with a side of mild salsa.
- Invite students to talk with their partners about the Partner Challenge. **Today you will talk with your partner about your win-win ideas for the problem in which you both want to watch different television shows when you can only watch for thirty minutes. Then you will choose one of your win-win ideas to try out. After you decide which one you will try, you will tell what you agree on, starting your sentence with “We agree to _____.”**
- Use the sharing sticks to select students to share the ideas they agreed to try. Award pocket points when students use the sentence stems “We can _____” while sharing their ideas and “We agree to _____” once they choose an idea to try.



Outside/Gross-Motor Play

- Invite students to sing and jump with the jump ropes either individually or in a group. Remember to encourage all students to enjoy some less-structured play.
- Note students who can jump rope. Can they jump forward, backward, and sideways? Can they jump with one foot and with both?



Transition to KinderRoots

TIMING GOAL: 30 minutes

Beginning Phonics

Letter Names

- Review the letter names and motions for A–R of “The Alphabet Chant.”
- Use My Turn, Your Turn to introduce the words and motions for S–X.

“S” is for snake. (Squirm like a snake.)

“T” is for tower. (Stand very tall, and stretch arms out from your shoulders to form the shape of a “t.”)

“U” is for umbrella, (Pretend to open and hold an umbrella.) **keeps you dry in a shower.**

“V” is for vulture. (Hold arms up in a “v” shape, and then bring them down to imitate a flying vulture.)

“W” is for worm. (Wiggle your finger like a worm.)

“X” is exercising fox. (Do jumping jacks.) **Now we take a turn.**



- Play “The Alphabet Chant” video. Encourage students to say the words and do the associated motions, especially for A–X.

Word Presentation

Read Sounds

- **Let’s review some of the sounds that we have learned.** Use the key cards to guide practice with any sounds for which your students have not yet demonstrated mastery as indicated on the weekly record form. Show the plain side of the key card, and ask them to say the sound. If they are unable to produce the sound, then show the mnemonic picture side.



- Show the Animated Alphabet video segment for /s/.
- Distribute a Partner Practice Booklet and a pencil to each student. Ask students to open their booklets to page 4. Have them take turns reading the letters.
- Use the sharing sticks to select a student to read the sounds to the class. Award pocket points if the student is able to read the sounds successfully.



Stretch and Read



- Show the Sound and the Furry video segments.
- Write the words “hat” and “dog” on the board. Guide students to stretch and read the words.
- Ask students to take turns reading the three words at the top of page 5.



- Use the sharing sticks to select a student to read the words to the class. Award pocket points if the student is able to read the words successfully.

Quick Erase

- Use the following word sequence to play Quick Erase:

Dad → mad → sad → Sam → am

Say-Spell-Say

- Play Say-Spell-Say with two or three words from the word wall.

Sentence Reading

- Review the sentence strips and pictures that have been introduced so far.
- Show the sentence strip and picture cards for “I am hot,” and “We can run.” Guide students to read the sentences with you.
- **Now it’s your turn to read the sentences with your partner.** Draw students’ attention to the sentences on page 5 in their Partner Practice Booklets. Ask them to work with their partners to read the sentences. Use the sharing sticks to select a student to read each sentence. Award pocket points if students can read the sentences correctly.
- Hide the picture cards and sentences that you have displayed. Pair partnerships to create teams of four or five students. Distribute a baggy of picture and sentence cards to each team. Tell students that when you say, “Go,” they will work together to match the pictures and sentences. When students have matched all the cards, they should stand up. When the first team stands, check their sentences and pictures. Give a cheer to the winning team.



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. Record the demonstration of skills observed 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

- Remind students that they have been identifying number combinations this week.
T-P-S: **What number is 3 and 2 a combination for? 5.**
- Award pocket points if students are able to identify this as a combination for the number 5.
- Review the other combinations for the number 5 using the number-combination cards. Hold up each card, and ask students to identify the combination that is shown on it.



Active Instruction



- Hold up one blue linking cube and four green linking cubes. Have students count the cubes with you.

T-P-S: **How many cubes do I have altogether? 5.**

- Model drawing a picture of your combination.

I have one blue cube and four green cubes. I will draw one square and color it blue. Draw this on the board or chart paper. **I will draw four more cubes and color them green.** Draw this on the board or chart paper. **I will write the combination now. The combination is 1 and 4.** Model writing “1 and 4” below the combination.

- Introduce the addition symbol and equals sign.

We just added two numbers together. We had one blue counter and four green counters, which makes five counters altogether. We can say that our total number of counters is five. “Total” means how many we have altogether. We can show this by writing a number sentence. Model writing “ $1 + 4 = 5$ ” below the drawing of the combination, making sure to place the numbers below their corresponding pictures (the blue and green counters). As you write the number sentence, say this aloud: **One blue counter plus four green counters equals five counters altogether.**

- Point out that you used two symbols when you wrote your number sentence: a plus sign (or addition symbol) and an equals sign. Tell students that the plus sign shows that we are adding, or putting two sets together. Explain that the equals sign tells us how many we have in all.
- Hold up one blue cube and one green cube. Draw a picture on the board or chart paper to show this combination.

T-P-S: **How many cubes do I have in all? 2.**

- Model writing the number sentence “ $1 + 1 = 2$ ” below the drawing of the combination. As you write the number sentence, say this aloud: **One blue counter plus one green counter equals two counters altogether.** Have students read the number sentence aloud with you.

Partner Practice

- Tell students that they will practice writing number sentences to show number combinations. Pass out a Number Sentence Practice page to each student. Guide students in completing part 1.

Look at the picture of the musicians. Talk with your partner about how many musicians there are in all. Trace and write the numbers to complete the addition sentence.

- Direct students’ attention to the addition sentence in part 2.

Look at the number sentence. What are the numbers in the sentence? 1 and 3. Draw a picture to show this combination. You can choose what you want to draw to show the combination of 1 and 3. You can draw counters, shapes, fruit, or anything that you like to draw. When you finish drawing the combination, count how many items you have altogether. Write the number on the line to complete the number sentence.



Recap

- Use the sharing sticks to select several students to share their pictures from the Number Sentence Practice page. Award pocket points if students are able to show the total of 4 (1 and 3) and complete the number sentence.
- Show the “Park Bench $3 + 2$ ” video to reinforce the concept of adding.
- Review the number combinations for the numbers 1–5. Use the charts you have created or the number-combination cards, and ask students to say the combinations.

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

- “My Violin,” *The 20th Century Children’s Poetry Treasury*, page 16

Introduce the Poem

The poem I am going to read to you today is about the first time someone plays the violin. It is not easy to play the violin perfectly the first time. As I read the poem, try to imagine what the violin sounds like.



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 people around the world make music. You are going to write about the kind of music your family listens to at home.

What kind of music does your family listen to?

- Share an example that applies to you.

I think that I will write a sentence that says, “We listen to reggae a lot.”

- 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, “We listen to reggae a lot.”

- **The first word is “we.” That word is on the word wall. I’ll copy it.** Write “We” on the first line.
 - **The next word is “listen.” I hear a few sounds that we’ve learned in “listen.” I hear /l/, /i/, /s/, and /n/. Write each letter as you say the sound.**
 - **The next word is “to.” I remember that word.** Write “to.”
 - **“Reggae.” What sounds do you hear in “reggae”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.**
 - **“We listen to reggae a lot.” The next word is “a.” That word is also on the word wall.** Write “a.”
 - **The last word is “lot.” What sounds do you hear in “lot”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say on the last line. If students say all the sounds in “lot,” celebrate it.**
- Reread your sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

- Distribute pencils and either writing journals or paper.

- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for 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.

This morning we saw that music is all over the world. Sometimes music sounds the same in every country, and sometimes it sounds very different.

- Introduce the song “Are You Sleeping?”

Let’s sing a very old song together. You may know this song from school or because someone at home might sing it to you. We’ll listen to the song first, and then we’ll sing it together.



- Play the first (English) version of “Are You Sleeping?” from the interactive whiteboard. Use My Turn, Your Turn to review the words and sing the song with students.
- Point to France on the globe.

France is another country in our world. People in France sing the same song that we just heard, but in a language called French.

- Play the French version, “Frère Jacques.”
- Point to Mexico, Spain, and other Spanish-speaking countries.

People in (country names) sing the same song, but in a language called Spanish.

- Play the Spanish version, “Fray Felipe.”

- English:

Are You Sleeping?

Are you sleeping, are you sleeping,

Brother John, Brother John?

Morning bells are ringing.

Morning bells are ringing.

Ding, ding, dong.

Ding, ding, dong.

- French:

Frère Jacques

Frère Jacques, Frère Jacques,

Dormez-vous, dormez-vous?

Sonnez les matines.

Sonnez les matines.

Ding, dang, dong.

Ding, dang, dong.

- Spanish:

Fray Felipe

Fray Felipe, Fray Felipe,

¿Duerme usted, duerme usted?

Suenan las campanas.

Suenan las campanas.

Ding, dong, dang.

Ding, dong, dang.

 You might like to teach students other versions of “Are You Sleeping?” You might want to select a language native to many of your students. Invite family members of non-English speakers to share their versions of “Are You Sleeping?” Record, if possible, and place the recording in the computer/media lab.

No matter where you go in the world, you can always hear music. Sometimes you can hear people playing musical instruments, and sometimes you can hear people singing. Today we listened to songs in English, French, and Spanish, but songs can be sung in hundreds of other languages!

- If time remains, invite students who have made instruments in the art lab to take turns talking about how they created them. Encourage students to tell which family the instruments would fit into and why. Ask each to explain what vibrates to make sounds and how different tones are made.



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 “language.” A language is the group of words or signs that people use to communicate with one another. T-P-S: When did we see, hear, or use the word “language” 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:
language

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. English language.	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, English is a language.</i>
The student responds in a complete, but not very elaborate, sentence. There are many languages.	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 me about the language(s) you speak?



- 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 you talked with your partner about your win-win ideas about watching television. You chose one of your win-win ideas to try out, and you told what you agreed on, starting your sentence with "We agree to _____."



- Use the sharing sticks to select students to share the ideas that they agree to try. Award pocket points when students use the sentence stem "We agree to _____," to tell the ideas they chose.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight's Home Link show. Tell students to click on the leopard for today's show.
- **Read & Respond: Share a book with a grown-up at home tonight. Be sure to 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

We can all make music and be musicians.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>The Jazz Fly</i> Trade book: <i>Salsa</i> KinderCorner 2nd Edition Plus Media and Software flash drive Theme vocabulary word card for “practice” or IWB access
Rhyme Time	<ul style="list-style-type: none"> Small instruments (rhythm sticks or maracas) or noisemakers, one per student
STaR	<ul style="list-style-type: none"> A storybook to read for free-choice day
15-Minute Math	<ul style="list-style-type: none"> Green and red markers or pens, one of each
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> CD of music from various countries and cultures Playground balls Jump rope
Transition to KinderRoots	<ul style="list-style-type: none"> KinderCorner 2nd Edition Plus Media and Software flash drive Partner Practice Booklets Picture cards and sentence strips from days 1-4 or IWB access Sentence strips for “I am in a box,” and “The cat is in a box,” or IWB access Word/Sentences picture cards #8 and #4 or IWB access
Math Mysteries	<ul style="list-style-type: none"> Number Cards for 2–5, one card per student Small plastic bags with five bear counters each, one bag per partnership. Addition Picture page (appendix), one per student
Let’s Daydream	<ul style="list-style-type: none"> “The Girl Who Makes the Cymbals Bang,” <i>The 20th Century Poetry Treasury</i>, page 17
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students’ writing journals <i>Writing Development Feedback Guide</i>

Additional Materials Needed Today

Let's Think About It

- Cool Kid certificates

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

- Same as day 4

Math Lab

- Same as day 4

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. Write the word “sit” on the board.



T-P-S: How do you stretch and read the word that I wrote on the board? Tell your partner how you read this word for someone at home.



- 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.

Class Council



- Review the Getting Along Together skill finding win-win solutions to problems.

We learned how to find solutions to problems so everyone gets some of what he or she wants. WGR: What do we call this kind of solution? Win-win. WGR: How do we start a sentence when we want to give an idea about how to solve a problem? “We can _____.” How do we start a sentence when we tell the idea we chose to try? “We agree to _____.”

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no concerns or problems that you need to address at this time, you may have students continue to practice thinking of solutions to problems and choosing a solution on which they can agree. You may choose from the following situations or use something that addresses the needs of your class. Allow students time to think of win-win ideas and agree on one to try.
- Suggested situations:
 - You and your brother both want the last slice of pizza, and your brother grabs it and takes a bite.
 - Your friend takes all the crayons, and you both want to color.
 - Your friend pushes you out of line because he wants to be first.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **What is your favorite song to sing or dance to?**

Let's see what our Daily Message says about music today.

Daily Message

I can play music. I am a musician.



- 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:
 - Prompt students to identify the words “I” and “a” as words from the word wall.
 - **There are two sentences in today's message.** Guide students in counting the words in each sentence to discover which sentence has more words or if they both have the same number of words.

Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that we are all musicians. I think this is true. I have heard you all make lots of wonderful music this week and since the first day of school! WGR: **What are some of the ways that we have made music this week?** Possible responses include: *we sang during Rhyme Time; we played instruments; we clapped and snapped, etc.*



- Show the book *The Jazz Fly*.
WGR: **Who is one musician we read about?** *The Jazz Fly*. **Yes. The Jazz Fly plays music.** WGR: **What instrument does Jazz Fly use to play music?** *Drums.* WGR: **Is Jazz Fly a musician?** RWE: **Yes, Jazz Fly can be called a musician because he plays music. He plays it so well that he is in a band, and people pay to hear his music.**
- Show the book *Salsa*.
WGR: **Whom did we read about in this book who could play music?** *Rita.* **Yes. Rita plays music.** WGR: **What does Rita use to make music?** RWE: **Rita uses her voice and the güiro, and she pretends to play the piano.** WGR: **Is Rita a musician?** RWE: **Yes, Rita can be called a musician because she sings songs.** WGR: **What other musicians did we read about in *Salsa*?** RWE: **We read about a timbales player, piano player, conga player, and trombone player. They have all practiced their instruments for many years. They are accomplished, professional musicians. Rita can be called a musician too, but she wants to study music so one day she will be a professional who plays a trombone in a salsa band and who is an orchestra director.**

- Introduce the concept of a marching band.

Some musicians are in bands like Jazz Fly’s. Other musicians are in orchestras. Another group of musicians is a marching band. Many schools and sports teams have marching bands. Let’s watch a quick video to learn a bit more about marching bands.



- Play the “Marching Band” background video.

There are so many different ways to be a musician and make music! When we clap, snap, and stomp along with our classroom rhymes, we help to make music in the classroom. As you grow older, you can learn to play an instrument and join a band or an orchestra. You can also become a singer who sings along with a band. Many people practice singing and playing instruments so they can become professional musicians. Musicians practice singing and playing their instruments often so they can become even better at what they do.



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

When you practice something, you do it over and over to do it better. Band members practice songs many times so the entire band sounds good together. I can make a sentence with the word “practice.”

We practice reading and writing every day in kindergarten.



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 “We Make Music Together.” Encourage them to do the physical motions that accompany the rhyme. (See day 1 for words.)

Develop Phonemic Awareness—Auditory Sound Segmentation

- Introduce the activity by telling students that they will make a song as they break it down today.
- Demonstrate. **Drum. Listen as I break it down.** Create noise with your noisemaker as you pronounce each sound in the word. /D/, /r/, /u/, /m/.
- Distribute a small instrument (e.g., rhythm sticks, maracas) or noisemaker to each student. If this is not possible, invite students to clap instead.

- Invite students to use their instruments to help them break down the sounds in each of the following words:

Tuba

Bell

Rattle

Fiddle

Flute

Kazoo



- Award pocket points if several students are able to successfully segment the sounds in 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

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 the lab activities. Record the SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | Play Along

Description:

- Students will play instruments in the dramatic play lab.

When You Tour:

- Remind students that they can play instruments in the dramatic play lab. Ask students who have already visited the lab which instrument they liked playing the most and why.

Blocks Lab | Playing Percussion

Purpose:

- Participation in this lab will reinforce thematic concepts and provides opportunities for students to develop motor skills, hand-eye coordination, and language skills.

When You Tour:

- Remind students that they can use the rhythm sticks to play the wooden blocks.

Art Lab | Ingenious Instruments

Description:

- Students will make musical instruments.

When You Tour:

- Remind students that they can make musical instruments in the art lab.

Classroom Library Lab | *The Tortoise and the Hare*

Description:

- Students will use the story pieces to tell the story of the tortoise and the hare.

When You Tour:

- Remind students that they can use the story pieces to tell the story of the tortoise and the hare.

Literacy Lab | Play School: Word and Picture Match

Description:

- Students will read words and match the words to their respective illustrations.

When You Tour:

- Remind students that they can read words and then match the word cards to the pictures.

Math Lab | Put It Together

Description:

- Students will make combinations of 1–5 objects using the manipulatives.

When You Tour:

- Remind students that this lab is open.

Computer/Media Lab | All Kinds of Music

Description:

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

When You Tour:

- Remind students that they can listen to several different kinds of music.

Sand/Water Lab | Sound Off

Description:

- Students will tap on bottles or glasses filled with different amounts of water and listen for different sounds.

When You Tour:

- Remind students that they can tap on bottles or glasses filled with water and listen for different sounds.

Science Lab | String Along

Description:

- Students will experiment with different stringed instruments that are made with rubber bands.

When You Tour:

- Remind students that they can experiment with different stringed instruments that are made with rubber bands.

Writing Lab | Favorite Instruments

Description:

- Students will write about their favorite musical instruments.

When You Tour:

- Remind students that they can write about and draw a picture of their favorite musical instruments.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

If today's number on the Days of School Tape ends in 0, write the number in green, and circle it in red. Ask students to look at the numbers that are circled in red and tell you what they notice. *All the numbers are written in green and end in 0.* Ask students to skip-count by 10s by reading the numbers that are circled in red.

Ten-Frames

Hundreds Chart

Our Activities Graph

- Point to the Our Activities Graph, and say, **Today a few more of you will select one of the four activities that is your favorite.** Remind students that over the next couple of weeks, everyone will have an opportunity to select an activity that is his or her favorite and add a picture (activity cutout) to the appropriate row.
- Select three or four students to come up and choose the activity cutouts that represent their favorite activities and add them to the graph in the appropriate rows. Remind students how to place the symbols at the beginning of each row, just touching one another, so the data is easy to compare.
- Ask, **How many in the class chose reading as their favorite activity?** *Replies.* Then ask, **How do you know?** *I counted how many pictures are next to the large picture of the book.* **How many students chose skating as their favorite activity?** *Replies.* **How do you know?** *Replies.* **How many students chose basketball?** *Replies.* **How many students chose puzzles?** *Replies.*
- Ask, **How can we figure out how many students had a chance to place a picture on the graph?** *Everyone who did could raise his or her hand; or we could count the pictures on the graph.* **We could ask everyone who placed a picture to raise his or her hand, and we could count the hands in the air; or we could count the pictures. Let's count the pictures.**

When you complete a row on the Hundreds Chart, ask students to count the rows that have been completed. Explain that when they count the rows, they can skip-count by 10s because each row has ten boxes. After they have counted the completed rows, ask them to count the unfinished rows to see how many days there are until the 100th day of school.



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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- As students eat nutritious snacks, discuss which activities they enjoyed the most this week. Engage them in a discussion about their favorite or the most interesting instruments, favorite songs, or how they created their own instruments.
- Play music from other parts of the world for students. Tell them where the music or certain songs are from.

Outside/Gross-Motor Play

- Continue to engage students in unstructured activities that engage the large muscles of the body. For those wanting a more organized activity, refer to the activities that use jump ropes and playground balls described this week. Challenge students to follow the rhythm of the music.

Transition to KinderRoots

TIMING GOAL: 30 minutes

Beginning Phonics

Letter Names

- Review the letter names and motions for A–X of “The Alphabet Chant.”
- Use My Turn, Your Turn to introduce the words and motions for Y and Z and the ending phrases.



“Y” is for yo-yo. (Pretend to make a yo-yo go down and up.)

Zipper starts with “Z.” (Pretend to zip up your coat.)

Now I know my alphabet.

Hooray for me! (Pat hands on chest, and smile.)



Play “The Alphabet Chant” video. Encourage students to say the words and do the associated motions.

Word Presentation

Read Sounds

- **Let’s review some of the sounds that we have learned.** Use the key cards to guide practice with any sounds for which your students have not yet demonstrated mastery as indicated on the weekly record form. Show the plain side of the key card, and ask them to say the sound. If they are unable to produce the sound, then show the mnemonic picture side.



- Show the Animated Alphabet video segment for /d/.
- Distribute a Partner Practice Booklet and a pencil to each student. Ask students to open their booklets to page 6. Have them take turns reading the letters.



- Use the sharing sticks to select a student to read the sounds to the class. Award pocket points if the student is able to read the sounds successfully.

Stretch and Read



- Show the Sound and the Furry video segments.
- Write the words “not” and “wet” on the board. Guide students to stretch and read the words.



- Ask students to take turns reading the words from the top of page 7.
- Use the sharing sticks to select a student to read the words to the class. Award pocket points if the student is able to read the words successfully.

Quick Erase

- Use the following word sequence to play Quick Erase:

Dad → mad → sad → Sam → am

Say-Spell-Say

- Play Say-Spell-Say with two or three words from the word wall.

Sentence Reading

- Review the sentence strips and pictures introduced so far.
- Show the sentence strips and picture cards for “I am in a box,” and “The cat is in a box.” Point out that the sentences are longer today. Point to each word in each sentence, and have students count the number of words with you. Then guide students to read the sentences with you.



- **Now it’s your turn to read the sentences with your partner.** Draw students’ attention to the sentences on page 7 in their Partner Practice Booklets. Ask them to work with their partners to read the sentences. Use the sharing sticks to select a student to read each sentence. Award pocket points if students can read the sentences correctly.
- Hide the picture cards and sentences that you have displayed. Distribute a baggy of picture and sentence cards to each team. Give each team the new sentences and pictures that you introduced today if you have not already added them to the bags.

Tell students that when you say, “Go,” they will work together to match the pictures and sentences. When students have matched all the cards, they should stand up. When the first team stands, check their sentences and pictures. Give a cheer to the winning team.

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. Record the demonstration of skills observed 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 three pencils in one hand and one pencil in your other hand.



T-P-S: How many pencils do I have altogether? 4.

Yes, I have four pencils in all. Let’s count them together: 1, 2, 3, 4. When you put 3 together with 1, you have 4 altogether. I can also write this in a number sentence: $3 + 1 = 4$. Write the number sentence on the board or chart paper. Point to the addition symbol.

T-P-S: What is the name of this symbol? *Plus sign*. What does it mean? *It shows that we are adding or putting two sets together*. Point to the equals symbol. **What is the name of this symbol? *Equals sign*. What does it mean? *It tells how many we have altogether*.**



- Review several other number combinations for 1–5. Use the sharing sticks to select a student to identify the combinations for each number. Award pocket points if students are able to successfully identify the number combinations.

Active Instruction



- Tell students you are going to review number combinations for the numbers 2–5.

I’m going to tell you an addition story. I will give you a number card for 2, 3, 4, or 5. At the end of the story, I will ask a question, and I want you to stand up if you have the number card to answer the question. Then you will tell me the number sentence to match the story.

- Give each student a number card for one of the numbers 2–5. Tell students to listen closely to the addition story.

Two children were making instruments in the art lab. Two more children came to the art lab to make instruments too. How many children were in the art lab altogether? Wait for all students who have the number card for 4 to stand. **When everyone has stood up, I’m going to cup my hand by my ear, and I want you to say the number sentence. For this addition story, you would say, “2 plus 2 equals 4.”**

- Have students practice saying the number sentence. Ask students to sit down. Tell the next addition story.

Three children were playing catch with a ball at recess. Two more children joined them to play catch too. How many children were playing catch altogether? Wait for all students who have the number card for 5 to stand. Prompt them to tell you the number sentence. **You should say, “3 plus 2 equals 5.”**

- Repeat this process of telling addition stories for other number combinations for the numbers 2–5.

Partner Practice

- Give each partnership a bag of bear counters. Hand out an Addition Pictures page to each student. Explain the activity.

I’m going to tell you some more stories. You need to listen very carefully to the stories because you will use your bear counters to act out the story. One partner will add the first number of bears, and the other partner will add the second number of bears. Then you will both count how many bears there are altogether. Then you will each draw a picture to show the addition story on the Addition Pictures page and write the matching number sentence.

- Tell the first story.

Bill Bear and his son Bart Bear were taking a walk in the park. Tell one partner to place two bears on their table. **Maggie Bear came to the park and joined them on their walk.** T-P-S: *What should you do next? Add one more bear. Right. Add one more bear. You have a number combination on your table.* Prompt the other partner to add this additional bear. **You have two bears and one bear. How many do you have altogether? Three.** Prompt students to draw a picture of the addition story and to write the matching number sentence on their Addition Pictures pages.

- Ask students to remove the bears from their tables or desks. Tell the next story.

Ty and his friend Tory were at the music store. How many bears should you place on your table? Two. While they were there, Ty’s mother and father came into the store. How many bears should you add? Two. How many bears do you have altogether? Four. Prompt students to draw a picture of the addition story and to write the matching number sentence on their Addition Pictures pages.

- Ask students to remove the bears from their tables or desks. Ask students to continue to tell addition stories to their partners in the same manner as long as interest and time allow.



Recap

- Use the sharing sticks to select several students to share one of their addition stories. Award pocket points if students are able to identify the number combination and the total number of bears.



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

- “The Girl Who Makes the Cymbals Bang,” *The 20th Century Children’s Poetry Treasury*, page 17

Introduce the Poem

Today I am going to read you a poem called “The Girl Who Makes the Cymbals Bang.” The author talks about a girl who thinks it is unfair that her music teacher always selects a boy to play the cymbals. Listen to find out if the girl can change her teacher’s mind.



TRANSITION

Gather students 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 week, incorporating the week's theme-related vocabulary words.

All week long we have been talking about music. We know that the people who play music are called musicians. Some musicians play or sing in bands. Others play instruments in large orchestras. Some musicians play as solo artists, all by themselves.

Music is played all over the world. Music can have different speeds, or tempos, and different dynamics, or volume. Songs can be sung in any language and shared by many people.

- Review the learning focus of the day.

Today we talked about being musicians. Each of us is a musician. We can make music with our bodies by singing, clapping, snapping, tapping, and stomping. We make music for fun with our bodies every day here in kindergarten. We can also make music by playing instruments. Some people practice playing instruments every day. They become professional musicians, which means that it is their job to play music.

- Quickly place students in groups of five or six members, and have them form a circle with their group.
- Tell students 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, "Musicians make marvelous music," to one member of each group. Wait while students pass the message within their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their group. Have students give a thumbs down if the message changed in their group.
- Continue playing several rounds of Telephone using the following theme-related vocabulary words in short sentences.

band	tempo
musician	dynamics
instruments	language
orchestra	practice

- If time remains, invite students who have made instruments in the art lab to take turns talking about how they created them. Encourage students to tell which family the instruments would fit into and why. Ask each to explain what vibrates to make sounds and how different tones are made.



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 “practice.” When you practice something, you do it many times to get better at it. T-P-S: When did we see, hear, or use the word “practice” 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:
practice

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Practice reading.	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. We can say, I practice reading.
The student responds in a complete, but not very elaborate, sentence. I like to practice.	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 you practice?



- 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: Listen to music this weekend. Tell someone at home about the tempo and dynamics of the music.

Read & Respond: Read a book with someone at home this weekend.

Day 6 | Ready, Set...

Focus

Art is the arrangement of color and form created by artists.

Materials

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Theme-related books and puzzles about art and artists KinderCorner Weekly Record Form for unit 7—week 2
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> <i>Child-size Masterpieces</i> – Two Degas paintings plus other cards from steps 2 and 3 Theme vocabulary word cards for “artist” and “create” 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>Degas and the Little Dancer</i>, pages 2–17 Globe (optional)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Alphabet-letters cereal CD of ballet music
KinderRoots	<ul style="list-style-type: none"> Shared Story (teacher and student copies): <i>The Wet Dog</i> KinderCorner 2nd Edition Plus Media and Software flash drive Key cards: “m,” “a,” “s,” and “d” or IWB access
Math Mysteries	<ul style="list-style-type: none"> Number-Combination Cards for 5, 6, and 7 (appendix), one set Chart paper and marker Small paper bags filled with twelve linking cubes each (six blue and six green), one bag per partnership Construction paper, one piece per partnership Number Combinations for 6 and 7 page (appendix), one per student
Let’s Daydream	<ul style="list-style-type: none"> “Dragonfly,” <i>The 20th Century Children’s Poetry Treasury</i>, page 6

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i> • Writing Strategies Bank or IWB access • Stretch and Spell writing-strategy icon (optional) or IWB access
Let's Think About It	<ul style="list-style-type: none"> • Trade book: <i>Mouse Paint</i> • Plastic zipper-closure bags filled with paint • Read & Respond bookmarks • Home Link animal hand stamp: lion

Learning Labs—Additional Materials

Dramatic Play Lab Art Museum
<ul style="list-style-type: none"> • <i>Child-size Masterpieces</i> art cards displayed in frames and on the walls, with access to the information on the back of each picture • Student artwork • Other framed artwork • Hats to be used by the pretend museum guides • Tickets • Markers • Materials for making title signs for artwork • Pencils or crayons
Blocks Lab The Shape of Things
<ul style="list-style-type: none"> • Shape Spinner (appendix) • Number Spinner (appendix) • Transparent spinners • Wooden blocks
Art Lab Musical Clay
<ul style="list-style-type: none"> • Classical ballet music • Clay • Small pitchers of water • Tools to roll, mold, and cut (e.g., small rolling pins, scissors, plastic knives, craft sticks, spatulas, pastry and pizza wheels, potato mashers, cookie cutters, shells)
Classroom Library Lab Free Reading
<ul style="list-style-type: none"> • Theme-related books or pamphlets

Literacy Lab | Play School: My Sentence Book 1

- My Sentence Book 1 (appendix)
- Scissors
- Tape
- Stapler
- Pencils

Math Lab | Math Art

- Art supplies (e.g., paintbrushes, tubes of paint, pencils, crayons, markers, paper, scissors, etc.)
- Wonder Box

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

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

- Ask students about any music they might have listened to over the weekend. Ask students if they were able to tell someone at home about tempo and dynamics.

Sign In

Available Activities

Classroom Library Lab

- Include new theme-related books about art and artists.

Literacy Lab

- Same as day 5

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.

Writing Lab

- Same as day 5

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: Identifying Medial Sounds

Think about the sounds that you hear in the middle of these words. What sound do you hear in the middle of “bus”? /u/. What sound do you hear in the middle of “cap”? /a/

- If students give the initial or final sound, say, **Yes, you do hear (/sound/) at the (beginning/end) of (word). What sound do you hear in the middle of the word?** Students must give the correct medial sound 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 “y,” “q,” and “x.” 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 words “Sam” and “not.” You will also watch to see whether they can read the sentence “Dad is mad.”
- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

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, Snack, and Partner Challenge activities this week to see whether each student can tell you one of the win-win solutions to a problem (without looking at the poster).

Math

- Find four items in the classroom that are different sizes, and put them aside. Ask students throughout the week whether they can sort them from smallest to biggest. You will be able to observe for this skill during your Math Mysteries lesson today.
- You will also want to find out whether students can measure length with nonstandard units. Ask each student to measure the length of a book or other long object with a crayon, paper clip, or other nonstandard unit of measure. You may also observe for this skill during Math Mysteries on day 7.



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.



Last week we learned that when we have a problem with a friend, we can think of win-win ways to solve it so we don't have a conflict. WGR: What do we say to start our sentence when we give an idea for a win-win solution? "We can _____." And once we choose an idea, we say... Pause for students to jump right in and say, "We agree to _____."

Our Partner Challenge today will help us practice thinking of win-win ways to solve a problem. Quickly assign one member of each partnership to be the reader and the other to be the ball bouncer. **Pretend that one of you is reading a story and that your partner starts to bounce a ball. The noise from the ball bothers the reader. What ideas can you and your partner**

think of so you both get part of what you want? Provide a moment for students to think about this problem and to ask clarifying questions if necessary. Remind them that they will have time to think of some ideas for solving it during snack.

Tell students they will earn pocket points when they remember to start the sentences for their ideas with “We can _____.”

Brain Game

- Explain the game.

This week we’re going to play a new game called Don’t Break the Sugar Bowl. This game exercises our mind muscles so we can stop and think. Demonstrate the Stop and Think Signal (one hand held out like a stop sign while the other points to your head).

Initially, you will be the leader for this game. As students become familiar with the game, they can take turns as the leader. **To play this game, when I say, “One, two, three, don’t break the sugar bowl,” you will stop talking or making any kind of sound. When someone forgets or starts to talk (or giggle or make any sounds), he or she breaks the sugar bowl. The rest of us will say, “Oh no. You broke the sugar bowl.” Then someone else will take a turn to start the game all over again. Let’s try it now. We’ll see how long we can keep from breaking the sugar bowl when we stop and think about not talking.** Play the game a few times now, and remind students that you will play at other times during the day and throughout the week.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



Our room looks a little different today. Last week we learned about music. T-P-S: What do you think we will be learning about this week?

Those are some wonderful ideas! Our Daily Message will give us a hint as to what we will be learning about.

Daily Message

A musician plays music. An artist creates art.

- Write the Daily Message in front of students, reading each word as you finish writing it. Write the second sentence under the first. Then read the entire message again, touching each word as you read it.



- Reinforce literacy objectives by pointing out the following:
 - **I notice that the first part of this message is the same as the message from last week.** WGR: Which two words begin with the same letters? “*Musician*” and “*music*.” Underline “musician” and “music.”
 - **Raise your hand if you notice anything about the words in the second sentence.** If students haven’t noticed that “artist” and “art” begin with the same letters, underline those two words. **These words begin with the same letters, but one word is longer. One word is “art,” and the other is “artist.”** Have students clap out the syllables in each word with you to determine which word is longer.

Theme Learning



- Explain the content of the Daily Message.

WGR: **What do you do in the art lab?** *Paint, draw, cut, glue, color, etc.* **When you’re in the art lab, you experiment with the art materials, and you create artwork. You create paintings, drawings, collages, instruments, and other things. Sometimes you use lots of different materials to make things, and sometimes you use only one type of material. But no matter what you use, you are still creating something interesting to look at, which we call art.**

A person who creates art is called an artist. Last week we talked about musicians who use instruments to create music with sounds. This week we’ll talk about artists who create interesting art to look at by using different materials.

It’s often possible to figure out who has created a piece of artwork because artists often have a special style of painting or sculpting. You might even see this if you were to compare your painting style with paintings by a friend.

Let’s look at some paintings created by a very famous artist, Edgar Degas (Ed’gar Day-ga’).
- Show Degas’s *Two Ballerinas* from *Child-size Masterpieces*.

Edgar Degas was a famous artist who lived more than 100 years ago in France. He liked to paint pictures of horses and ballerinas. He is the artist who painted this beautiful picture of two ballet dancers performing in a ballet dance on a stage. He called his painting *Two Ballerinas*.

Let’s look at some other famous paintings to see if we can recognize another one that Edgar Degas painted in the same style.
- Display three or four other paintings, including Degas’s *End of Arabesque*.

T-P-S: **Which other painting do you think Edgar Degas might have painted? Why?**



- Model discussing the similarities in the two Degas paintings.

In addition to the fact that both paintings show ballerinas, the way Degas made the dancers’ dresses (tutus) look lit up is similar. He painted the background so it looks fuzzy, or out of focus. I can almost tell what is there, but not quite.

Some artists like to paint flowers as subjects. Let’s see if we can match other famous artists’ paintings by looking at the subjects they chose to paint and their painting styles.

- Distribute one *Child-size Masterpieces* art card from steps 2 and 3 to each student. If more cards are needed, distribute some from step 1. It is not necessary to use every card. Display the remaining matching cards in the pocket chart so they are visible.

Note students who exhibit prosocial, cooperative behavior by seeking help from peers and providing assistance to others.

When you get your card, please look at it carefully. Look for a friend who has a painting of the same subject. Look to see if the styles are similar or different. When you find a friend who has a painting that almost matches your painting, please sit down next to him or her. Mention that there are three collections of four paintings by the same artist, and invite those pairs of students to sit together.

- When students are seated, ask each partnership to find similarities (e.g., color, shapes, subjects) in the paintings.
- Invite each pair to tell what each painting’s subject is and how the two paintings are similar in style. As paintings by Goya, Kandinsky, and Cezanne are discussed, ask if there are any other pairs who have similar paintings. Have all four students who are holding paintings by the same artist show their cards together. Name the artists, but do not expect students to remember them.
- Gather the art cards.

Teacher’s Note: Label each art card with the painting’s title and the artist’s name when you display it today and in the dramatic play lab this week.



- Play the digital dictionary videos for “artist” and “create.”
- 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 “artist” and “create.”

An artist is a person who creates art. Artists draw, paint, sculpt, dance, act, and make music. I can make a sentence with the word “artist:”

Each of you is an artist when you visit the art lab.

When you create something, you make something new. Painters create paintings, and musicians create music. I can make a sentence with the word “create:”

Let’s create some music in Rhyme Time today!



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 “Run in a Circle.”

Today we will begin to learn a new rhyme. This rhyme has lots of words that you will know such as words for colors and shapes. It also has some action words such as “run,” “jump,” “twirl,” and “clap.” I think you will have fun acting out this rhyme.



My Turn

Your Turn

- 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.

Run in a Circle

Run in a circle until you turn red (Draw a circle in the air with your finger.)

Then walk in a square and stand on your head. (Draw a square in the air with your finger.)

Jump up and down until you turn blue. (Jump up and down.)

Then hop in a circle. That’s what you should do! (Hop on one foot.)

Twirl like an orange that’s spinning around (Move head in a circle.)

Then clap your hands without making a sound. (Clap your hands very quietly.)

Give a big smile like the bright yellow sun, (Smile and point to mouth.)

Then give yourself a hand because this rhyme is done! (Clap when rhyme is done.)

Develop Phonemic Awareness—Auditory Sound Blending

- Introduce the activity.

We are learning about art this week. Joey wants to paint a picture, but he is having trouble with his color words. We are going to help Joey learn how to say some color words.

- Introduce Joey to the class, and show him something red. Challenge students to say it fast after you say “red” in Joey Talk.



- Repeat this process with the following words:

/y-e-ll-ow/	<i>yellow</i>	/g-r-ee-n/	<i>green</i>	/b-l-ue/	<i>blue</i>
/wh-i-te/	<i>white</i>	/b-r-ow-n/	<i>brown</i>	/b-l-a-ck/	<i>black</i>



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



TRANSITION

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



TIMING GOAL: 20 minutes

STaR Words:

- famous
- pose
- sculpture

Degas and the Little Dancer

Written and illustrated by Laurence Anholt

A poor young girl, Marie, dreamed of being the most famous dancer in the world. Because dancing school was so expensive, Marie was only able to continue her lessons by taking a job posing for a famous artist, Edgar Degas, who painted and sculpted young dancers. When Marie’s father became ill, she had to give up her dance lessons. Yet, while she was not able to realize her dream of becoming a famous dancer, Marie did become the model for one of the most famous sculptures of all time. She discovered this when she visited a museum and saw the special peach-colored ribbon she had given to Edgar Degas on his sculpture called *The Little Dancer*.

Interactive Story Reading

Before Reading

Teacher’s Note: Due to the length of the story, read *Degas and the Little Dancer*, stopping only to summarize and point out story vocabulary.

- 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 title of our story today is *Degas and the Little Dancer*. It is the story of Edgar Degas, a famous artist. WGR: What does the title of a story tell us? *The name of the story*. This book was written and illustrated by Laurence Anholt. What do we call the person who writes the story and makes the illustrations? *The author and illustrator*.

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



The name of our book is *Degas and the Little Dancer*. T-P-S: What do you see on the cover of the book? Have students take turns pointing to

the dancers on the cover. **Does this picture of the dancers look like the paintings of the dancers that we saw earlier today?**

I hear two words in the title that begin with the same sound. Listen as I read the title again—*Degas and the Little Dancer*. WGR: Which words begin with the same sound? “*Degas*” and “*dancer*.”

Dancing is another type of art form. When you dance, you perform movements with your body, usually to music. People watch and enjoy dancers’ movements just as they enjoy listening to music or looking at paintings and other types of art.

Hold up the book so students can view the front cover. **Today we are going to read a story about the artist Edgar Degas. We looked at some of his artwork during Theme Exploration. Let’s look at this illustration to see if we can figure out what the story will be about. Who do you think the girl is who is looking at the statue? Do you think she could be the little dancer in the title? Why (or why not)? We will find out who she is when we read the story.**

- Introduce the story vocabulary words.



Our story today is about a famous work of art. When something is famous, it means that many people recognize it or know about it.

T-P-S: Tell your partner about someone or something you think is famous.

Often when artists paint pictures or make statues, they ask someone to pose for them. When you pose for an artist, you hold very still so the artist can paint exactly what he or she sees. Let’s pretend that we are posing for Mr. Degas so he can paint our picture. Think about what you will do, and when I say, “Pose,” stay very still in the position that you choose.

Mr. Degas painted many pictures ,but when his eyesight got bad, he began to create sculpture. A sculpture is a piece of art, like a statue, that can be made by molding clay or carving stone or wood. Have you ever made a sculpture by working with clay or dough in the art lab?

T-P-S: What did you make?

- Introduce the good-reader skill for today.



Summarization

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

- **Page 4: I heard our new word “famous” in this part of the story. Marie wanted to be a dancer whom everyone would know. The Paris Opera House was a famous place in France for dancers to perform. Paris is a city in France, the same country where Degas lived and worked.**
- **Page 8: T-P-S: What has happened so far in our story?** Briefly summarize the main events: Marie wants to be a famous ballerina, she dances and passes the exam for the ballet school, and Marie sees Degas for the first time.
- **Page 12: When Mr. Degas shows the dancer how to hold very still, we hear the new word “pose.”**

- **Page 17: Let’s think about what has happened so far in the story.**
T-P-S: **Tell your partner what happens when Marie goes to ballet school.** As students name the events from this part of the story, help them to put the events in chronological order.
- **Page 21: The author uses our new word “sculpture” in this part of the story. Mr. Degas says the sculpture of Marie is the best art he has ever done.**
- **Page 23: What happens in the part of the story after Marie poses for Mr. Degas?**

After Reading

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



In the beginning of the story, the visitors to the museum are looking at a statue of a dancer. This reminds me of the word “sculpture.” Let’s make a sentence together using the word “sculpture.” 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 “famous” and “pose.”



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 | Art Museum

Description:

- The dramatic play lab will be an art museum.

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:

- Tell students they will set up the dramatic play lab as an art museum.
- Highlight the *Child-size Masterpieces* art cards.
- Encourage students to take on the roles of museum guides, ticket sellers, visitors, workers, or museum director.
- Tell students that they can display their own art in the classroom art museum and pretend to have visitors.

Facilitate Learning:

- Suggest that students who are displaying art in the museum participate and answer questions about their work.
- Ask questions that help students plan how to set up the museum or play their roles.

Examples:

- **Where should we...** (put up the paintings, have the entrance, etc.)?
- (As a visitor) **Who painted this painting? Does he (or she) have any other paintings in the museum?**
- (As a visitor) **What were you thinking when you painted this?**

Blocks Lab | The Shape of Things

Description:

- Students will use number and shape spinners to make art cooperatively using blocks.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, social skills, and language skills.

When You Tour:

- Point out the Shape Spinner, the Number Spinner (optional), and the unit blocks.
- Tell students they may play a game while creating a piece of art with the blocks.
- Have one student spin the Shape Spinner and find the block that matches the shape shown on the spinner.

- If you also made a Number Spinner, have a student spin it and count out the correct number of blocks of the same shape as that indicated on the Shape Spinner.
- Explain that they may use those blocks to begin building a structure.
- Tell students to take turns spinning the spinners, selecting the appropriate number of blocks, and deciding where to place them in the structure that is emerging.

Facilitate Learning:

- Join students in spinning the spinners and building the structure.
- Encourage students to work cooperatively to decide on the placement of the blocks.

Teacher’s Note: If you have a limited number of blocks, you may want to eliminate the use of the Number Spinner. Students may become frustrated in their efforts if they don’t have enough blocks to do what is indicated on the spinner.

Art Lab | Musical Clay

Description:

- Students will use clay to make art while listening to music.

Purpose:

- 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:

- Tell students they will use the clay to make art.
- Ask students if they remember using the clay before.
- Discuss the proper way to handle the clay and how to clean up when they have finished at the lab.
- Point out the variety of materials that you have assembled and the music player.
- Explain to students that there is music for them to listen to before and while they create artwork with clay.

Facilitate Learning:

- Before students begin, you may want to suggest that they listen to a piece of music to see how it makes them feel or to see what kinds of pictures it makes in their heads.
- Encourage students to express their impressions of the music through the art materials provided. Can they use the clay to express how the music makes them feel?

Examples:

- **You don’t have to make a person, an object, or a scene. You could show with your artwork how the music sounds.**
- **Show the feeling of the music.**

- As students work, ask about the texture of the clay. Say, **How does this feel different from playdough?** Have small pitchers of water available for students to work water into the clay.
- Encourage students to use different tools to roll, mold, poke, and cut the clay and to form it into a variety of shapes.

Teacher’s Note: Cover your work surface—and perhaps the floor—with drop cloths or recycled newspapers. If your art lab is not convenient to a sink, you may also want to keep a pan of soapy water and some towels handy.

Classroom Library Lab | Free Reading

Description:

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

Purpose:

- Participation in 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 are in the lab. Tell students that they can come to the classroom library lab to read.

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.
- Encourage students to explore books about art. Ask them about their experiences with art.

Examples:

- **What’s your favorite piece of art that you’ve found in one of these books?**
- **Have you ever been to an art museum? What was it like?**

Literacy Lab | Play School: My Sentence Book 1

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 1 booklets. Students can practice reading their books individually or with peers.

Purpose:

- This lab provides students with an opportunity to blend sounds to read words and to read simple sentences.

When You Tour:

- Point out the My Sentence Book 1 pages.
- Tell students they will make books that they can read.
- Explain that they will cut out the pages and then staple them together.
- Tell students they can write their names on the covers of their books.
- Encourage students to read their books aloud individually and to a partner.

Facilitate Learning:

- Prompt students to recognize words from the word wall as they read. Encourage students to use Stretch and Read to help them read longer words in their books.

Math Lab | Math Art

Description:

- Students will draw pictures to show number combinations for the numbers 1–7.

Purpose:

- This lab provides students with an opportunity to illustrate ways to make number combinations.

When You Tour:

- Remind students that they are drawing pictures to show number combinations. Tell students that they can choose to create a picture to show any number combination for the numbers 1–7.

Facilitate Learning:

- Ask students to explain how their pictures show a number combination. Have students record the numbers to make each combination. Tell students to count the objects.

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 visit with students in this lab, and engage in discussion about the music they are listening to or 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.

Example:

- **I'm going to make sand art today. What should I draw?**

Science Lab | Scientist's Station

Description:

- Students will use the materials and tools freely to investigate their world.

Purpose:

- This lab provides students with opportunities to observe, investigate, and record.

When You Tour:

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

Facilitate Learning:

- Use the prompts and questions to reinforce scientific concepts and to facilitate oral-language development.

Examples:

- **How does that work?**
- **Tell me about...**
- **Guess what will happen...**

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 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.



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

Our Activities Graph

- Point to the Our Activities Graph, and say, **Today a few more of you will select one of the four activities that is your favorite.** Remind students that everyone will have an opportunity to select which of these activities is his or her favorite and add a picture (activity cutout) to the appropriate row.
- Select three or four students to come up and choose the activity cutouts that represent their favorite activities and add them to the graph in the appropriate rows. Remind students how to place the symbols at the beginning of each row, just touching one another, so the data is easy to compare.

Number Combinations

- Show students the Number-Combination Card for the combination 6 and 0. Ask students to name the number combination shown on the card. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper ($6 + 0 = 6$). Read the number sentence aloud, pointing to each numeral or symbol as it is named. Repeat this process with the remaining Number-Combination Cards for 6.



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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- Have students enjoy a cup of cereal shaped like alphabet letters. Ask, **How many letter names can you remember? Can you find the letters in your first name? Can you find the letters in your last name?** When students are ready, they should eat their cereal snack plain or with milk.
- Play ballet music for students to enjoy while they are eating their snack.
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is for you to pretend that one of you is reading a story and that your partner starts to bounce a ball. The noise from the ball bothers the reader. What ideas can you and your partner think of so you both can get part of what you want?** Allow students time to think of possible win-win solutions. Remind them to use the sentence stem “We can _____” for their ideas. Review active-listening skills that will help them focus on what their partners say so they will be able to tell their ideas at the end of the day.
- Award pocket points when students remember to start the sentences for their ideas with “We can _____.”



Outside/Gross-Motor Play

- Introduce students to a game called Pose Tag. Have them run around in a defined space. Select one student to be Degas. The Degas student runs around trying to tag another student. When a student gets tagged, he or she must make and hold a pose for a few seconds. The student who was tagged becomes Degas, and the game resumes.



TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar concepts-of-print book with partners or in unison as a class.

Story Introduction

Previewing

- Show the cover of *The Wet Dog*. Introduce the title, author, and illustrator of the story.

This is our very first Shared Story—the story that we will read this week. The title of the story is *The Wet Dog*. We will be reading Shared Stories each week about a boy named Matt, his pets, and his friends. Maybe the dog on the cover of our story is one of Matt’s pets.



- **Let’s learn some words that will help us understand the story better.** Show the Word Play video segment.

Video Words:

Sad Sam
sad
happy
muddy water
mad
wet
dad
listen

Making Predictions

- Distribute student copies of the book. Guide students to make predictions about the story, and tap into their background knowledge.

Let’s look at this picture on the cover again. The dog in the picture is Sad Sam. He is a basset hound. Basset hounds have wrinkles on their faces that make them look sad, even when they aren’t sad.

T-P-S: **What do you think Sad Sam is doing in this picture?** Guide students to make connections between the title and the cover picture as they share.

T-P-S: **Have any of you ever known a dog that got wet? What did the dog do?**



Together with your partner, look at the pictures in your books. Talk about what you think Sad Sam will do in the story. Use the sharing sticks to select a few students to share their predictions.

We will get to find out if that's what really happens when we read the story tomorrow. Let's practice reading some of the sounds and words that we will see in the story so we'll be ready to enjoy reading it!

Word Presentation



Students will use their books again at the end of this lesson segment. Many teachers have found success with having their students sit on the books until they are ready to use them again.

Read Sounds



- **These are some sounds that we will see in the story words.** Show the plain letter side of the key cards for /m/, /a/, /s/, and /d/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /d/. **We will see this sound a lot in our story words. Let's watch our funny cartoon that helps us remember the sound.** Show the Animated Alphabet segment for the focus sound /d/.

Stretch and Read

In *Stepping Stones*, we learned to read words by blending the sounds together. We called that Stretch and Read. We will stretch and read words in our Shared Stories too, but we have a special name for them. We will call them Green Words. "Green" means go. We can GO ahead and sound out a Green Word because we know all the letter sounds in the word.



Alphie and his friends can use Stretch and Read to sound out words. Let's watch. Show the Sound and the Furry video segment.

- **Now it's your turn.** Have students stretch and read the Green Words as you point to the sounds on each word card.

Green Words:

Dad
Matt
Sad
mad
not
Sam

Quick Erase

- **Let's practice using Stretch and Read to find out what these words will be in our Quick Erase game.** Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.

mad → Dad → sad → Sam → am

Red Words:

is
no

Say-Spell-Say

We said that the words we can go ahead and sound out are green because "green" means go. We will also have Red Words in our stories. T-P-S: If "green" means go, then what do you think "red" means? *Stop*. RWE: We have to stop and think about some words because the sounds are new to us or don't follow the rules. In *KinderRoots*, we will call these words Red Words. All the words that we have already posted on our word wall are Red Words.



We have two new words to add to our word wall today. We can play Say-Spell-Say to help us remember them.

- Show the Red Word card for each sight word. Read the word, and use it in a sentence. Have students say each word, soft-clap it by letter, and say it again. Do this three times for each word. Add the words to the word wall.

Readle:
happy

Readles

Sometimes in our story, we will see little pictures instead of words. Show the readle “happy” on page 2 of the Shared Story. **When we see this picture, we will say, “happy.”**

Partner Word and Sentence Reading

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, What do you want us to do?”

Use KinderRoo to make this request: **Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner.**

Monitor students as they take turns. Model if needed. Encourage good partnering habits.

Celebration



- Two students will celebrate what they have learned by reading a page they have practiced from a Shared Story or concepts-of-print book. Invite the first student to stand before the class and read. Celebrate their success with a cheer and pocket points. Repeat this process with the second student. Then announce who will need to practice tonight for tomorrow’s celebration.
- Use My Turn, Your Turn to quickly review the Red Words on the word wall.



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



Math Mysteries

TIMING GOAL: 25 minutes



Show What You Know

- Show the Number-Combination Card for 4 and 1.
T-P-S: **What number is 4 and 1 a combination for?**
- Award pocket points if students are able to identify this as a combination for the number 5.
- Review the other combinations for the number 5 using the Number-Combination Cards. Hold up each card, and ask students to identify the combination that is shown on it.

Active Instruction

- Tell students that today you will work on number combinations for the numbers 6 and 7.
- Show students the fourteen linking cubes (seven blue, seven green), your paper bag, and your workmat.

We will pull out six cubes and look for different combinations and write the matching number sentences. We will make pictures of those combinations for the number 6 today. We will use blue and green cubes again today to make those combinations. We will shake the cubes in our bags, then reach in, and pull out six cubes.

- Shake your paper bag, then pull six cubes out, and place them on your workmat. Move the blue cubes to the left side of the workmat and the green cubes to the right side of the workmat.



T-P-S: **What do you notice about the cubes that I placed on my workmat?**
There are six cubes. Some are blue, and some are green.

WGR: **How can I make a picture of my combination?** *Answers will vary. Draw five blue cubes and one green cube.*

- Model drawing a picture of your combination.

I have five blue cubes and one green cube. (Say whatever combination is on your mat.) **I will draw five squares and color them blue.** Draw this on the board or chart paper. **I will draw another cube and color it green.** Draw this on the board or chart paper. **I will write the combination now. The combination is 5 and 1.** Model writing “5 and 1” below the combination.

- Have students count the blue cubes with you. Then ask them to count the green cubes with you.

WGR: **How many counters do I have altogether?** *Six.*

- Model writing the number sentence for this combination. Have students read the number sentence aloud with you. Point to the addition and equals symbols, and have students name those symbols.

Partner Practice

- Tell students that they will work with their partners to find three other number combinations for 6. Explain that they will make pictures of their combinations and write the matching number sentences again today. Distribute a bag of fourteen linking cubes and a workmat to each partnership. Give each student a Number Combinations for 6 and 7 recording sheet.

The first partner will pull six cubes out and place them on the workmat. Then you will both draw a picture of the number combination and write the number sentence below it. You will take turns pulling the cubes out and placing them on the workmat. Keep working until you have found three combinations for the number 6.

- Give partnerships time to find the combinations for the number 6. Circulate, and assist as needed. Ask students to share their number combinations with you. Have them show you how they recorded the combinations. Ask questions such as “How many cubes do you have altogether?” and “What number sentence could you write to show this number combination?”
- Tell students that now they will work with their partners to find three number combinations for 7. Explain that they will continue to make pictures of their combinations and write the matching number sentences on the Number Combinations for 6 and 7 sheet.

The first partner will pull seven cubes out and place them on the workmat. Then you will both draw a picture of the number combination and write the number sentence below it. You will take turns pulling the cubes out and placing them on the workmat. Keep working until you have found three combinations for 7.

- Give partnerships time to find the combinations for the number 7. Circulate, and assist as needed. Ask students to share their number combinations with you. Have them show you how they recorded the combinations.

Recap



- Select several students to share their pictures of the number combinations for 6 and 7. Award pocket points if students are able to show all the combinations for the numbers 6 and 7.
- Review the number combinations for the numbers 6 and 7. Record all the number combinations for 6 and 7 on the board or on chart paper.
- Play the “3 + 3 Flowers” video to reinforce addition.

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

- “Dragonfly,” *The 20th Century Children’s Poetry Treasury*, page 6

Introduce the Poem

Today I’d like to read a poem to you about an unusual ballerina. She is nothing like Marie in *Degas and the Little Dancer*. In fact, the ballerina in this poem is a dragonfly. “Dragonfly” is the title of the poem. Listen to the poem to see if you can understand why the poet thinks a dragonfly is like a ballerina.



TRANSITION

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



Write Away

Stretch and Spell

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.

We have been making music, creating artwork, and dancing. Today you are going to write about doing one of these things.



Which of these activities do you like the most—making music, creating artwork, or dancing? Why?

- Share an example that applies to you.

I think that I will write a sentence that says, “I like to paint pots.”

- Review previously introduced emergent-writing strategies and the new strategy Stretch and Spell.

T-P-S: What is something 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. I can stretch and spell to help figure out how to write words.

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I like to paint pots.”

- **The first word is “I.” That word is on the word wall, so I can copy it.**
Write “I” on the first line.
- **The next word is “like.” What sounds do you hear in “like”?** Write any letters that students say.
- **“To.” I’ve written that word many times. I remember how to spell it.**
Write “to.”
- **“I like to paint pots.” “Paint” is the next word. I’m going to draw a picture of a paintbrush for “paint.”** Draw a paintbrush.
- **The last word is “pots.” I’m going to stretch and spell “pots.” /p/. I know the letter that makes that sound. Write “p.” /ooooooooo/. Write “o.” /t/. This letter says /t/. Write “t.” /sssss/. Write “s.”** Point to each letter as you say the word slowly. **Great. I was able to use Stretch and Spell to write the whole word!**

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

Partner Planning

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

Writing

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

Sharing



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



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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap



- Review the learning focus of the day.

We have been talking about artists and the different kinds of art they make. Painting, drawing, coloring, dancing, and playing instruments are all ways to create art.

- Introduce the book *Mouse Paint*.

I am going to read this story, called *Mouse Paint*, by Ellen Stoll Walsh today. The three mice in this story play with paint and create new colors. As I read, you will get to play with paint and make new colors too.

- Divide students into three groups. Place one bag of red and yellow paint in front of each student in the first group, one bag of yellow and blue paint in front of each student in the second group, and one bag of blue and red paint in front of each student in the third group. Ask students to refrain from touching the bags.
- Read pages 2–7 aloud.



Each of you has some mouse paint too! Look at your bag of mouse paint, but don’t touch it yet. WGR: What colors do you see in your bags? Red, blue, and yellow.

- Read pages 8–10 aloud.

Some of you have red and yellow mouse paint in your bags. If you have red *and* yellow mouse paint in your bags, use your fingers to do a little mouse dance, and mix up the paint! Demonstrate tapping the top of the bag with your fingers to mix up the paint colors.

- When most students in the first group have successfully mixed their paint colors, read pages 8–11 aloud. Pause after reading “Red feet in a yellow puddle make...” to encourage students to jump right in with the word “orange.”

- Read page 11 aloud. Invite students with yellow and blue paint to mix up their paint in the same fashion. When most students in this group have successfully mixed their paint colors, read pages 15–17, pausing at the end of page 17 to encourage students to jump right in with the word “green.”
- Read page 18 aloud. Invite students with blue and red paint to mix up their paint in the same fashion. When most students in this group have successfully mixed their paint colors, read pages 19–21, pausing at the end of page 21 to encourage students to jump right in with the word “purple.”
- Finish reading the book.
- Review the concept of mixing colors to create new colors.

Just like the mice, you mixed colors of paint to create new colors. What color did you make when you mixed red and yellow? *Orange*. What color did you make when you mixed yellow and blue? *Green*. What color did you make when you mixed blue and red? *Purple*. Painters and other artists often mix colors just like this to create new colors for their works of art.

You will have a chance to mix colors and create new colors in the science lab this week.



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 “artist.” An artist is a person who makes art. T-P-S: When did we see, hear, or use the word “artist” today?

Our other new word today is “create.” When you create something, you make something. T-P-S: When did we see, hear, or use the word “create” 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:

artist
create

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Artist draws.	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, An artist draws.</i>
The student responds in a complete, but not very elaborate, sentence. I create art.	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 some of the ways that you like to create art?



- 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 for you to pretend that one of you is reading a story and that your partner starts to bounce a ball. The noise from the ball bothers the reader. What ideas did you and your partner think of so you both get part of what you want? Allow students time to review their ideas.



- Use the sharing sticks to select students to share their ideas. Award pocket points when students remember to start the sentences for their ideas with “We can _____.”
- 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

Artists choose from a wide variety of materials to create artwork.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Math Lab: Bags, linking cubes, and combinations for 6 and 7 recording sheets from Math Mysteries on day 6 • Literacy Lab: Trade book: <i>Degas and the Little Dancer</i> and Shared Story: <i>The Wet Dog</i>
Gathering Circle	<ul style="list-style-type: none"> • Joey and Alex puppets • Magnifying glass
Theme Exploration	<ul style="list-style-type: none"> • Supplies from the art lab (e.g., chalk, clay, colored pencils, crayons, fabric, glitter, glue, hole punch, ink pad, jar of paint, markers, mosaic tile, paintbrush, paper, pens, ribbons, scissors, stapler, tape, tissue paper, watercolor paint box, yarn, fabric pieces, etc.) placed in a bag. There should be enough supplies for each student to have one item. • Trade book: <i>Mouse Paint</i> • Theme vocabulary word cards for “artwork” and “materials” 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>Degas and the Little Dancer</i>
15-Minute Math	<ul style="list-style-type: none"> • No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> • Fruit • Cheese • Crackers in the shape of squares, circles, and triangles
KinderRoots	<ul style="list-style-type: none"> • KinderCorner 2nd Edition Plus Media and Software flash drive • Key cards: “m,” “a,” “s,” and “d” or IWB access • Shared Story (teacher and student copies): <i>The Wet Dog</i>
Math Mysteries	<ul style="list-style-type: none"> • Nine bear counters • Number-Combination Cards for 6 and 7 (from day 6) • Number-Combination Cards for 8 and 9 (appendix) • Combinations for 8 and 9 page (appendix), one per student
Let’s Daydream	<ul style="list-style-type: none"> • “I Was Walking in a Circle,” <i>The 20th Century Children’s Poetry Treasury</i>, page 42

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students’ writing journals • <i>Writing Development Feedback Guide</i>
Let’s Think About It	<ul style="list-style-type: none"> • Art supplies selected from Theme Exploration, hidden in individual opaque bags, one item per group of four students • Square construction-paper cards, equal numbers of four different colors (one card per student) • Alex puppet • Home Link animal hand stamp: walrus

Learning Labs—Additional Materials

Sand/Water Lab Sand Sculptures	
<ul style="list-style-type: none"> • Pitcher(s) of water • Molds • Craft sticks, spoons, etc. 	
Science Lab Mixing Colors	
<ul style="list-style-type: none"> • Tempera paint (black, red, blue, and yellow) • Small containers for mixing paint (baby-food jars, yogurt cups), ten to fifteen • Craft sticks for mixing (ten to fifteen) • Painting easels, paintbrushes • White construction or drawing paper • Water for rinsing brushes 	
Writing Lab Favorite Kind of Art	
<ul style="list-style-type: none"> • Pictures of different types of art such as paintings, sculptures, or a person singing, dancing, or writing (optional) 	

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 *Degas and the Little Dancer* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *The Wet Dog* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 6

Math Lab

- Place the bags, linking cubes, and Combinations for 6 and 7 recording sheets from Math Mysteries on day 6 in the math lab.

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

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 do you like to create as an artist? Share your artwork with your partner.**
- Use the sharing sticks to select two or three children to share their artwork with the whole class. Award pocket points in recognition of students' efforts.



Active Instruction

- Review finding win-win solutions to problems. Focus on choosing a solution on which both parties agree. Reinforce the use of the sentence stem "We agree to _____."



Joey and Alex had a problem because they both wanted to draw, and there was only one piece of paper. They solved the problem by cutting the paper in half so they could each have some paper. T-P-S: **When both people get some of what they want, like Joey and Alex did, what do we say? *It was a win-win.* They did not get everything they wanted, but they got some of what they wanted, AND they solved a problem. We're going to practice finding win-win solutions to problems to help us avoid conflicts with our friends.**

Partner Practice

- Let's see if we can find a win-win solution for this problem.

As Joey: **Look, Alex, there's a magnifying glass in our classroom.**

As Alex: **Wow. I know just what I want to look at with it. I'm going to take it to the science lab.**

As Joey: **I want to use it in the art lab.**

As Alex, in an angry voice:
That's a dumb idea.

As Joey: **Give me the magnifying glass, Alex.**

As Alex: **NO! I'm going to use it!**



Uh-oh, it sounds like Joey and Alex are getting angry and heading for a conflict. T-P-S: **What should they do?** Review students' responses about the skills Stop and Stay Cool, "I" Messages, and thinking of win-win ways to solve the problem and choosing one solution.

T-P-S: **Think of win-win ways that Joey and Alex can solve this problem.** Use the sharing sticks to select students to give their ideas.



You've thought of some good win-win ways to solve this problem. Now talk to your partner, and choose one that you think Joey and Alex can agree on. Allow time for students to make a choice. WGR: How will Joey and Alex start the sentence that tells which choice they will use? "We agree to _____."



- Use the sharing sticks to select partnerships to state their choices using the sentence stem "We agree to _____." Point out that while not all partnerships may have chosen the same way to solve the problem, within their partnerships they agreed on a choice.
- Comment on students' increasing ability to think of win-win solutions and agree on a solution. **Practicing how to find win-win solutions to problems and agreeing on a solution will help us when we start to have problems with our friends.**

Partner Challenge

- Explain the challenge.

For our Partner Challenge today, we will choose another win-win way for Joey and Alex to solve their problem. When you talk with your partner, use the active-listening skill Say-It-Back to help you focus on and remember what your partner says. This will help you when it's time to choose a solution for the problem. Provide a moment for students to review some of their ideas from Partner Practice. Remind them that they will be able to talk more about the challenge at snack time.



- Tell students they will earn pocket points when they use the active-listening skill Say-It-Back when they work with their partners on this challenge.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: What is art?

Art is many things! Art is something that is interesting to look at, such as a painting, sculpture, or dance, that was created by someone. Art is created by artists. I wonder what today’s Daily Message will tell us about art and artists.

Daily Message

What materials does an artist use to create art?

- 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 question in our Daily Message. WGR: What clue do you see that lets you know that it is a question? A question mark.** Circle the question mark.
 - Prompt students to identify the first and last sounds in the word “materials” Then have students clap out the syllables in the word.
 - Underline and say the word “art.” **The letters “a,” “r,” and “t” spell “art.” The letters “a,” “r,” and “t” in the word “art” are also in the word “artist.”** Underline those letters in “artist.”



Theme Learning

- Explain the content of the Daily Message.

Our Daily Message asks us, “What materials does an artist use to create art?” We use many materials when we create art in the art lab. Let’s explore some of these materials. Show students the bag of art supplies. Choose an item from the bag, and model an explanation of that art supply by saying, **This is a (crayon). It can be used to make artwork by (drawing with it on paper).** Quickly demonstrate if possible.
- Introduce the following activity.

Each of you will choose one item from the bag. When you have your item, you will tell your partner what it is and how it can be used to create artwork. Be sure to speak in complete sentences. If it is not your turn to talk, then it is your turn to be a polite audience and listen.

- Invite each student to choose one item from the bag, and allow one or two minutes for the partners to exchange information. Invite students to join with another partnership to make foursomes in which to talk about their items.
- You might assist by asking questions that will help students describe their objects. For example, “What can you do with the paint (glitter, clay, etc.)?” or “How have you used that in the art lab?”
- Collect the materials to use again during Let’s Think About It.

I heard so many good ideas about how these materials could be used. Keep your eyes open for unusual things from our everyday lives that could be used to create artwork.

- Hold up *Mouse Paint*, and remind students of the color mixing they did yesterday in Let’s Think About It.

Of course, artwork usually involves colors. In *Mouse Paint*, the mice began with three primary colors. Let’s say the names of the colors together as I point to each. Turn to page 10. The red mouse mixed red and yellow together to make... *Orange*. Turn to page 12. Turn to page 14. The yellow mouse mixed yellow and blue paint together to make... *Green*. Turn to page 16. Turn to page 18. The blue mouse mixed blue and red paint together to make... *Purple*. Turn to page 20. We call orange, green, and purple the secondary colors since they are made from the first, or primary, colors.

When you visit the science lab, you will have an opportunity to experiment with mixing the primary colors to form the secondary colors, and then you can blend all the colors to see what will happen.



- Play the digital dictionary videos for “artwork” and “materials.”
- 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 “artwork” and “materials.”

Artwork describes something created by an artist that you can see, such as a drawing or painting. I can make a sentence with the word “artwork.”

The illustrations in books are examples of artwork.

“Materials” are tools that are used to build or create. When we talk about art materials, we are talking about items that help us create art such as paper, paint, and paintbrushes. I can make a sentence with the word “materials.”

Glitter and glue are some of my favorite materials in the art 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: 5 minutes

Say the Rhyme

- Have students recite “Run in a Circle.” 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:

/b-l-ue/	blue	/c-l-a-p/	clap	/b-r-igh-t/	bright
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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? Degas and the Little Dancer.

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

WGR: The illustrator is Laurence Anholt. 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 “famous.” What does “famous” mean? *Known by many people.*

T-P-S: Can you think of a sentence that uses the word “famous”? 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 “pose.” *The word “pose” means hold very still.*
- Repeat this process with the word “sculpture.” *The word “sculpture” means a statue; art made by molding clay or carving.*

Story Retell

Today when I read, you will act out parts of the story.

- Reread the story, pausing as indicated for students to act out various characters’ parts.

Page	Suggested Dramatization
3	Students pose—one foot forward and hands behind back.
6	Dancers in the ballet school—students gently spin
8	Students walk angrily like Degas.
13	Students imitate Degas in the illustration.
18	Students pose in position of choice
20	Students pretend to sculpt with clay.
26	Students pretend to be Marie and her mother looking at artwork.



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 | Art Museum

Description:

- The dramatic play lab will be an art museum.

When You Tour:

- Remind students that the dramatic play lab is a museum. Ask students who have already visited the lab to discuss how they set up the museum.

Blocks Lab | The Shape of Things

Description:

- Students will use number and shape spinners to make art cooperatively using blocks.

When You Tour:

- Remind students that they can use number and shape spinners to make art cooperatively using blocks.

Art Lab | Musical Clay

Description:

- Students will use clay to make art while listening to music.

When You Tour:

- Remind students that they can use the clay to make art while they listen to music. Ask students who have already visited the lab to describe how they used different tools to work with the clay.

Classroom Library Lab | Free Reading

Description:

- Students will have the opportunity to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open. Ask students who have already visited the lab to talk about their favorite piece of art in one of the books.

Literacy Lab | Play School: My Sentence Book 1

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 1 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

Math Lab | Math Art

Description:

- Students will continue to draw pictures to show number combinations for the numbers 1–7.

When You Tour:

- Remind students that they are drawing pictures to show number combinations. Tell students that they can choose to create a picture to show any number combination for the numbers 1–7. Encourage students to be creative with their pictures.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

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

Sand/Water Lab | Sand Sculptures

Description:

- Students will use wet sand, shape molds, and other tools to make sand sculptures.

Purpose:

- This lab provides students with an opportunity to make art using water and sand.

When You Tour:

- Highlight the pitchers of water, shape molds, and other props.
- Tell students that they will use wet sand, molds, and other tools to make sand sculptures.

Facilitate Learning:

- Allow students to experiment with the effects of adding water to sand as they try molding and modeling it with various props. If they add too much water, help them to do some problem solving and to learn from their own experiences.

Example:

- **That sand looks too wet. How could you make that wet sand easier to mold?** *Add more sand.*

Science Lab | Mixing Colors

Description:

- Students will mix colored paints to make new colors.

Purpose:

- This lab provides students with opportunities to explore color properties and use primary colors to make secondary colors.

When You Tour:

- Highlight the paints in the primary colors yellow, red, and blue. Say, **Today I'll show you a fun way to mix the primary colors to make secondary colors.**
- Tell students what you are doing as you place puddles of red, yellow, and blue paint on a piece of paper in a shoebox lid. Use a marble to mix the colors. Tilt the lid to make the marble roll through the puddles.
- Encourage students to name the secondary colors as they appear.
- Tell students they will use paintbrushes to mix the colors.
- Remind students to keep the primary paints clean by using separate brushes for each color and for mixing the colors.

Facilitate Learning:

- Join students as they mix colors.
- Encourage them to try all three pairs of colors: red and yellow, red and blue, and blue and yellow. Ask them to predict what will happen if they mix all three colors (red, yellow, and blue). What can they tell you about the results?
- Challenge students to mix various shades of the secondary colors such as a shade of orange that is close to red (red-orange) or one that is close to yellow (yellow-orange).

Writing Lab | Favorite Kind of Art

Description:

- Students will write about their favorite kinds of art.

Purpose:

- This lab reinforces thematic concepts and provides students with an opportunity to express themselves freely in writing.

When You Tour:

- Explain that students can write about their favorite kinds of art.
- Ask students to list different types of art. *Painting, sculpting, singing, dancing, writing, creating songs, poems, etc.* If students can't list very many types of art, help them to think of others.

Facilitate Learning:

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

Examples:

- **Your description of why you like _____ was very interesting.**
- **It was great how you used Stretch and Spell to figure out how to write that word.**



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

Our Activities Graph

- Point to the Our Activities Graph, and say, **Today a few more of you will select one of the four activities that is your favorite.**
- Select three or four students to come up and choose the activity cutouts that represent their favorite activities and add them to the graph in the appropriate rows. Remind students how to place the symbols at the beginning of each row, just touching one another, so the data is easy to compare.
- Ask students to look at the graph and answer the following questions. **How many students like to read? Replies. How do you know? I counted the number of activity cutouts after the picture of the book. How many students like to skate? Replies. How do you know? I counted the number of activity cutouts after the picture of the skates. Do more students like to read or skate? Replies. How do you know? There are more cutouts with _____ than _____.**



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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- As students eat a nutritious snack, encourage them to notice the shapes of the foods being served. Can students make a shape pattern before they eat their snack?
- Invite students to talk about the Partner Challenge. **For our Partner Challenge today, we will choose another win-win way for Joey and Alex to solve their problem.** Allow students time to review the ideas from the Gathering Circle activity and perhaps think of additional solutions. Remind them to use Say-It-Back to help them remember their partners' ideas. **When you talk with your partner, use the active-listening skill Say-It-Back to help you focus on and remember what your partner says. This will help you when it's time to choose a solution for the problem.** Remind students to choose one idea that they will tell the class at the end of the day using the sentence stem “We agree to _____.”



- Award pocket points when students use the active-listening skill Say-It-Back.

Outside/Gross-Motor Play

- Have students enjoy unstructured play using the equipment. For those students seeking a more structured activity, play Pose Tag, which was introduced on day 6.

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read Sounds

- Use the key cards to guide practice with /m/, /a/, /s/, and /d/.
- Show the Animated Alphabet video segment for /a/.



Green Words:

Dad
Matt
Sad
mad
not
Sam

Red Words:

is
no

Readle:

happy

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:
Dad → mad → sad → Sam → am

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review the readle from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.

Guided Group Reading



Review

- Review background concepts for the story by playing the Word Play video segment.
- Remind students about their predictions from yesterday.

We used clues from the pictures and the title to guess what might happen in the story. Let's read the story now to find out what really happens.

Guided Group Reading

- Follow these steps on each page:
 - Read the teacher text at the top of the page.
 - Have students point to the first word of the first sentence, and then read it with them in unison. Read with a soft voice unless they need more support.
 - Read each sentence on the page twice to help build fluency.
 - Ask comprehension questions as guided by the questions printed at the bottom of each page in the teacher's version of the Shared Story.

 In Guided Group Reading with KinderRoots Shared Stories, each sentence is read twice. This is because students are expected to be mechanical when reading the sentence the first time as they sound out words or recall sight words. Reading the sentence a second time helps to build fluency.

Discussion Questions

- After reading the entire story, use these questions to check comprehension.



What does Sad Sam do in the story? *Sad Sam gets muddy water all over Matt and Dad.*

Does Sad Sam listen to Matt? How do you know? *No. He keeps shaking even after Matt tells him, “No!”*

How does Dad feel when Sad Sam gets him wet? *Dad is mad.*

Roo’s Request



It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?”



Use KinderRoo to make this request: **Look at page 6. Point to something in the picture that is making Matt and Dad mad. Tell your partner in a whole sentence what is making Matt and Dad mad.**

Call on a few partnerships to share, and award pocket points for interesting language.

Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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 two paintbrushes in your left hand and four paintbrushes in your right hand.



TP-S: I am going to put together the paintbrushes from my left hand with those in my right hand. How many paintbrushes do I have in my left hand? 2. How many paintbrushes do I have in my right hand? 4. How many paintbrushes do I have in all? 6.



- Ask if students are able to say the number sentence for this combination. Award pocket points if students are able to identify the number sentence: $2 + 4 = 6$.
- Review the combinations for the numbers 6 and 7 using the number-combination cards. Hold up each card, and ask students to identify the combination that is shown on it.

Active Instruction



- Tell students that today they will make number combinations for 8 and 9.

We are going to make a band with the bears. There are four bears in the band. Place four bears on your workmat. **Four more bears join the band.** Add four more bears to the workmat. **How many bears are in the band altogether? 8. Yes, because 4 plus 4 equals 8.** Write “ $4 + 4 = 8$ ” on the board or chart paper.

- Repeat this process to show a combination for 9.

Let’s make a new band with the bears. There are three bears that play drums in this band. Place three bears on your workmat. **Six more bears that play the trumpet join the band.** Add six more bears to the workmat. **How many bears are in the band altogether? 9. Yes, because 3 plus 6 equals 9.** Write “ $3 + 6 = 9$ ” on the board or chart paper.

- Continue making bands of bears to show other combinations for 8 and 9.

Number combinations for 8: *8 and 0, 7 and 1, 6 and 2, 5 and 3, 4 and 4, 3 and 5, 2 and 6, 1 and 7, and 0 and 8.*

Number combinations for 9: *9 and 0, 8 and 1, 7 and 2, 6 and 3, 5 and 4, 4 and 5, 3 and 6, 2 and 7, 1 and 8, and 0 and 9.*

Partner Practice

- Tell students to practice making combinations for 8 and 9 with their partners. Hand out a Combinations for 8 and 9 page to each student.

Look at the objects in each box. Count with your partner to find out how many items there are in all. Write the number sentence to match the picture.

- Give students time to complete the page. Circulate, and assist as needed. Ask students to show you how they recorded the number sentences.

Recap



- Use the sharing sticks to select several students to share their number sentences from the Combinations for 8 and 9 page. Award pocket points if students are able to show the correct number sentence.
- Review the number combinations for the numbers 8 and 9. Use the charts you have created or the number-combination cards, and ask students to say the combinations.



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.



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

- “I Was Walking in a Circle,” *The 20th Century Children’s Poetry Treasury*, page 42

Introduce the Poem

Today the poem I will read to you is called “I Was Walking in a Circle.” This is a special kind of poem. It is a shape poem, which means that the poet wrote it to look like a certain shape to help the reader better understand the poem.

- Show students the poems on pages 42 and 43 of *The 20th Century Children’s Poetry Treasury*.

All these are shape poems. Can you tell just by looking at their shapes which poem is about walking in a circle? Yes.

- Point to the poem “I Was Walking in a Circle.”

This poem is about walking in a circle. Another interesting thing about this poem is that it never really ends, just like a circle. I could just keep reading it and reading it. Listen to see what I mean.

- Read the poem. Start at the bold “I,” and read clockwise. Don’t stop until you have read around the circle a few times. Then ask students if they understand what you meant when you said the poem never really ends.



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 the materials that artists use. You are going to make a list of the art materials that we use in school.



What art materials do we use in school?

- Share an example that applies to you.

I think that I will write a list that says, “pens, fabric, paint, tape.”

- 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, remember a word, and stretch and spell.*

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.

Teacher’s Note: Write the words vertically in list format.

Example:

I am ready to write my list. My list is, “pens, fabric, paint, tape.”

- **The first word is “pens.” I’m going to use Stretch and Spell to write “pens.” /p/, /eee/, /nnn/, /ssss/. Write each letter as you say the sound on the first line.**
 - **The next word is “fabric.” What sounds that you know do you hear in “fabric”?** Repeat the word slowly. Write any letters that students say.
 - **“Paint.” I think I will draw a paint bucket for that word.** Draw a paint bucket.
 - **The last word is “tape.” What sounds do you hear in “tape”?** Say the word slowly, emphasizing the individual sounds. 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 if time permits. Record the stage of writing that you observe for each of 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



Teacher’s Note: Alex should be situated where students can see him. He should be holding an opaque bag with a pair of scissors hidden inside.

- Review the learning focus of the day.

We have been talking about artwork and the materials that artists use to create pieces of art. WGR: What are some of the art materials that we have in our classroom? Possible answers include: markers, crayons, glue, scissors, paper, glitter, etc.

- Tell students that they will play the Question Game today. Prepare students for play by dividing the class into groups of four. (If there is an odd number of students in your class, create one or two groups of three rather than forming a larger group.) Distribute one square of colored construction paper to each student, ensuring that no two students in the same group have the same color. Students will hold on to their colored squares to play the game.

- Distribute one art item hidden in a bag to each group of students. Invite each group member to look at the hidden item without letting students in other groups see it.

Each bag contains a different material that an artist might use such as a paintbrush, scissors, glitter, or a crayon. Think about the art materials we have in our classroom. Before a group shows what is hidden in their bag, each of the other groups will ask a question about the hidden item. Let's try the first one with Alex so you can see how to play.

- Model effective questioning by asking Alex questions such as, “Is your material used for putting paint on something?” “Is this item shiny?” or “Does it hang on an easel?” Have Alex respond appropriately.
- Instruct students to work with their group to think of a question to ask Alex. When every group has thought of a question to ask, say, **The student in each group whose card is (yellow) will ask the question for your group.**

Teacher's Note: When students first ask questions about a hidden object, they usually begin by naming an item. Encourage them to ask questions about the color, shape, and purpose of the object, but be willing to accept their questions even if they ask the name of a specific object. Encourage students to listen to one another's questions and answers carefully to hear all the clues about the object.

- Once all the questions have been answered by Alex, have the groups guess the hidden object. Have Alex reveal his object.
- Play the game with students, inviting one group to stand at the front of the classroom to answer questions about their object. Assign students with (green) cards to ask the questions for their groups. Ask the (green) cardholder of the group at the front of the class to reveal his or her group's object.
- Repeat the activity with another group, and change the color of the cardholder for the jobs for this round.
- Continue until all groups have revealed their hidden objects.



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 “artwork.” Artwork is things such as paintings and drawings that we can see. T-P-S: When did we see, hear, or use the word “artwork” today?

Our other new word today is “materials.” Materials are the items we use to build or make something. T-P-S: When did we see, hear, or use the word “materials” 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:

artwork
materials

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Artwork on walls.	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, We have artwork on the walls of our classroom.</i>
The student responds in a complete, but not very elaborate, sentence. I make artwork.	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 some of the materials you use to make your artwork?



- 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. For our Partner Challenge today, you chose another win-win way for Joey and Alex to solve their problem. Allow students time to review their solutions. Remind them to use Say-It-Back to make sure that they and their partners agree on the same ideas.



- Use the sharing sticks to select students to tell their choices. Model using the sentence stem “We agree to _____” if needed. Award pocket points when students use the active-listening skill Say-It-Back.
- 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 they did at school or learned 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 walrus for today’s show.
- **Read & Respond: Read a book with someone in your family tonight. Talk with him or her about the art or illustrations in the book. Don’t forget to 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

There are many ways to express ideas and feelings through art.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Trade book: <i>Degas and the Little Dancer</i> and Shared Story: <i>The Wet Dog</i>
Gathering Circle	<ul style="list-style-type: none"> Joey and Alex puppets
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>Peter and the Wolf</i> Trade book: <i>Salsa</i> Red, yellow, and blue construction-paper squares Large sheets of paper, one per group Small containers of red, yellow, and blue paint, one per student Paint smocks, one per student Dishpan of water for used paintbrushes Theme vocabulary word card for “express” 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>Gugu’s House</i> Globe (optional) Trade book: <i>Tap-Tap</i>
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Sidewalk chalk
KinderRoots	<ul style="list-style-type: none"> Key cards: “m,” “a,” “s,” and “d” or IWB access KinderCorner 2nd Edition Plus Media and Software flash drive Shared Story (teacher and student copies): <i>The Wet Dog</i>
Math Mysteries	<ul style="list-style-type: none"> Button Toss sheet (appendix), one per partnership Paper cups with ten buttons each, one per partnership Chart paper and marker (optional) Pencils or crayons
Let’s Daydream	<ul style="list-style-type: none"> “Magic Landscape,” <i>The 20th Century Children’s Poetry Treasury</i>, page 2

Additional Materials Needed Today	
Write Away	<ul style="list-style-type: none"> • Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> • Artwork created by small groups during Theme Exploration • Classical music (<i>The Nutcracker</i> is appealing to many children and has varying tempos.) • Scarves or streamers, one per student • Home Link animal hand stamp: hippopotamus

Learning Labs—Additional Materials

Blocks Lab Junk Structures
<ul style="list-style-type: none"> • Boxes and containers in a variety of sizes and shapes

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

- Place a few copies of *Degas and the Little Dancer* and *The Wet Dog* in the lab. Encourage students to practice reading the books with a friend.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

Literacy Lab

- Same as day 7

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 the story *Fake Mustache Day*, where could people visit for free by wearing a fake mustache?** *The National Museum of Art.*
- Use the sharing sticks to select one or two children to share their responses with the whole class. Award pocket points in recognition of successful answers.



Active Instruction

- Review win-win solutions. Focus on finding solutions on which both parties can agree. Reinforce the use of the sentence stems “We can _____” and “We agree to _____.”

You’ve been so good at helping Joey and Alex think of win-win ways to solve their problems. WGR: When we have a problem with a friend, what do we say when we tell our ideas for solving the problem? “We can _____.” What do we say when we choose an idea that we want to try? “We agree to _____.”

Partner Practice

Let’s find a win-win solution that Joey and Alex can agree on for this problem they are having.

Have Joey positioned so his feet are blocking Alex’s ability to walk past him.

As Alex, in a very assertive voice:

Move, Joey, you're in my way.

Joey, equally assertive:

I'm comfortable sitting just like this. I don't have to move, and you can't make me.

As Alex, in a nasty way:

If you didn't have such big feet, I would be able to get by.

As Joey: **That's mean. I can't help it if my feet are big. I'm a kangaroo.**

Oh, no. It looks like Joey and Alex are headed for another conflict. Let's help them out. WGR: **What do they need to do to help them both calm down?** Use *Stop and Stay Cool*. Have students demonstrate the steps for Joey and Alex. **Now that everyone feels calm, what can Alex and Joey do so they both get some of what they want and solve the problem?** Find a win-win solution.



Talk to your partner, and think of some ideas for a win-win solution for their problem. Use the sharing sticks to select partnerships to tell their ideas.

Now we can choose an idea to try. WGR: **How will we start the sentence when we tell what we choose to do?** “We agree to _____.” Invite students to decide on one of the suggested ideas. When students choose one idea to try, invite them to state it together. **Let's tell the idea to try together. We agree to** (insert their solution).

Partner Challenge

- Explain the challenge.

For our Partner Challenge today, we will choose another win-win way for Joey and Alex to solve their problem. When you talk with your partner, use the active-listening skill Asking Questions to help you better understand what your partner says. This will help you when it's time to choose a solution for the problem. Provide a moment for students to review some of their ideas from partner practice. Remind them that they will be able to talk more about the challenge at snack time.

- You may want to model asking a clarifying question to demonstrate this process. Tell students they will earn pocket points when they use the active-listening skill Asking Questions when they work with their partners on this challenge.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



T-P-S: **How do we let people know how we feel?**

I wonder how artists show how they feel. Let's read today's Daily Message and find out.

Daily Message

Art is dancing.

Art is drawing.

Art is sculpting.

Art is expressing ideas and feelings.

- Write the Daily Message in front of students, reading each word as you finish writing it. Write all four sentences, one under the other, so the words “Art” and “is” are aligned. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - WGR: **How many sentences are in our message?** *Four.* WGR: **How do we know where each sentence begins?** *Each sentence begins where the uppercase letter is.* WGR: **How do we know where each sentence ends?** *Each sentence ends where the period is.*
 - Read the message again. WGR: **Which words are the same in our four sentences?** *“Art” and “is.”* Underline the words “Art” and “is” in each sentence. **All the sentences begin, “Art is...,” but all the sentences end with different words.**



Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us there are many ways to express, or show, ideas and feelings! Dancing, drawing, and sculpting are just three ways that we can use art to show our ideas and feelings. Musicians use music, dancers use movement, and artists use drawings, paintings, and sculptures.



- Hold up page 8 of *Peter and the Wolf*.

T-P-S: **What feeling does the artist give you through this picture? Why does it make you feel that way?**

- Repeat with page 7 of *Salsa*. Encourage students to talk about the expression on the subject's face in addition to what the subject is doing.

- Distribute one colored square to each student, and then direct students to gather in groups of three, with each student holding a different color square.
- Explain the activity to students, and review the concept of blending primary colors.

You and your group will create artwork together that will express a person’s feelings. Your group may want to paint a child who has just received a present or one who has lost a toy. You may want to show a grown-up who is excited about a new job or a parent and child hugging. Or you could use animals instead of people.

During the past two days, we have been experimenting with mixing these three primary colors—red, blue, and yellow—together to make secondary colors—purple, green, and orange. Many of you had a chance to experiment with mixing colors in the science lab. This morning your group will mix paints together, but each of you will use one paintbrush and only one color—the color of the square that you are holding now. As you create your group artwork, you will have to decide together which colors you will mix for different parts of your painting. If you want the subject to be wearing an orange dress, which primary colors will be used? *Yellow and red.*

Your group will have one minute to decide what the three of you will paint together that shows feelings.

- Set the timer. Help any groups that seem to be struggling.
- You may want students to move to tables or easels. Distribute the materials, exchanging a student’s colored paper square for the same color of paint.
- Allow students ten minutes to create their group paintings to show feelings. Set the timer so students are aware of the time they have to paint. You may want to give a one-minute reminder.
- Collect the materials when time is up, or have students follow the appropriate clean-up procedures for your classroom.

I see some very interesting emotions shown in your group artworks. Later, at the end of the day, your group will have a chance to share your creation with the class.



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

Sometimes artists use their artwork to express, or show, their own thoughts and feelings. Other times they use artwork to express the feelings of their subjects. We can express ourselves with our words, with our actions, and by creating. I can make a sentence with the word “express:”

When I smile, I express to you that I am happy!



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 “Run in a Circle.” 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.

blue	/b-l-ue/	clap	/c-l-a-p/	bright	/b-r-igh-t/
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- Award pocket points if students are able to successfully produce the sounds in each word.



TRANSITION

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

STaR Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

rambling
tend
trembled

Gugu’s House

Written and illustrated by Catherine Stock

A young girl, Kukamba, and her grandmother, Gugu, find beauty throughout the plains of Zimbabwe. Through her wisdom and creativity, Gugu teaches Kukamba and the rest of the village about the importance of patience. With great respect for nature and its cycles, Gugu and Kukamba work together to create beauty in Gugu’s home each year after the rains wash their creations away.

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 *Gugu's House*. WGR: What is another word for the name of a story? *The title*. Catherine Stock is the author and illustrator of this story. T-P-S: What did Ms. Stock do for this story?

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

Display the book cover. T-P-S: What do you see in this picture? Who do you think the people are? Let's read the title for clues about the story—*Gugu's House*. "Gugu" means grandmother in a language that is spoken in Zimbabwe. Let's find the country of Zimbabwe on the world globe, and let's see how far away it is from where we live. Point out Zimbabwe (in southern Africa) and its relation to where you live.

WGR: If the title of this story is *Gugu's House*, where do you think this story will take place? *In Gugu's house*. Because Gugu lives in Zimbabwe, we will hear some words in one of the languages that is spoken in Zimbabwe.

Kukamba is Gugu's granddaughter. Kukamba is the young girl in the picture. WGR: What are Gugu and Kukamba doing? *Painting*. T-P-S: Why do you think they are painting? It looks like they are having fun. When we read our story, we will find out about Kukamba and Gugu.

- Introduce the story vocabulary words.

We will hear many new words in this story because it takes place in Zimbabwe, a country in southern Africa. There are new story words we will hear too. We will find out that Gugu lives in a rambling house. That means rooms in the house are spread out.

The women in this story tend their crops. That means they take care of them by getting rid of weeds and watering them. Show how you would pull weeds if you had to tend crops.

Have you ever been excited about something that was happening? You might even have trembled, or shook, because you could hardly wait for it to happen. Tell your partner about a time when you were very excited about something. When have you trembled with excitement?

- 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 *Tap-Tap*. Show a few of the pictures. As I read our new story, look carefully at the pictures. Then we'll talk about how the pictures in this story are the same as or different from the pictures in *Tap-Tap*.



Compare illustrations in different stories.



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 5:** T-P-S: **Why do you think Kukamba and Gugu are carrying the bags on their heads? Kukamba is going to visit with Gugu, her grandmother, for a while. What do you think she might be taking with her?**
 - **Page 7:** T-P-S: **Who do you think painted and sculpted all the animals and designs in Gugu’s house?**
 - **Page 9:** “Livestock” is another word for farm animals. The men take their livestock to the grassy fields each day to graze, or eat grass, so the animals don’t go hungry. While the men take the livestock to graze, the women tend the crops in the gardens. I heard our new word “tend.” It means the women take care of the crops in the garden so they have food to cook. T-P-S: **What kinds of crops do you think the women tend?**
 - **Page 11:** Think aloud, **I think Kukamba might be making sculptures of animals out of mud and dung in the same way that Edgar Degas created a sculpture of Marie out of clay.**
 - **Page 12:** Think aloud, **Wow! That’s really neat how Kukamba and Gugu used white ash, black charcoal, red clay, and green dung to make beautiful paint colors. Maybe we could try to mix our own colors in the art lab today.**
 - **Page 15:** T-P-S: **Why is Kukamba so excited? RWE: Kukamba is so excited about being an artist like her grandmother that she trembled. That is another one of our new words. It means Kukambu shook with excitement.**
 - **Page 17:** Think aloud, **The men are tired and sad because there is not enough water to help the grass grow so the animals can eat it. The women are tired and sad because there is not enough water to help the crops grow so they can fix food for the people to eat. I think the men and the women are hoping that it will rain very soon so the plants will have water to grow.**
 - **Page 19:** Last week we heard a story about a hare, which is similar to a rabbit, and a tortoise. Remember, we played our paper cups very quickly like the hare, and we played them very slowly like the tortoise. Think about how you felt when you heard the story. T-P-S: **Do you think the story that Gugu tells will be the same story or a different one? Why (or why not)? Why do you think hearing the story will raise everyone’s spirits, or make them feel better?**
 - **Page 25:** T-P-S: **Why is everyone singing and dancing? How do they feel?**
 - **Page 29:** T-P-S: **Why does Gugu show Kukamba all the flowers and trees? What does Gugu mean when she says that the rain washes the colors clean and hangs them out to dry?**
 - **Page 31:** T-P-S: **What do you think Kukamba and Gugu are going to do?**

After Reading



T-P-S: **What does Gugu teach Kukamba?** *Nature is beautiful and useful; nature helps to create paint colors and provides clay for sculpting.*

T-P-S: **How does your family decorate your house and yard?**

T-P-S: **If you were allowed to, what would you do to decorate where you live?**

- Compare the illustrations in *Tap-Tap* with those of *Gugu's House*, particularly those on the following pages:

Tap-Tap	Gugu's House
Page 1	Page 5
Pages 6 and 7	Pages 8 and 9
Page 19	Page 16
Pages 24 and 25	Pages 28 and 29

Kukamba visits her grandmother every year. Gugu gives Kukamba brushes and colored powders mixed with water to paint with. Kukamba is very excited when Gugu tells her that she is going to be a very good artist one day. This makes me remember that Kukamba trembled because she was so excited. Let's make a sentence together using the word "trembled." 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 "rambling" and "tend."



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 | Art Museum

Description:

- The dramatic play lab will be an art museum.

When You Tour:

- Remind students that the dramatic play lab is a museum. Ask students who have already visited the lab to discuss how some of the art made them feel.

Blocks Lab | Junk Structures

Description:

- Students will make structures using various sizes of boxes and containers.

Purpose:

- Participation in this lab will reinforce thematic concepts and help students develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, social skills, and language skills.

When You Tour:

- Highlight the additional items that have been added to the lab.
- Tell students that they will use these boxes and containers to make interesting structures.
- Encourage students to see and construct their structures through an artist's eyes by building them in ways that are interesting to look at. What can they add that's unusual, or not expected, on a sculpture?

Facilitate Learning:

- If structures wobble or collapse, help students become involved in solving balance problems by asking questions and thinking aloud about approaches they might try.

Examples:

- **I wonder if this big box would work better on the bottom.**
- **What do you think will happen if we put this container on that corner?**

Art Lab | Musical Clay

Description:

- Students will use clay to make art while listening to music.

When You Tour:

- Remind students that they can use the clay to make art while they listen to music. Ask students who have already visited the lab to describe how the music or working with the clay made them feel.

Classroom Library Lab | Free Reading

Description:

- Students will have the opportunity to explore books independently or with a friend.

When You Tour:

- Remind students that the lab is open.

Literacy Lab | Play School: My Sentence Book 1

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 1 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

Math Lab | Math Art

Description:

- Students will continue to draw pictures to show number combinations for the numbers 1–9.

When You Tour:

- Remind students that they are drawing pictures to show number combinations. Encourage students to show number combinations for 8 and 9.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

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

Sand/Water Lab | Sand Sculptures

Description:

- Students will use wet sand, molds, and other tools to make sand sculptures.

When You Tour:

- Remind students that they can use wet sand, molds, and other tools to make sand sculptures.

Science Lab | Mixing Colors

Description:

- Students will mix colored paints to make new colors.

When You Tour:

- Remind students that they can mix colored paints to make new colors. Ask students how different paint colors make them feel.

Writing Lab | Favorite Kind of Art

Description:

- Students will write about their favorite kinds of art.

When You Tour:

- Remind students that they can write about their favorite kinds of art. Encourage students to write about how the art makes them feel.



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

Calendar

- Gather students at the 15-Minute Math activity board. Select a student to come up and point to the months of the year as the class says them with you. Then ask, **What month is it now?** *Replies.* Before placing the calendar cutout on the calendar, ask students what picture will be on today's cutout. *Replies.* Ask the student to add the calendar cutout for today's date to the calendar. Then ask how he or she knew today's date would have a picture of a _____ on it. *It's a pattern, and patterns repeat.* Agree, and say, **Today is** (day of the week), (month and date).

Complete the following activities as described on day 1.

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Our Activities Graph

- Point to the Our Activities Graph, and say, **Today the rest of you will select your favorite activity.**
- Ask any students who have not had the opportunity to place an activity cutout on the graph to come up, select the cutouts that represent their favorite activities, and add them to the graph in the appropriate rows. Remind students how to place the symbols at the beginning of each row, just touching one another, so the data is easy to compare.
- Ask students to look at the graph and answer the following questions. **How many students like to play basketball?** *Replies.* **How do you know?** *I counted the number of activity cutouts after the picture of the hoop and ball.* **How many students like to do puzzles?** *Replies.* **How do you know?** *I counted the number of activity cutouts after the picture of the puzzle.* **Do more students like to play basketball or do puzzles?** *Replies.* **How do you know?** *There are more cutouts with _____ than _____.* **Which activity did more of you choose than any other activity?** *Replies.* **How do you know?** *It has more cutouts than any of the other activities.*



TRANSITION

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



Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- As students enjoy a nutritious snack, have them observe the shapes of their snacks. Have them find something in the room that is longer than their snacks and something that is shorter than them.
- Invite students to talk about the Partner Challenge. **For our Partner Challenge today, we will choose another win-win way for Joey and Alex to solve their problem.** Allow students time to review the ideas from the Gathering Circle activity and perhaps to think of additional solutions. Remind them to ask questions to help them better understand their partners' ideas. **When you talk with your partner, use the active-listening skill Asking Questions to help you better understand what your partner says. This will help you when it's time to choose a solution for the problem.** Remind students to choose one idea that they will tell the class at the end of the day using the sentence stem "We agree to _____."



- Award pocket points when students use the active-listening skill Asking Questions.

Outside/Gross-Motor Play

- Suggest that some students be artists and use sidewalk chalk (like an artist's pastels) to draw pictures of the interesting things they see outdoors or to draw anything to show their ideas or feelings.
- Be sure to have the budding artists enjoy some unstructured physical activity during gross-motor play time.



KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation



Read Sounds

- Use the key cards to guide practice with /m/, /a/, /s/, and /d/.
- Show the Animated Alphabet video segment for /m/.

Green Words:

Dad
Matt
Sad
mad
not
Sam

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read each of the Green Words from the story.

Quick Erase

- Use the following word sequence:
Matt → mad → Sad → Sam

Red Words:

is
no

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review the readle from the story.

Readle:

happy

Partner Word and Sentence Reading

Next we will practice reading the words and sentences again with our partners. Be sure to help one another. After you practice, I will use the sharing sticks to choose someone to read the words to the class. Let's see if you can earn some pocket points for the class!

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.



Guided Partner Reading

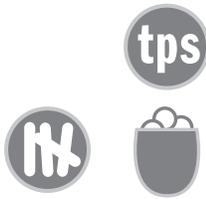


- Review the story by having students work with their partners to answer the following questions.
 - Why are Matt and Dad mad?
 - How do Matt and Dad feel about getting wet?
 - Why are Matt and Dad happy at the end of the story?

Now you're ready to read the story again. This time you will read it with your partners, but I will guide you to move from page to page. Open your books to the first page.

- Closely guide the partner reading process by following these steps on each page:
 - Read the teacher text at the top of the page.
 - Have Peanut Butter read the first page of the student text. Jelly will help.
 - Have Jelly tell what happened on the page.
 - Have the whole class read the page in unison.
 - Have Jelly read the next page of the student text. Peanut Butter will help.
 - Have Peanut Butter tell what happened on the page.
 - Have the whole class read the page in unison.
 - Repeat the steps for the remainder of the pages, alternating which partner will read and which partner will help and retell for each page. Model, or assist, as needed.

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at page 2. Read the sentence with your partner, then look at the picture to find things that make Sad Sam happy. Tell your partner in a whole sentence why Sad Sam is happy.**

Call on a few partnerships to share, and award pocket points for interesting language.

Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Select several students to count to 10. Select several students to count back from 10.
- Award pocket points if students are able to count up to and back from 10.

Active Instruction

- Tell students that they will continue to work with number combinations today.

You have learned number combinations for the numbers 1–9. When we combine numbers, we are adding them together. We can draw pictures and write number sentences to show combinations.



- Have students brainstorm the number combinations for 8.

T-P-S: What are the number combinations that make 8? *8 and 0, 7 and 1, 6 and 2, 5 and 3, 4 and 4, 3 and 5, 2 and 6, 1 and 7, and 0 and 8.*

- Explain that you will call out the first part of a number combination, and you want students to tell you which number the number combination makes altogether.



WGR: Which number do I get if I combine 4 and 1? 5. Yes, 4 plus 1 equals 5. Which number do I get if I put together a set of 5 and 4? 9. Yes, 5 plus 4 equals 9.

- Repeat with other combinations for 2–9.

Partner Practice

- Tell students that today they will find the number combinations for 10. Make sure that students are seated where they can see your demonstration. Place the Button Toss sheet where students can see it. Model the activity with a student partner.

We are going to play a game called Button Toss. I'm going to toss ten buttons on the sheet. Some of the buttons will fall inside the circle, and some will fall outside the circle.

- Spill the buttons out of the paper cup onto the Button Toss sheet. Invite students to look at how the buttons fell inside and outside the circle.



WGR: How many buttons fell inside the circle? *Answers will vary based on the toss.* **How many buttons fell outside the circle?**

- Model where to record the numbers of buttons inside and outside the circle on the Button Toss sheet.

WGR: How many buttons are there altogether? *Ten.*

- Have students count the buttons altogether with you. Explain how to complete the activity.

You are going to play Button Toss with your partner. One partner will spill the buttons. The other partner will count how many land inside and outside the circle and then write those numbers on the Button Toss sheet. Then you will both count how many buttons there are altogether. Then you will switch roles.

- Give each partnership a Button Toss sheet and a cup of ten buttons.
- Circulate as students play, and assist as needed. Ask questions such as “How many buttons fell inside the circle?” “How many buttons fell outside the circle?” and “How many buttons are there altogether? How do you know?”

Recap

- Select several partnerships to share the number combinations for 10 on their Button Toss sheets.
- Award pocket points if students can explain the number combinations.



Model writing a number sentence for the first combination in the margin or on the back of the activity sheet. Challenge students to do the same.

- Review the number combinations for 10. Record these on the board or on chart paper.



T-P-S: What are all the number combinations for 10? 10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.



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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “Magic Landscape,” *The 20th Century Children’s Poetry Treasury*, page 2

Introduce the Poem

In the poem I am going to read to you today, the poet compares drawing and painting pictures with planting flowers. The poem is called “Magic Landscape.” A landscape is a drawing or painting of an outdoor scene. The poet could be talking about painting a garden, a forest, or maybe even a pond or field.



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.

People can share their feelings by dancing, making music, and creating works of art. Today you are going to write about how you can use art to show that you feel happy.



How can you use art to show that you feel happy?

- Share an example that applies to you.

I think that I will write a sentence that says, “I dance when I am happy.”

- 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, remember a word, and stretch and spell.*

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 dance when I am happy.”

- **The first word is “I.” I can copy “I” from the word wall.** Write “I” on the first line.
- **The next word is “dance.” What sounds do you hear in “dance”?** Repeat the word slowly. Write any letters that students say.
- **“When.” I’ve written this word before, and I remember how to spell it.** Write “when.”
- **“I dance when I am happy.” The next word is “I.” Remember that when we write the word “I,” it is always a capital, or uppercase, letter, like it is written on the word wall. This is true even when the word “I” is not at the beginning of the sentence.** Write “I.”

- **“Am.” I’m going to use Stretch and Spell to write “am.” /aaa/, /mmm/.** Write each letter as you say the sound.
- **The last word is “happy.” What sounds do you hear in “happy”?** Say the word slowly, emphasizing the individual sounds. Write any letters that students say on the last line. **I also need to remember to put a period after this word because it is the end of the sentence.**
- 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 have been thinking about how we can use art to express ourselves. This morning you created paintings that express feelings. Let's take a look at some of your work.

- Direct students to sit with the small groups they worked with during Theme Exploration.
- Hold up one painting, and invite its creators to stand before the class to explain the subject and what feelings are being shown. Invite the class to ask the artists one or two questions. If they are having difficulty, suggest that they ask which students painted certain parts of the piece or how the group decided to paint what they did. Be sure to highlight positive ways that individuals helped this group to accomplish the task. Also note how the colors were mixed, indicating cooperation. Encourage students to applaud the presenting group.
- Invite two or three more groups to present their paintings. Tell the remaining groups that they will get to present their paintings over the next two days.
- Remind students of some of the other ways that artists express themselves through art.

Today we talked about many ways to create art. We said that musicians, dancers, and artists express themselves through music, dancing, and art. Let's think about how we could express our feelings with our bodies. As we listen to some classical music that was written a long time ago, let's think about how it makes us feel. We can move our bodies to the music.

- Distribute scarves and streamers. Play several selections with varying tempos. Encourage students to engage in creative dancing as they listen to and feel each musical selection.

If time permits, use this dancing activity before packing up for the day each day this week. Be sure to fit in dancing during transitions or at other miscellaneous opportunities during most days—not just this week. Make dancing, singing, and reciting poetry regular activities when you have a few minutes to fill.



My Turn

Your Turn

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.



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Our new word today is “express.” “Express**” means to show your thoughts or feelings. T-P-S: When did we see, hear, or use the word “express” 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:
express

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Express feelings.	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 express my feelings.</i>
The student responds in a complete, but not very elaborate, sentence. I express my feelings.	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 express your feelings?



- 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. For our Partner Challenge today, you chose a win-win way for Joey and Alex to solve their problem. Allow students time to review their solutions. Remind them to use Asking Questions to make sure they understand the choices before they decide on one.



- Use the sharing sticks to select students to tell their choices. Model using the sentence stem “We agree to _____” if needed. Award pocket points when students use the active-listening skill Asking Questions.
- 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: **Just as musicians and dancers practice music and dancing to become better at what they do, we need to practice reading to become better at reading. When you get home, practice reading a book with someone in your family. Be sure to 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

People all over the world create and enjoy art.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: Trade book: <i>Gugu's House</i> and Shared Story: <i>The Wet Dog</i>
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>Peter and the Wolf</i> Trade book: <i>Salsa</i> Trade book: <i>Degas and the Little Dancer</i> Trade book: <i>Gugu's House</i> Globe or map of the world Theme vocabulary word card for “style” 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>Gugu's House</i> <i>Gugu's House</i> Sequencing Cards (appendix)
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> International foods (optional) Playground ball
KinderRoots	<ul style="list-style-type: none"> Key cards: “m,” “a,” “s,” and “d” or IWB access KinderCorner 2nd Edition Plus Media and Software flash drive Shared Story (teacher and student copies): <i>The Wet Dog</i> Letter Tiles for Stretch and Spell (appendix)
Math Mysteries	<ul style="list-style-type: none"> Number-Combination Cards for 10 (appendix) Combinations for 10 (appendix), one per partnership
Let's Daydream	<ul style="list-style-type: none"> “What Is Black?” <i>The 20th Century Children's Poetry Treasury</i>, page 70
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students' writing journals <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> Home Link animal hand stamp: elephant

Learning Labs—Additional Materials

Dramatic Play Lab | African Dancers

- Music from various African cultures
- Fabrics with various African-style prints
- Feathers
- Streamers
- Masks
- Rattles

Art Lab | Sand Paintings

- Sand
- Colorful chalk, sidewalk chalk
- Dry tempera paint
- White tempera paint
- Small containers of water

Science Lab | Experimenting to Create Darker Shades

- Tempera paint (black, red, yellow, and blue)
- Paper
- Paintbrushes
- Containers of water

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 *Gugu's House* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *The Wet Dog* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 8

Math Lab

- Same as day 8

Computer/Media Lab

- Same as day 8

Writing Lab

- Same as day 8

Other

- 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. Write the word “man” on the board.



T-P-S: How do you stretch and read the word that I wrote on the board? Tell your partner how you read this word for someone at home.



- 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

We’ve learned how to find win-win solutions by helping Joey and Alex solve their problems. We know that we have to think of ways to solve a problem so each person gets some of what he or she wants. Then we have to agree on one way to solve the problem. Tell your partner why it’s important for both people having a problem to agree on a way to solve it. Provide a moment for students to think about this challenge. Remind them that they will be able to talk about their ideas during snack.

- Tell students they will earn pocket points when they use active-listening skills when they talk with their partners.

Brain Game

- Review and play the Brain Game.



Let’s play our Brain Game Don’t Break the Sugar Bowl. T-P-S: **How does this game help us exercise our mind muscles?** Demonstrate the Stop and Think signal (one hand held out like a stop sign while the other points to your head) as a hint. **When we play this game, we have to stop and think about not talking so we don’t break the sugar bowl,**

- Invite the Cool Kid to take the first turn as the leader. If necessary, remind him or her to say, “One, two, three, don’t break the sugar bowl.” When someone breaks the sugar bowl, use Whole-Group Response for the others to say, “Oh, no! You broke the sugar bowl.” Tell the Cool Kid to choose the next leader.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

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T-P-S: **Where can you find art?****Our Daily Message will tell us about where art is found.**

Daily Message

 People all over the world create art,

- Write the Daily Message in front of students, reading each word as you finish writing it. Omit the period at the end of the sentence, writing a comma in its place. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - **Something doesn’t look quite right with today’s message. WGR: What is wrong with this sentence? RWE: The wrong punctuation mark is at the end of our sentence. I see a comma. Commas tell us to take a breath and then continue reading. This sentence ends, so we should see a period instead.** Erase or cross out the comma. Add a period to the end of the message.
 - Prompt students to identify “the” as a word from the word wall.



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Theme Learning

- Use the globe to explain the content of the Daily Message.

We have seen this globe before. We know that the globe is a model of the world. We have been reading many books about artists the past two weeks. Let’s see where all those artists lived on our globe to see if art really is all over the world.



- Divide students into four groups. Distribute one book to each group. As you talk about each book, invite students in that group to hold up the book for everyone to see. With each book, identify the country that is associated with it, and locate the country on the globe in the following manner:

***Peter and the Wolf*: Peter and the Wolf takes place in Russia. The music that tells the story of Peter and the wolf was written by a Russian composer.** Show Russia on the globe.

Salsa: WGR: **What country did Rita’s family come from?** If students do not recall this information, say, **Some of Rita’s family lived in a country called Puerto Rico.** Show Puerto Rico on the globe. **Most of her family moved from there to live in the United States of America.**



Degas and the Little Dancer: WGR: **In what country did Degas paint and sculpt ballerinas?** If students do not recall this information, say, **Degas painted and sculpted ballerinas in a country called France.** Show France on the globe.

Gugu’s House: WGR: **In what country does Gugu live?** If students do not recall this information, say, **Gugu lives in Africa** (Show Africa on the globe.), **in a country called Zimbabwe.** Show Zimbabwe on the globe.

- Have students in each group work together to find examples of artwork in these books. If some are having difficulty, remind them that artwork can be on clothing, buildings, and everyday objects such as bowls and jewelry. Give students three or four minutes, and then invite each group to share what they found with the class.

People all over the world enjoy and create art. Have you noticed that works of art in different parts of the world sometimes have different styles? When I say style, I am talking about the way the art is created.

- As students share, show examples of very different artistic styles. For example, point out the artwork in *Gugu’s House* and *Degas and the Little Dancer*; Gugu’s use of bold geometric shapes and designs contrasts with the way Degas uses small, soft strokes of many colors.



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

Style is the way something is done. Each of you draws and paints in a way that is different from the rest of your classmates. You each have your own style of creating art. I can make a sentence with the word “style.”

I like the style of Degas’s painting.



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 “Run in a Circle.” Encourage them to do the physical motions that accompany the rhyme.
- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



This activity, beginning phoneme substitution, is an auditory activity that attunes students’ ears to the fact that words are made of sounds and that each sound contributes to making a word unique. It is similar to rhyming words, with the difference being assigning the beginning sound.

Develop Phonemic Awareness—Phoneme Substitution

- Introduce the activity, Switcheroo, to students.

Let’s play a game called Switcheroo. In this game, I’ll say a word. Then I’ll ask you to switch the beginning sound of the first word with a new sound to make a different rhyming word. For example, if I say, “red,” and then give the sound /b/, you would switch the /r/ to /b/ and say, “bed.” If I say, “line,” and then give the sound /m/, you would switch /l/ to /m/ and say, “mine.”

- Play Switcheroo with the following words. Use Think-Pair-Share to have students share the new words.



You say:	New sound	Students respond:
pink	/s/	<i>sink</i>
white	/l/	<i>light</i>
paste	/t/	<i>taste</i>
pen	/m/	<i>men</i>
make	/b/	<i>bake</i>



- Award pocket points if several students are able to successfully substitute the initial phonemes in the given 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? *Gugu's House.*

WGR: The author is Catherine Stock. What does the author do? *The author thinks of the story, write the words.*

WGR: The illustrator is Catherine Stock. 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 “rambling.” What does “rambling” mean? *Spread out.* **T-P-S: Can you think of a sentence that uses the word “rambling”?** **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. *“Tend” means to take care of, and “tremble” means to shake.*

Story Retell

- Introduce the sequencing retell activity.
- Tell students they will use sequencing cards to retell the story *Gugu's House*. After I read the story *Gugu's House* again today, we will use sequencing cards to put the story in order.
- Reread the story without stopping to ask interactive questions.
- Form groups of four students by combining partnerships. Distribute a set of sequencing cards to each group. Keep a set of cards to use to verify the sequence with the class after students sequence in their groups.

These cards will help you remember what happens in the story. Talk with your friends about what each picture reminds you of in the story. Allow time for students to describe what's depicted on the cards within their groups. **Work with your group to put these cards in the order in which things happen in the story.**

- If students need support with this activity, ask guiding questions to help them sequence the cards. After you ask questions, allow students time to talk with the members of their groups about what's pictured on each card before proceeding.

Questions may include:

- **When did you see Gugu and Kukamba carrying suitcases on their heads?**
 - **What does Kukamba do after she and Gugu sweep the rambling house?**
 - **What does Gugu do when the people in the village come home from grazing the cattle and tending the animals?**
 - **What happens while the villagers sleep?**
 - **Why do the villagers dance in the rain?**
 - **What happens at the end of the story?**
- When all groups finish placing their cards in order, invite groups to help you sequence your set of cards. Model placing them in order from left to right where all can see.



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 | African Dancers

Description:

- Students will listen to music from various African cultures and dress as African dancers.

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:

- Remind students that people the world over love to dance, and they all have their special styles.
- Show students how they can wrap the fabric around themselves to form sashes or skirts. Feathers can be added to the costumes or put in hair.

Facilitate Learning:

- Ask students how the music and/or costumes are similar to or different from other music and dress they have learned about in this unit.

Blocks Lab | Junk Structures

Description:

- Students will make structures using various sizes of boxes and containers.

When You Tour:

- Remind students they can build structures using various sizes of boxes and containers.

Art Lab | Sand Paintings

Description:

- Students will make sand paintings.

Purpose:

- 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:

- Tells students they will make paintings with sand.
- Point out the chalk, sand, and water.
- Demonstrate how to color sand by rubbing a piece of colored chalk over a layer of sand in a tray. The more chalk used, the brighter the color will be. Large pieces of chalk, such as sidewalk chalk, work well for this.
- Another option is to add the colored sand to white paint and then paint at the easel.
- Students may then create a picture by spreading glue on a piece of paper and sprinkling the colored sand on it.
- An alternative to using sand and chalk is to mix dry tempera and sand. The concept for students is to see how they can obtain paint colors from sources other than the paint cups that are usually available.

Facilitate Learning:

- Join students in creating sand paintings.
- Encourage students to describe the process as they are working.

Example:

- **How is painting with sand different from working with regular paint?**

Classroom Library Lab | Free Reading

Description:

- Students will have the opportunity to explore books independently or with a friend. Encourage students to look for art from other countries.

When You Tour:

- Remind students that the lab is open.

Literacy Lab | Play School: My Sentence Book 1

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 1 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

Math Lab | Math Art

Description:

- Students will continue to draw pictures to show number combinations for the numbers 1–10.

When You Tour:

- Remind students that they are drawing pictures to show number combinations. Encourage students to be creative with their pictures.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

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

Sand/Water Lab | Sand Sculptures

Description:

- Students will use wet sand, molds, and other tools to make sand sculptures.

When You Tour:

- Remind students that they can use wet sand, molds, and other tools to make sand sculptures.

Science Lab | Experimenting to Create Darker Shades

Description:

- Students will mix black paint with other colored paint to make darker colors.

Purpose:

- This lab provides students with opportunities to explore the properties of color using black paint to make darker colors.

When You Tour:

Teacher’s Note: Experiment ahead of time to decide how much primary-colored paint a student should begin with and how much black paint should be added to achieve a gradual color change. Use measuring spoons to control the amount of paint you add, and use one craft stick for each container to avoid mixing colors unintentionally.

- Ask students to predict the results when black is added to another color.
- Show them how to place small amounts of a primary color in a container.
- Tell them to mix in small amounts of black until a color that they like is reached.
- Tell students they may decorate empty boxes or paint at the easel.

Facilitate Learning:

- Join students as they mix colors.
- Have students look at an object while you point out how the shaded side of the object is a darker color. Ask them how they could show that shaded side if they were to paint that object. (One way is with paint that is made a bit darker by adding black.)

Writing Lab | Favorite Kind of Art

Description:

- Students will write about their favorite kinds of art.

When You Tour:

- Remind students that they can write about their favorite kinds of art.



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

Our Activities Graph

- Draw students' attention to the graph. Ask, **What kind of information does our graph give us?** *It tells which activities are our favorites. Which activity do more of you like than any of the other activities?* *Replies.* **How do you know?** *It has more activity cutouts than any other. Which activity did the fewest number of you choose?* *Replies.* **How do you know?** *It has the fewest activity cutouts. How many more of you like _____ than _____?* *Replies.* **How do you know?** *It has _____ more activity cutouts than _____.*



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

- If international foods are readily available in your area, you might want to introduce some of those foods to students and show the countries that they come from on the map. Breads and crackers from around the world are often available in supermarkets.

- Invite students to talk with their partners about today’s challenge. **Today’s Partner Challenge is to tell your partner why it’s important for both people having a problem to agree on a way to solve it.** Allow students time to talk with their partners about the challenge and to share their ideas. Remind them to use active-listening skills.



- Award pocket points when students use active-listening skills when they talk with their partners.

Outside/Gross-Motor Play

- Have students sit in a circle and toss the ball around as they sing “It’s a Small World.”
- Continue to encourage all students to have some unstructured play time.



TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read Sounds



- Use the key cards to guide practice with /m/, /a/, /s/, and /d/.
- Show the Animated Alphabet video segment for /s/.

Green Words:

Dad
Matt
Sad
mad
not
Sam

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:

mad → Dad → sad → Sam → am

Red Words:

is
no

Readle:

happy

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review the readle from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

**Partner Reading**

You've been reading stories with your partners all year. You have been taking turns reading the pages and helping one another to remember what the words say by looking at the pictures. We will do partner reading in KinderRoots too, but we will do a few extra steps.

- Call two students to the front of the room to help you demonstrate as you explain each step.

Just like before, one partner, maybe the Peanut Butter partner, will read a page while the Jelly follows along. Both partners should point to the words so they won't lose their place.

Here's the new part. When Peanut Butter finishes reading the page, Jelly will tell what happened on the page. Then you will both read the page together. Let's see what those steps look like. Guide the model partners to complete the process of reading, retelling, and rereading the page in unison.

Alphie and his friend Monster can do partner reading too. Let's watch.



- Play the partner reading video.
- Tell partners that they will practice reading the story, alternating pages and helping each other. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.
- As they read the entire story, or designated pages, students should focus on remembering to include the two new steps: telling what happened on the page and reading the page together at the end.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo's Request



It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at pages 4 and 5. Use the words "shaking" and "muddy" in a sentence to tell your partner something about the story.**

Call on a few partnerships to share, and award pocket points for interesting language.

Writing

Partner Story Questions



- Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
 - Lead the class in reading the question in unison.
 - Give students time to answer the question with their partners.
 - Use the sharing sticks to select a student to share his or her partnership's answer.
 - Ask all students to circle either "yes" or "no" in their books.
 - Award pocket points for correct responses.

Stretch and Count/Stretch and Spell

- Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or baggies of letter tiles to students.
- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.
- If students are writing, have them draw the number of sounds that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the word on the lines.
- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side-by-side to form a word.

mad

not

dad

Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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



Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know



- Show the number-combination card for 10 with 5 and 5 on it.

T-P-S: What number is this a combination for? How do you know? *It is a combination for 10. If you count the dots altogether, there are ten.*



- Award pocket points if students are able to give the correct number and explain their thinking.
- Review the other number combinations for 10 using the number-combination cards for 10. Select students to share the various combinations. *10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.*

Active Instruction

- Tell students that today they will work more with the combinations for 10.

We will review the combinations for 10. We will practice writing number sentences to show the combinations for 10.

- Explain that you want students to help you complete number sentences for 10.

I am going to tell you a story about a combination for 10. Then I will write part of the number sentence for the story on the board. I want you to talk with your partners and identify the missing number to complete the number sentence.

- Tell the following story about a combination for 10, and write the number sentence on the board or a chart.

Isiah has six colors of paint to make his painting. His brother gave him four more colors of paint to use for his painting. Now Isiah has 10 different colors to use for his painting. Write the following on the board: “6 + ___ = 10.”



T-P-S: What number is missing to complete the number sentence? 4. Write the number 4 to complete the number sentence. **Yes, 6 and 4 are a combination for 10. Isiah had 6 colors plus 4 colors from his brother to make 10 colors altogether.**

Partner Practice

- Tell students they will practice making combinations for 10 and writing the matching number sentence. Show the Combinations for 10 sheet.

You and your partner will find different ways to make 10 with crayons. First, each partner will cut out five of the crayons on the bottom of the page. After you are done cutting, count the crayons to check that you have 10 altogether.

- Pass out a copy of the Combinations for 10 page to each partnership. Give the students time to cut out the 10 crayons. When students are done cutting, explain the next step of the activity.

The first partner will move the crayons into sets to create a combination for 10. The second partner will write the number sentence to match the combination. Together you will count the crayons to check that the number sentence is correct. Switch roles after each combination, and continue working until you find four different ways to make 10.

- Give students time to complete the page. Circulate, and assist as needed. Ask students to show you how they recorded the number sentences.

Recap



- Use the sharing sticks to select several students to share their number sentences from the Combinations for 10 page. Award pocket points if students are able to show a number sentence for 10.



- Review the number combinations for 10. Use the number-combinations cards for 10. Cover up one of the numbers on each card, and ask students to identify the number to make 10.



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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “What Is Black?,” *The 20th Century Children’s Poetry Treasury*, page 70

Introduce the Poem

- Ask students to close their eyes.

What do you see? Nothing; everything is black. What does black look like? It is hard to describe, but in the poem I am going to read to you today, the poet does a wonderful job describing what black is.



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 people around the world creating art. We see art all around us. You are going to write about art that you see at home or school.

T-P-S: What art do you see at home or school?

- Share an example that applies to you.

I think that I will write a sentence that says, “I have posters in my house.”

- 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, remember a word, and stretch and spell.**

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 have posters in my house.”

- **The first word is “I.” That word is on the word wall.** Write “I” on the first line.
 - **The next word is “have.” Do you hear any sounds that you know in “have”?** Repeat the word slowly. Write any letters that students say.
 - **“Posters.” I hear a few sounds that we’ve learned in that word. I hear /p/, /s/, /t/, /r/, and /s/.** Write each letter as you say the sound.
 - **“I have posters in my house.” The next word is “in.” I’m going to try Stretch and Spell to write “in.” /iii/, /nnn/.** Write each letter as you say its sound.
 - **“My.” I can copy “my” from the word wall.** Write “my.”
 - **“House” is the last word. I’m going to draw a picture for that word.** Draw a house 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

- Look around the room, and acknowledge all the beautiful works of art by students and the masters.

Today I’d like us to imagine that our room is an art museum. We’re going to play a game of I Spy as we look for very beautiful pieces of art from around the world. I will be the museum guide and lead the tour, and you will have to listen carefully to figure out which picture I am describing. I will give you clues about the subjects and styles of the paintings.

- Lead students on a brief tour of the classroom, looking for specific works of art. The more dramatic you are in the role of museum guide, the more fun students will have playing I Spy. The tour might go as follows:

“Please gather around, everybody. Our tour is about to begin. Get your tickets ready. Let’s begin over here where I spy a famous painting by an artist from another country. The country’s name is Spain. The artist’s name is Goya. In this painting, Goya has chosen to paint a young boy with his pets. If you spy what I spy, point to the picture.”

“Yes, it’s a beauty, isn’t it? I’d like our tour to continue with another painting by a German painter name Dürer. This painter chose to paint a very quick animal that thought it could win a race against a slow-moving tortoise. If you spy what I spy, point to the picture.”

“Please join me as we view more art by an artist from Russia. Kandinsky’s work is a mix of many colors and shapes. He has a unique style. I see black lines running through the painting. If you spy what I spy, point to the painting.”

- Continue to describe one more piece of artwork, but this time choose a piece done by a student in the classroom.
- Conclude the tour by saying something such as, “Our tour has come to an end for today. Please join me back in the classroom as you sit next to your partner.”
- Invite two or three more small groups who did not share their feelings paintings yesterday to present their paintings today. As students share, remark on the style of their painting, including the softness or boldness of the colors and the use of soft or rigid lines.



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 “style.” “Style” means the way that something is done. T-P-S: When did we see, hear, or use the word “style” 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:
style

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Painter has style.	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, Each painter has a style of painting.</i>
The student responds in a complete, but not very elaborate, sentence. I like my style.	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 style of creating art?



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Today's Partner Challenge is to tell your partner why it's important for both people having a problem to agree on a way to solve it. Provide time for students to review their ideas from their discussions during snack.



- Use the sharing sticks to select students to tell their ideas. If your students are able, have them tell their partners' ideas. Award pocket points when students use active-listening skills when they talk with their partners.
- 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: Tonight share a book with a grown-up at home. As you read, look at the illustrations, and talk to your reading partner about the style of the artwork in the book. Be sure to 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

We can all create artwork and be artists.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No new materials
Gathering Circle	<ul style="list-style-type: none"> No new materials
Theme Exploration	<ul style="list-style-type: none"> Trade book: <i>Degas and the Little Dancer</i> Trade book: <i>Gugu's House</i> Chart paper and marker Theme vocabulary word card for “beautiful” 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"> A storybook to read for free-choice time
15-Minute Math	<ul style="list-style-type: none"> No new materials
Snack/Outside/ Gross-Motor Play	<ul style="list-style-type: none"> Healthy snack (three items per student)
KinderRoots	<ul style="list-style-type: none"> Key cards: “m,” “a,” “s,” and “d” or IWB access KinderCorner 2nd Edition Plus Media and Software flash drive Shared Story (teacher and student copies): <i>The Wet Dog</i>
Math Mysteries	<ul style="list-style-type: none"> Number-Combination Cards for 6–10 Small erasable boards for students to write on (or use paper and clipboard), one per partnership Combination Review page (appendix), one per partnership
Let's Daydream	<ul style="list-style-type: none"> “Breaks Free,” <i>The 20th Century Children's Poetry Treasury</i>, page 82
Write Away	<ul style="list-style-type: none"> Chart paper and marker or whiteboard for teacher modeling Pencils Paper or students' writing journals <i>Writing Development Feedback Guide</i>
Let's Think About It	<ul style="list-style-type: none"> Cool Kid certificates

Learning Labs—Additional Materials

- SOLO assessment for your current grading period

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

- Same as day 9

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

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: **How did you draw a picture to show making a combination for 10? Explain your picture to your partner.**
- 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.



Class Council

- Review win-win solutions. Invite students to compliment the Cool Kids on how well they demonstrated win-win and active-listening skills this week.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no classroom concerns to discuss, use this time to review all the parts of active listening. Students need to be comfortable with these skills when they start working with conflict solvers and the steps on the Peace Path in subsequent Getting Along Together lessons.
- Address other concerns, unrelated to the Partner Challenge, if necessary.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



We know that we can create art by dancing, singing, playing instruments, painting, sculpting, acting, and more! T-P-S: What is your favorite way to make art?

Our Daily Message will tell us more about artists.

Daily Message

I can be an artist.

You can be an artist too.



- Write the Daily Message in front of students, reading each word as you finish writing it. Write the second sentence underneath the first so the words “can,” “be,” “an,” and “artist” align. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - Remind students that the word “art” is part of the word “artist.”
 - Underline the word “can,” and read it aloud with students. Cover the “c,” and say, **The word “an” is part of the word “can” just like “art” is part of the word “artist.” Raise your hand if you can find the word “an” in our message without the /c/ in front of it.** Once most students have raised their hands, underline the “an” in “can.”
 - **Let’s look at one more word in our first sentence.** Point to the word “be.” **This is a little word with only two letters in it. Let’s try to figure out what this word says.** Cover the word “be” with your fingers. **Listen to me read this sentence again without that new word. “I can ___ an artist.”** WGR: **Read it with me this time. “I can ___ an artist.” Let’s look at the first sound and see if it gives us a clue to figure out the word. Reveal the “b.” Listen again. “I can /b/ an artist.” T-P-S: What word do you think this is? “Be.”**
 - Reread the entire message along with students as you point to each word. **There are many ways to figure out how to read words that we don’t know. Sometimes we know words because we’ve seen them over and over again, and we just know the words by looking at them. We know the words “I,” “you,” and “a” (Point to each word.) from our word wall. Sometimes we have to say the sounds slowly to figure out what the words are. Sometimes we see little words that we know inside of bigger words. And sometimes we can think about all the words in the sentence that we do know that give us clues about the word we don’t know.**



Theme Learning



- Explain the content of the Daily Message.

Our Daily Message tells us that each of us can be an artist. WGR: **What have you done this week as an artist?** *Danced and sang, created with paint, clay, blocks, sand, etc.*

Teacher’s Note: Before this discussion, decide which area(s) you want to consider for a beautification project (e.g., classroom, school, school grounds, or neighborhood). Think about some realistic possibilities and who else might be involved. Decide what you want/can handle ahead of time, but be sure to remain open to the ideas that students present. Give them as much credit for their ideas and responsibility in this project as possible. The more ownership they feel, the more they and their families will participate, no matter how grand or small the project is.

- Hold up *Degas and the Little Dancer* and *Gugu’s House*.

Degas and Gugu both used their creativity to make the world around them a more beautiful place. Discuss the effect their creativity (sculptures, paintings, etc.) had on others in the two stories. **There may be some ways that we can make our (classroom) a more attractive place. What can we do for our (school building) to make it more beautiful?**

- Brainstorm to decide which idea is the most realistic, and make a plan with students to follow through on it.
- Record students’ ideas and the beautification plan on chart paper.
- Play the digital dictionary video for “beautiful.”



- 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 “beautiful.”

The word “beautiful” describes something wonderful. Something that is beautiful might be nice to look at or listen to. I can make a sentence with the word “beautiful.”

We will work together to make our (classroom, school, etc.) a more beautiful place.



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 “Run in a Circle.” Encourage them to do the physical motions that accompany the rhyme.
- Start the video to hear the audio and see the hand motions, or read the words and model the motions.



Develop Phonological Awareness—Syllable Segmentation

- Review the action words from the rhyme with the students. Ask students to stand and do each action in their place when you say it.

Our rhyme has many action words in it. Action words tell us to do something or move in a certain way. Let’s review some of the action words from the rhyme. Everyone please stand up. When I say an action word, do that action in your place. Run. Pause for a few moments after each word to allow students to perform that action. Walk. Jump. Hop. Twirl. Clap.

- Invite students to stand in a circle. Stand in the middle of the circle. Say an action word, accenting the syllables: **Run – ning**. As you say the word, perform the action in time to the syllables. For example, take one jogging step in place on the first syllable (“run”) and a second jogging step in place on the second syllable (“ing”). Continue to say the word in time with the actions, and invite students to move in place as well. The entire class should be moving at the same time.

Teacher’s Note: Adding the “-ing” ending allows for simple commands to be given with two syllables.

- Demonstrate the process with a second word: Clapping. Once you model clapping on each syllable, invite students to join you.
- Invite a student to take your place in the middle of the circle. Tell the student an action word, and invite the student to break down the word and create an action to go along with it. Once the student models the action, the class should join in. A list of suggested actions follows.
- Have students take turns standing in the middle and assigning actions to syllables.

Jumping

Hopping

Nodding

Waving

Dancing

Leaning



- Award pocket points if several students are able to successfully segment their assigned words and they attempt to assign an action to each syllable.



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

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 the lab activities. Record the SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | African Dancers

Description:

- Students will listen to music from various African cultures and dress as African dancers.

When You Tour:

- Remind students that they can listen to music from various African cultures and dress as African dancers.

Blocks Lab | Junk Structures

Description:

- Students will make structures using various sizes of boxes and containers.

When You Tour:

- Remind students that they can build structures using various sizes of boxes and containers.

Art Lab | Sand Paintings

Description:

- Students will make sand paintings.

When You Tour:

- Remind students that they can make paintings with sand.

Classroom Library Lab | Free Reading

Description:

- Students will have the opportunity to explore books independently or with a friend. Encourage students to look for art from other countries.

When You Tour:

- Remind students that the lab is open.

Literacy Lab | Play School: My Sentence Book 1

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 1 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

Math Lab | Math Art

Description:

- Students will continue to draw pictures to show number combinations for the numbers 1–10.

When You Tour:

- Remind students that they are drawing pictures to show number combinations. Encourage students to be creative with their pictures.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

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

Sand/Water Lab | Sand Sculptures

Description:

- Students will use wet sand, molds, and other tools to make sand sculptures.

When You Tour:

- Remind students that they can use wet sand, molds, and other tools to make sand sculptures.

Science Lab | Experimenting to Create Darker Shades

Description:

- Students will mix black paint with other colored paint to make darker colors.

When You Tour:

- Remind students that they can mix black paint with other colored paint to make darker colors.

Writing Lab | Favorite Kind of Art

Description:

- Students will write about their favorite kinds of art.

When You Tour:

- Remind students that they can write about their favorite kinds of art.



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



15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

- If today's number on the Days of School Tape ends in 5, write the number in green. Ask students to skip-count by 5s by reading the numbers written in green. *5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65....*

Ten-Frames

Hundreds Chart

Our Activities Graph

- Ask students to look at the graph. Ask, **What can you tell me about the graph?** *Possible responses include: it says which activity of the four is our favorite; which activity we like the least; how many of us like each activity; or how many of us like one activity more than another.* Discuss the information on the graph. Then explain that the activities graph will be moved to another part of the room and replaced with a new graph in a few days.



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

- Try to select a healthy snack that has three items per student. As students enjoy their snacks, have them put the items in order by size.

Outside/Gross-Motor Play

- Encourage free exploration of the equipment, balls, jump ropes, etc. If some students prefer a more structured activity, continue to play the games that were introduced this week.



KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read Sounds



- Use the key cards to guide practice with /m/, /a/, /s/, and /d/.
- Show the Animated Alphabet video segment for /d/.

Green Words:

Dad
Matt
Sad
mad
not
Sam

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read each of the Green Words from the story.

Quick Erase

- Use the following word sequence:
Matt → mad → Sad → Sam

Red Words:

is
no

Readle:

happy

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review the readle from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

**Partner Reading**

- Play the partner reading video.
- Tell partners that they will practice reading the story, alternating pages and helping each other. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.
- As they read the entire story, or designated pages, students should focus on remembering to include the two new steps: telling what happened on the page and reading the page together at the end.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo's Request

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?"

Use KinderRoo to make this request: **Look at page 8. Tell your partner in a whole sentence how Dad and Matt feel about the wet dog.**

Call on a few partnerships to share, and award pocket points for interesting language.

**Writing****Stretch and Count/Stretch and Spell**

- Have students count the sounds and then write the letters that make the sounds in each of the following words:

sad

Sam

not

- Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

- Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (Point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.

Sad Sam is mad.

All Together Now

- Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without the teacher text.
- Award pocket points for successful reading.



Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.



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-combination card for 10 with 7 and 3 on it.

T-P-S: **What is the combination for 10 on this card? 7 and 3.**



- Select a student to share the combination for 10 on the card. Ask if students can name another combination for 10. Award pocket points for correct responses.

Active Instruction



- Tell students that today they will review number combinations for 6–10.

We are going to play a game called Name That Combination. I am going to call out a combination. Then you will talk with your partner to name the number that matches this combination. For example, if I say, “5 and 3,” you and your partner would name the number 8. After you and your partner identify the combination, I want one partner to write the number on your board.

- Call out the following combinations. After each round, ask the partners to hold up their boards to check that they wrote the correct number. Tell partners to take turns writing the number for each round.

4 and 3. 7.

6 and 4. 10.

6 and 2. 8.

3 and 3. 6.

5 and 4. 9.

5 and 5. 10.

Partner Practice

- Tell students to practice identifying combinations with their partners. Give each partnership a Combination Review sheet.

You and your partner will count the items in each box to figure out the number combination. Take turns writing the number sentence to match each picture.

- Give students time to complete the page. Circulate, and assist as needed. Ask students questions such as, “How many of each item are in the box?” “How many items altogether?” and “What number sentence did you write to show this combination?”

Recap



- Use the sharing sticks to select several students to share their number sentences from the Combination Review page. Award pocket points if students are able to show the correct number sentence.
- Review the number combinations for the numbers 6–10. Use the number-combination cards, and ask students to say the combinations.

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

- “Breaks Free,” *The 20th Century Children’s Poetry Treasury*, page 82

Introduce the Poem

Today’s poem by Frank Asch is about someone who wants to get away from the city. See if you can picture in your mind where he would like to go.



Gather students 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.

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 week, incorporating the theme-related vocabulary words for the week.

This week we have been learning about art. Art is not just drawing and painting. Art is drawing, painting, sculpting, creating, dancing, singing, acting, and more! Artists work with many different materials to create their masterpieces. WGR: What are some of the materials that artists work with? Possible answers include: paint, scissors, paper, their bodies, etc. People all over the world create art. Every artist is different and has his or her own unique style. Some artists use art to express their feelings. Other artists use art to express other people’s feelings. We have seen many beautiful pieces of artwork this week.

- Introduce the following activity.

Let’s see how well we know the different types of artists. Remember, an artist could be a painter, dancer, sculptor, or singer. Who would like to have us guess what kind of artist you are? If you would rather have me whisper in your ear an artist for you to act out, I will do that. Who would like to go first?

- Invite students to take turns acting out a type of artistry and having their classmates guess what type of artist they are. You may wish to divide your class into small groups for this activity to minimize wait time and allow all students to have an opportunity to pantomime.
- Play the game as long as time and interest allow.
- Invite the remaining small groups who have not yet shared their feelings paintings to present their paintings today. As students share, remark on the styles of their paintings, including the softness or boldness of colors and the use of soft or rigid lines.

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 “beautiful.” The word “beautiful” describes something that is nice or pleasant to look at or listen to. T-P-S: When did we see, hear, or use the word “beautiful” today?

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

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

Theme Vocabulary:
beautiful

- 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. Art beautiful.	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, Art is beautiful.</i>
The student responds in a complete, but not very elaborate, sentence. I like beautiful art.	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 some of the beautiful pieces of art you see in our classroom?



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

Cool Kids Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure



- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.
- Read & Respond: **Read a book with someone at home this weekend. As you read, pay attention to the art the illustrator uses in the book. Think about how the artwork makes the book more beautiful.**

Appendix

What Else Can We Get Into?	275
Resource Corner	277
Briefing Paper, “Developmentally Appropriate Practices for the Visual Arts Education of Young Children”	281
Talking with Your Students About Their Art	285
Blackline Masters	
• Word Match Cards	286
• Number-Combination Cards for 2–4	288
• Number Combinations for 5	290
• Sentence-Picture Matching Cards	291
• <i>Salsa</i> Retell Picture Cards	292
• Number-Combination Cards for 5	293
• Number Sentence Practice	294
• Addition Pictures	295
• Number-Combination Cards for 6 and 7	296
• Shape Spinner	300
• Number Spinner	301
• My Sentence Book 1	302
• Number Combinations for 6 and 7	303
• Combinations for 8 and 9	304
• Button Toss	305
• Number-Combination Cards for 10	306
• <i>Gugu’s House</i> Sequencing Cards	308
• Letter Tiles for Stretch and Spell	309
• Combinations for 10	310
• Combination Review	311
Theme-Introduction Letter	312
Weekly Record Form Week 1	314
Weekly Record Form Week 2	315

What Else Can We Get Into?

- We highly recommend that you view and discuss portions of the video *Sesame Street: Let's Make Music*. Adopting the ideas in the video, create music using everyday objects.

Play the first section (10 minutes) from the opening scene through Elmo singing “What makes music?” Have students practice blowing as if playing a wind instrument. Design wind instruments by blowing into combs covered with wax paper, into tubes, and into your hands. Talk about using everyday objects from the kitchen to create music. Remind students that music is all around. Listen to noises around the school.

Play the second section (9 minutes) from candy being shaken in its container through Bert singing about his oatmeal box. Use materials from around the classroom to create rhythms. Practice counting by using rhythms.

Play the third section (13 minutes) from the African drums through the parade of characters and instruments. Have students take turns creating a beat using their bodies, while everyone else repeats the beat.

- Have students select an everyday object to create rhythms. Have them create their own band using classroom instruments or self-created instruments. March around the school modeling a parade.
- Read *Lookin' for Bird in the Big City*, and discuss famous musicians.
- Read about famous musicians. Look at styles of work. Include jazz, blues, classical, pop, rock, disco, etc.
- Invite students' family members or friends to sing songs and play instruments from other countries and/or cultures. They may have favorite childhood songs they would like to share with your class.
- Attend a rehearsal of a local, professional, or school orchestra or dance group. Your local high school, college, or university may prove responsive to requests for visits to or from their performing and visual arts departments, or music and art education departments. You may want to especially ask to see mixed gender dance classes or groups.

Some of your students may be involved in dance classes. You may want to ask about their recitals and plan to take your class or inform your families of the shows.

- Visit a local music store or invite a staff member to bring instruments into your class.
- Read about famous artists. Look at styles of art. Include impressionism, modern, folk, contemporary, etc.
- Invite artists to visit, to demonstrate their techniques, and to display samples of their work.
- Reread a favorite book from the unit.
- Visit an art museum.

- Work cooperatively to create large pieces of art. You can create murals, stained glass with tissue, chalk drawings, paintings, clay sculptures, etc.
- Borrow art prints of various styles to display in your room. Some possible lenders might be the art teacher in your school, the art departments in local secondary schools, your public library.
- Use the story *Gugu's House* to engage students in a beautification project (classroom, school, school grounds, neighborhood, etc.) Talk with them about how the characters in this story used their creativity to make the world around them a more beautiful place. Discuss the effect their creativity had on others in the stories. Ask students for suggestions to make a part of their world a more beautiful place.

Before you present this idea to students, consider realistic possibilities yet remain open to their suggestions. Give them as much responsibility as they can handle.

Resource Corner

Children’s Resources

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- Brott, Ardyth (1996). *Jeremy’s Decision*. New York: Kane/Miller.
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- Gollub, Matthew (2000). *The Jazz Fly* (book and CD). Santa Rosa, CA: Tortuga Press.
- Gorbachev, Valeri (2000). *Peter's Picture*. New York: North-South Books.
- Hamanaka, Sheila (1994). *All the Colors of the Earth*. New York: Mulberry.
- Hassett, Ann & John (2001). *Father Sun, Mother Moon*. New York: Houghton Mifflin.
- Hewitt, Sally (1988). *Hearing Sounds*. Danbury, CT: Grolier.
- Hubbard, Patricia (1996). *My Crayons Talk*. New York: Henry Holt.
- Hurd, Thacher (1996). *Art Dog*. New York: HarperCollins.
- (1987). *Mama Don't Allow*. New York: HarperCollins.
- Isadora, Rachel (1979). *Ben's Trumpet*. New York: Mulberry.
- Johnson, Crockett (1955). *Harold and the Purple Crayon*. New York: HarperCollins.
- Johnson, Laura (1976). *Simplified Rhythm Stick Activities*. Long Branch, NJ: Kimbo Educational.
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- Keats, Ezra Jack (1964). *Whistle for Willie*. New York: Puffin.
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- Komaiko, Leah (1987). *I Like the Music*. New York: HarperCollins.
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An NAEA Briefing Paper

**Developmentally Appropriate
Practices for the
Visual Arts Education
of Young Children**

by

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Introduction

Children’s involvement in the visual arts is a natural phenomenon. Young children are capable of creating, perceiving, and discussing the visual arts. Children enjoy drawing, painting, and modeling. Children bring to these activities a playful attitude and the willingness to experiment with new concepts and materials that many adults have lost and have difficulty recapturing. Young children can benefit from a strong, systematic program of instruction in art that focuses on their natural abilities to perceive, create, and appreciate the visual arts. (Colbert and Taunton, 1990)

In recent years, a growing body of research and theory on how the arts affect children’s development and practical experiences have sharpened our understanding about the beneficial aspects of visual art education programs for children. The purpose of this document is to describe practices that are both developmentally and instructionally appropriate and inappropriate for children from preschool through the third grade.

Quality Art Education for Children

The National Art Education Association (NAEA), the world’s largest professional association of art educators, believes that quality visual arts education experiences should be available to all children. Quality art education is both developmentally appropriate and instructionally suitable for the specific children being served. Developmentally appropriate practices in the visual arts recognize children’s changing capacities to create, perceive, and appreciate the visual arts, while accommodating a variety of individual characteristics such as emotional, intellectual, physical, perceptual, social, aesthetic, and creative development. Instructionally appropriate art education incorporates the best known practices derived from research and from practical experiences (with children) to offer programs that maximize opportunities for learning and success for all children.

Art education programs for young children provide an essential first step towards developing abilities to communicate with others through many avenues. The following 3 major themes are found in quality art instruction.

1. Children need many opportunities to create art.

Through creating art, children understand and experiment with various sources of inspiration for creative work. They develop their own ideas for expression and use their understanding of materials, creative problem solving, observation, and imagination skills. Children learn to select, control, and experiment with a variety of art tools, materials, and processes to create two and three dimensional forms. From creating their own works of art, children learn how and why other people create art and understand that art has personal meaning to the creator.

2. Children need many opportunities to look at and talk about art.

From looking at works of art, children learn to perceive and respond to art. They learn that children and adult artists work in similar and different ways and create different symbols. Children who are exposed to works of art, reproductions of art, and works produced by other children will learn to discuss their own preferences and ideas about visual forms. They also learn about art from diverse cultures. They learn that there will be responses and perceptions that are different from their own and to respect informed opinions that differ from their own.

3. Children need to become aware of art in their everyday lives.

Through exploring their visual world, children learn about the role of art in their everyday lives. They learn to perceive and appreciate forms of beauty and interest in the natural environment and those constructed by humans. They learn that everyday objects can be designed to be useful and visually meaningful. Children learn that they can change their visual environment. They learn about art in the everyday lives of people from all cultures.

Appropriate and Inappropriate Art Education Practices

Component: Curriculum

Appropriate Practice. The goal of visual arts education programs for young children is not to produce artists, nor is it simply to create attractive objects to send home with children. A major goal is to

encourage children’s development and their understanding of and involvement in the visual arts. In quality visual arts education programs, teachers are aware of the hallmarks of children’s artistic and aesthetic development and convey an appreciation of children’s individual expressions. Teachers respect children’s needs and interests and realize that their intent in creating art is not the same as the intent of adult artists.

The visual arts education curriculum has a scope and sequence that accommodates children’s interests, skills and capabilities based on goals and objectives that are developmentally appropriate. The curriculum includes a balance of creating art, perceptual activities, and responsive activities designed to enhance the cognitive, affective, and motor development of all children.

The choice of lessons and activities in the curriculum is based on children’s interests, what children can do, and what they need to learn to do. The major concepts and skills taught are used in subsequent lessons and built upon throughout the curriculum.

All lessons and activities are planned in an open-ended fashion so that children’s work will be individual and self-expressive. Teachers nurture children’s personal styles. Art work differs from child to child, reflecting the individuality of the person who created it.

Inappropriate Practice. The visual arts education curriculum lacks developed goals and objectives and is based primarily on the teacher’s interests, preferences, and background, rather than on the interests and needs of the children. For example, the curriculum consists largely of making craft objects that follow step-by-step instructions or a series of pictures and objects based on holidays and seasons.

The lessons and activities that make up the program are based on the whims of adults and not related to interests and needs of children. No attempt is made to follow up lessons that employ a particular concept or skill with another that builds on what was mastered.

A goal of teachers is to display children’s work that is “pretty” or “neat.” Teachers show no regard for children’s needs to express themselves and thwart self-expression and stylistic attributes that make a child’s work unique or individual. All art products of children are similar.

Component: Choice of Art Materials

Appropriate Practice. Teachers choose materials that can be easily manipulated, are safe, and meet the needs of children’s self-expression.

Teachers choose art reproductions that are of interest to the children, that include a variety of artists from different ethnic origins, time periods, both genders, and stylistic orientations.

Materials are set up to encourage experimentation and available for self-initiated art activities.

Children are responsible for the care of art materials and contribute to cleaning the art area.

Inappropriate Practice. Teachers use materials not intended for children that hinder their expression and require much hands-on help from the teacher.

Teachers use “cute” visuals, such as photographs of puppies and kittens, or choose works of art that represent their own interests and preferences rather than those of the children.

Art materials are physically unavailable to children. Teachers control the distribution of materials.

The teacher takes all responsibility for the materials and clean up.

Component: Correlation of Art Concepts with Other Areas of Curriculum

Appropriate Practice. The visual arts utilize concepts and skills that are taught in other areas of the curriculum. Many of the goals and objectives of a quality visual arts program designed for young children are the goals of early childhood education programs. Learning about art can be a catalyst for the development of language and vocabulary skills, increased visual and tactile perception, and knowledge about shapes, colors and patterns, and classification of concepts.

Sometimes the visual arts are used to enhance other areas of the curriculum and other times the other areas are used to enhance the visual arts. Art is taught as an integrated part of the curriculum.

Inappropriate Practice. Art is taught as a separate area of the curriculum. It is approached as a “make and take” activity, one that warrants little discussion or attention.

Art concepts and skills are not used to enhance learning in other areas of the curriculum, nor are other curricular goals applied to learning about art.

Component: Creating Art

Appropriate Practice. Children are given appropriate materials in a playful, supportive setting and receive encouragement from the teacher as they work. They are given adequate time to involve themselves in their creation, including time to go back to the work and complete it later in the day or the next day, if needed.

Children are encouraged by the teacher to create their own images and to use their own ideas.

Children are given help when they indicate they need it. Children are given opportunities to create based on their imaginations, their life experiences, events, and objects of importance to them in their world.

Children are given opportunities to work individually and in groups.

Inappropriate Practice. Children work in a tense, intimidating atmosphere. They are not allowed to use materials in experimental ways. The teacher does not circulate to view their work, nor does he or she respond to the work in progress. Children are repeatedly told to hurry. Children are not allowed to continue their work after the art period has ended.

Children are told to follow examples shown by the teacher. They are not encouraged to deviate from examples.

Children's progress is not monitored, nor is help offered.

Component: Display of Artwork

Appropriate Practice. Teachers display the work of all children at children's eye level. Teachers use the display to allow children to reflect and discuss their own work and the work of their classmates, pointing out the positive qualities of all pieces.

Displays are changed after they have been appreciated.

Children are given the opportunity to select art work to be displayed.

Explanations about the goals, objectives, and thoughts of the teachers and children are displayed with the children's work.

Inappropriate Practice. Teachers display only the art work they like. Work is displayed at adult eye level and no discussion of the display is initiated by the teacher.

Art is displayed for extended periods of time with no change.

Artworks are displayed with no explanations about the goals and objectives of the teachers or children.

Component: Responses to Work of Art

Appropriate Practice. Children are given time to look closely at their own work, the work of their classmates, and reproductions of works of art by artists. They are encouraged to describe what they see and explain how they feel about the work. Teachers use questioning techniques to elicit responses to works of art.

Inappropriate Practice. Teachers lecture about works of art, telling children what they should and should not like, or discuss only the formal qualities or history of the work.

Recommended Resources

If you would like to know more about young children's artistic development and meaningful ways to encourage their development, the following resources are recommended:

- Chapman, L. (1978). *Approaches to Art in Education*. New York: Harcourt, Brace, Jovanovich.
- Colbert, C., & Taunton, M. (1990). *Discover Art: Kindergarten*. Worcester, MA: Davis Publications.
- Golomb, C. (1992). *The Child's Creation of a Pictorial World*. Berkeley, CA: University of California Press.
- Goodnow, J. (1977). *Children Drawing*. Cambridge, MA: Harvard University Press.
- Herberholz, B., & Hanson, M. (1985). *Early Childhood Art*. Dubuque, IA: Wm. C. Brown Publishers.
- Silberstein, M. with Jones, M. (1982). *Doing Art Together*. New York: Simon and Schuster.
- Taunton, M. & Colbert C. (1984). Artistic and Aesthetic Development: Considerations for Early Childhood Educators. *Childhood Education*. 61 (1), 55–63.

ISBN # 0-937652-65-2

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Talking with Your Students About Their Art

Young children appreciate a wide range of artwork with an innocence that transcends others' opinions about which styles, periods, and/or artists are in fashion. Helping students look more closely at works of art not only enhances students' enjoyment, it also increases adult appreciation of the subject. Children can help us to see with new eyes.

Here are some activities and questions you can use as your students investigate the work of various artists:

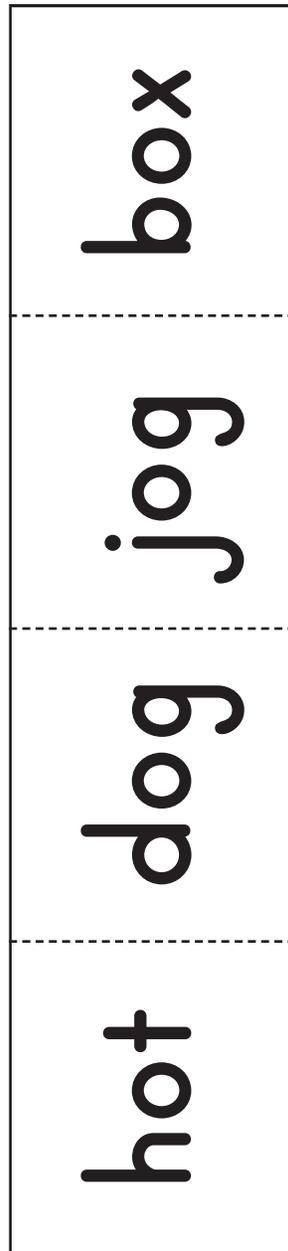
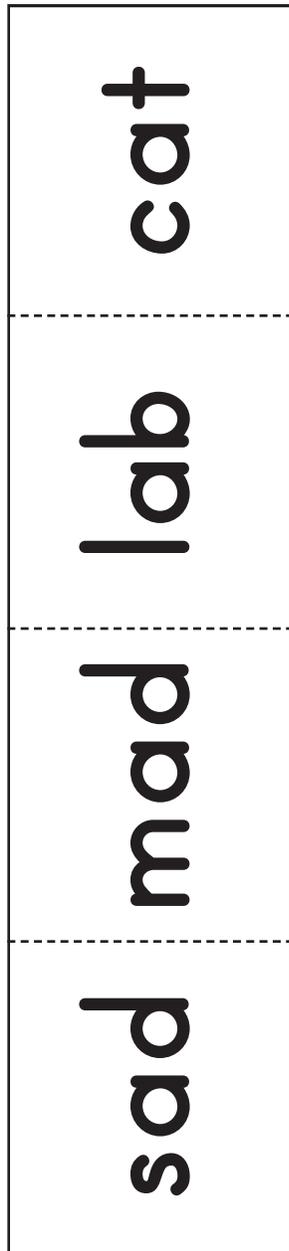
- Find a line in an illustration that has a certain attribute, such as thin, black, bold, red. If the picture is in a book, trace the line with your finger. Make sure students understand that most works in museums are not to be touched!
- Point to and name specific objects in the work.
- Ask students if, by magic, they could become part of this painting, where would they choose to be?
- Count objects in a painting or a sculpture.

Ask questions such as:

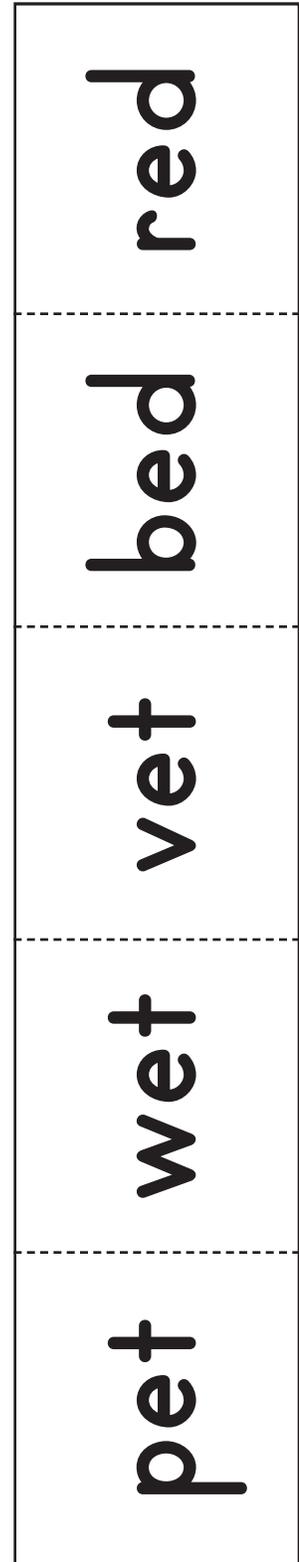
- What colors do you see? Where?
- What shapes do you see? Where? Can you point to that shape?
- Have you ever _____? When? Tell us about _____.
- Help students relate to experiences that are depicted in the painting.
- What do you think is in, under, or behind a specific object?
- How are people, animals, or machines moving in this picture?
- How do you think _____ feels? Find someone who looks happy, surprised, sad, afraid, proud, etc.
- Where do you think this is happening?
- What season do you think it is in this painting? What clues let you know that?
- Is this a noisy or quiet place? What makes you think so?
- What will you tell someone at home about this picture?
- Would you like to have this picture (or other object) in your home? Why?

Word Match Cards

Duplicate and cut the words apart.

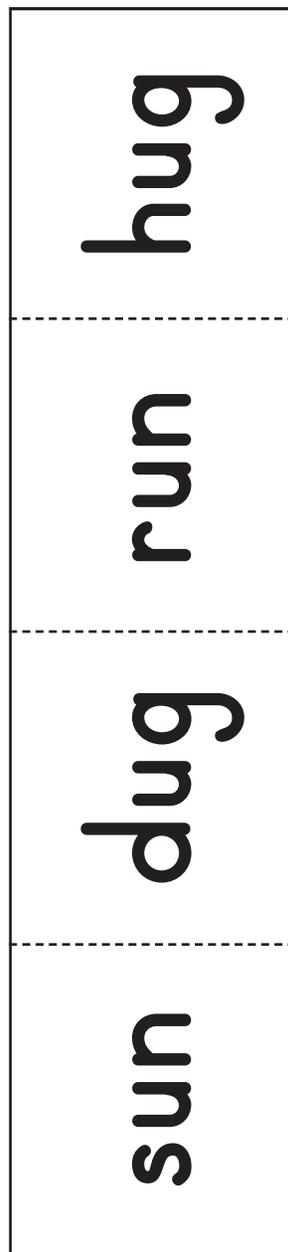
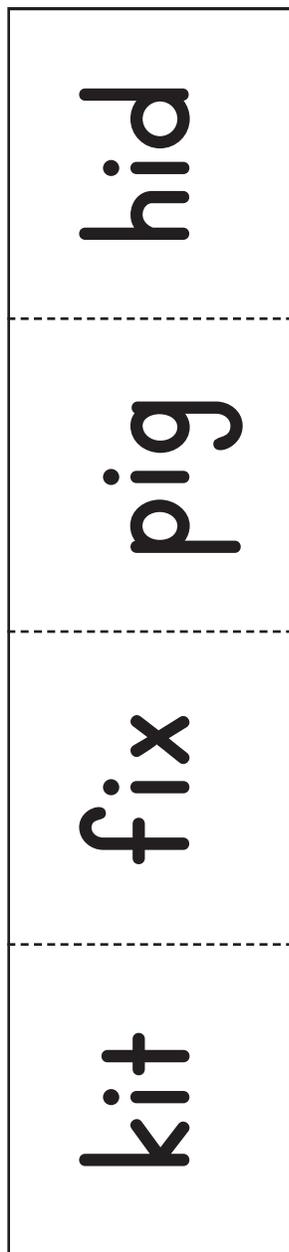


(1 of 2)



Word Match Cards

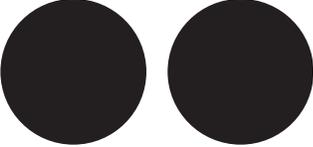
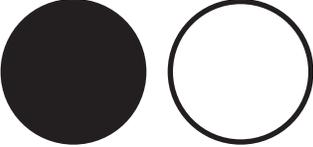
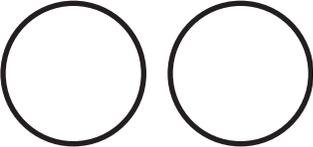
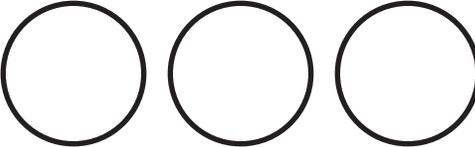
Duplicate and cut the words apart.



(2 of 2)

Number-Combination Cards for 2–4

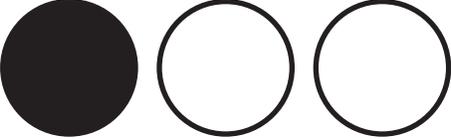
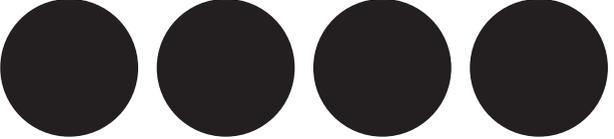
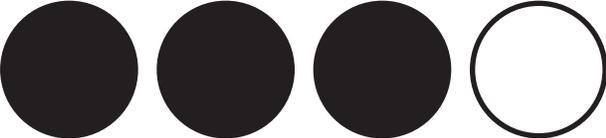
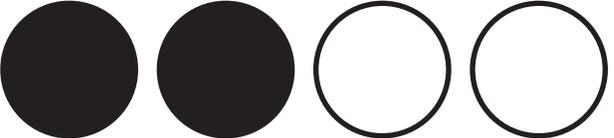
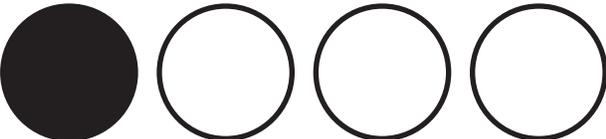
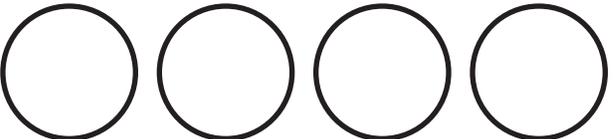
Duplicate, and cut the cards apart.

 <p>2 and 0</p>	 <p>1 and 1</p>
 <p>0 and 2</p>	 <p>0 and 3</p>
 <p>3 and 0</p>	 <p>2 and 1</p>

(1 of 2)

Number-Combination Cards for 2–4

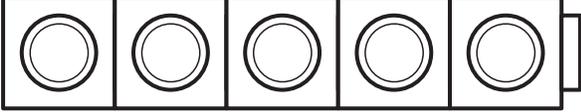
Duplicate, and cut the cards apart.

 <p>1 and 2</p>	 <p>4 and 0</p>
 <p>3 and 1</p>	 <p>2 and 2</p>
 <p>1 and 3</p>	 <p>0 and 4</p>

(2 of 2)

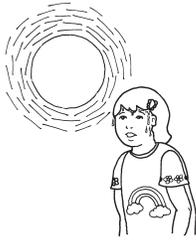
Number Combinations for 5

Duplicate one per student.

 <p>_____ and _____</p>	 <p>_____ and _____</p>
 <p>_____ and _____</p>	 <p>_____ and _____</p>
 <p>_____ and _____</p>	 <p>_____ and _____</p>

Sentence-Picture Matching Cards

Make one set per group of four or five students.



I am hot.



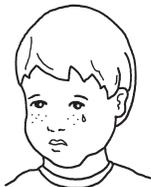
We can run.



I can zip.



I can jog.



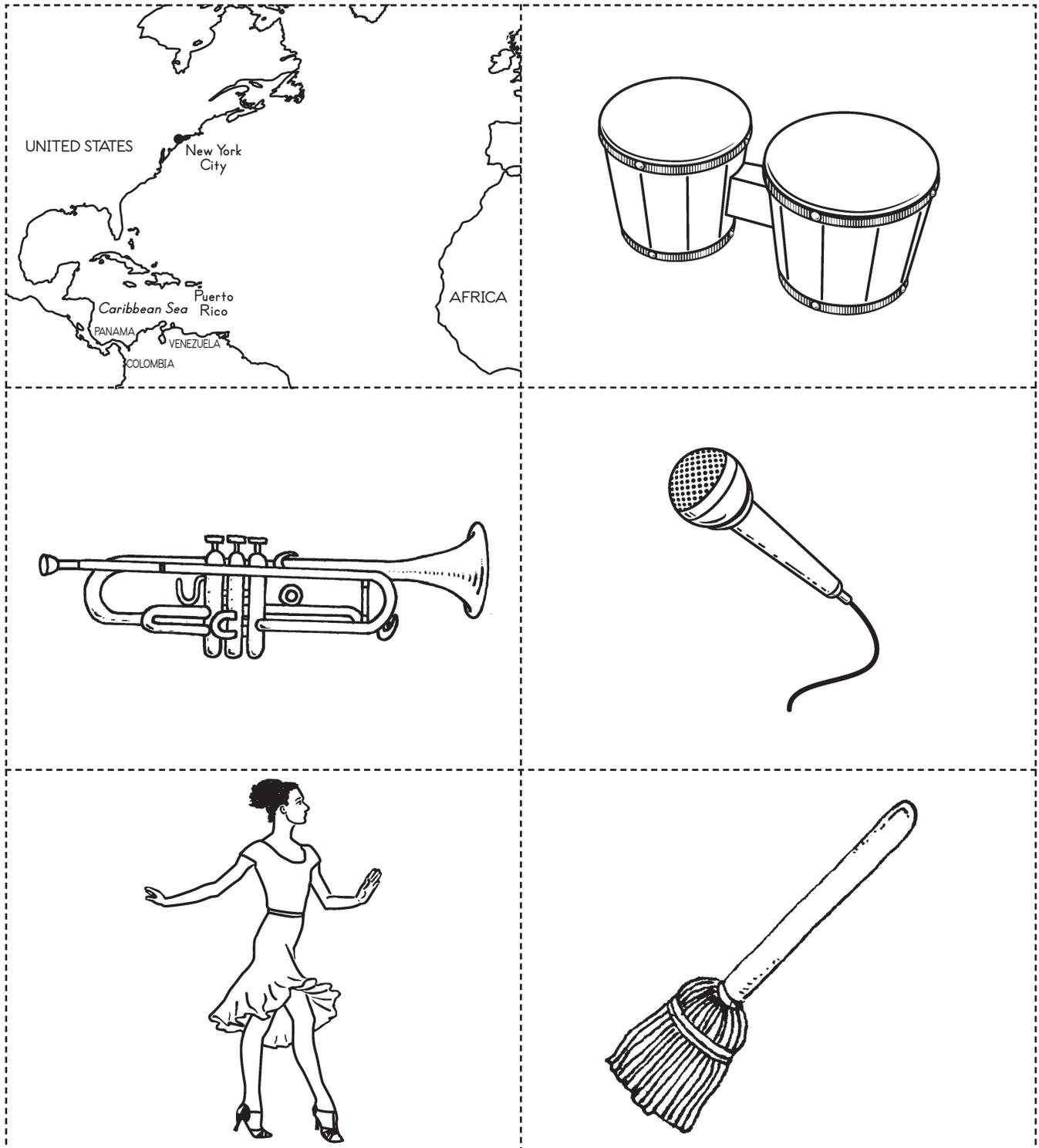
I am sad.



I am mad.

Salsa Retell Picture Cards

Copy, cut apart the cards, and laminate (optional).



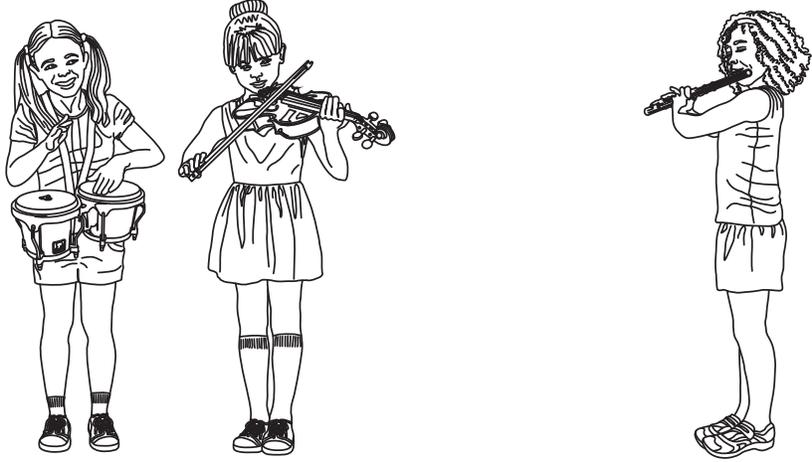
Number-Combination Cards for 5

Duplicate, and cut the cards apart.

 <p>5 and 0</p>	 <p>4 and 1</p>
 <p>1 and 4</p>	 <p>0 and 5</p>
 <p>3 and 2</p>	 <p>2 and 3</p>

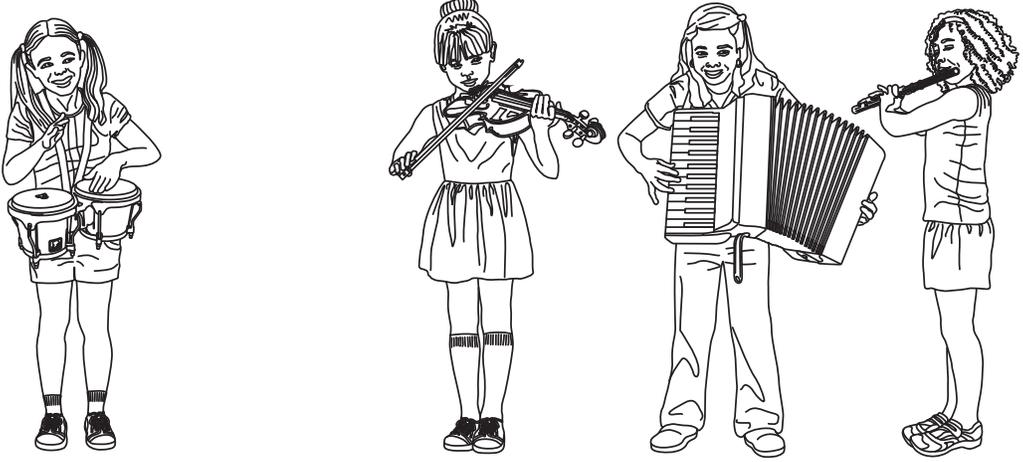
Number Sentence Practice

1.



2 + 1 =

2.



1 + 3 =

Addition Pictures

1.

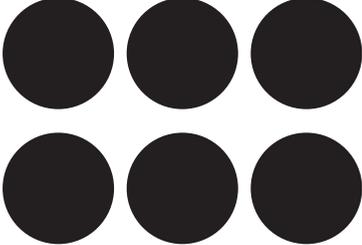
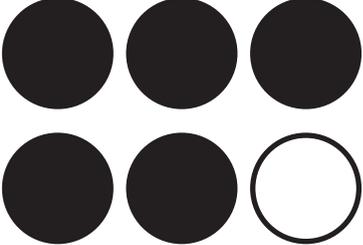
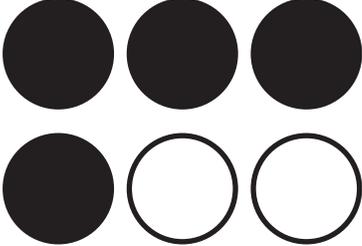
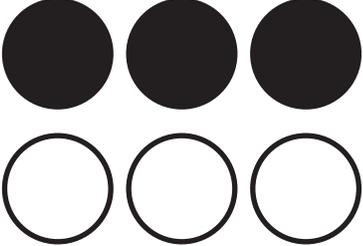
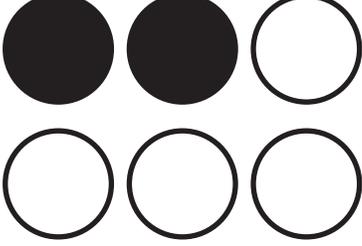
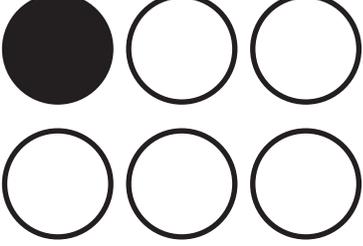
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Number-Combination Cards for 6 and 7

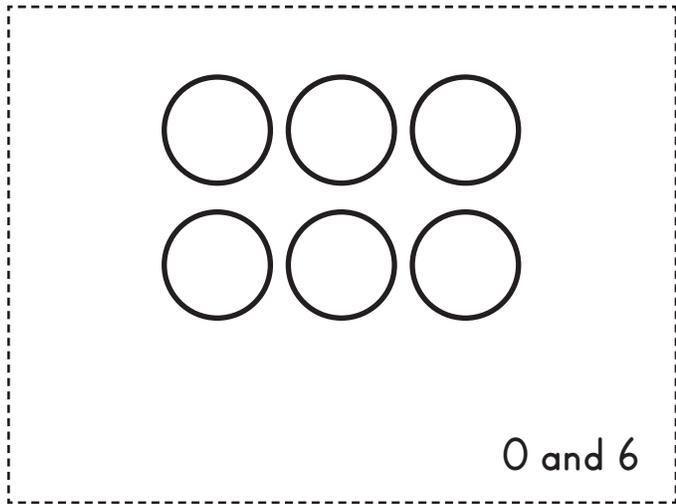
Duplicate, and cut the cards apart.

 <p>6 and 0</p>	 <p>5 and 1</p>
 <p>4 and 2</p>	 <p>3 and 3</p>
 <p>2 and 4</p>	 <p>1 and 5</p>

(1 of 4)

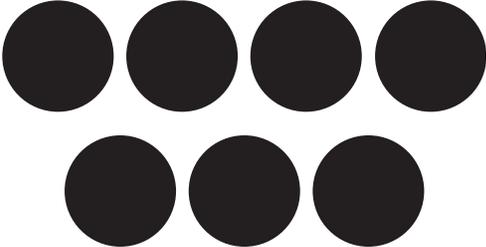
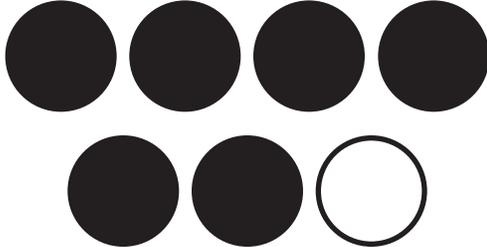
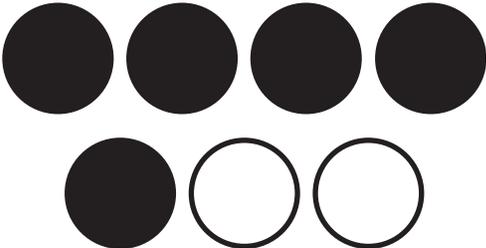
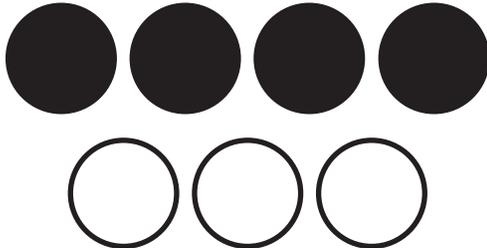
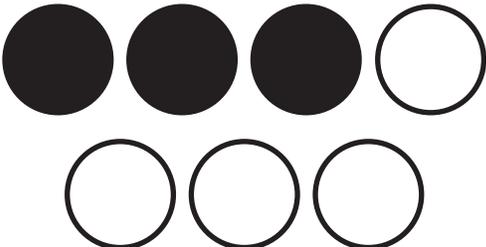
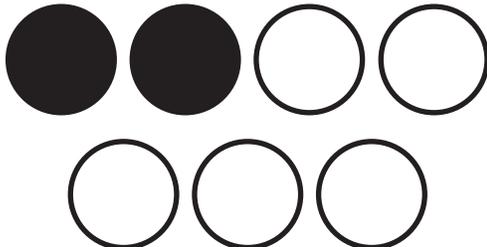
Number-Combination Cards for 6 and 7

Duplicate, and cut the cards apart.



Number-Combination Cards for 6 and 7

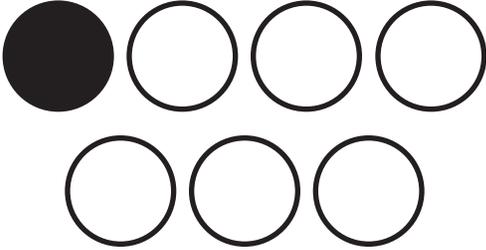
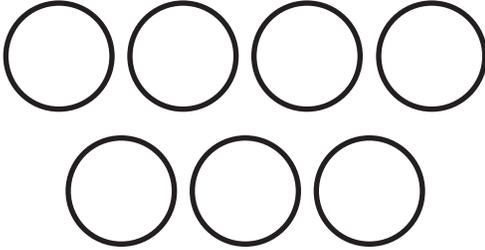
Duplicate, and cut the cards apart.

 <p>7 and 0</p>	 <p>6 and 1</p>
 <p>5 and 2</p>	 <p>4 and 3</p>
 <p>3 and 4</p>	 <p>2 and 5</p>

(3 of 4)

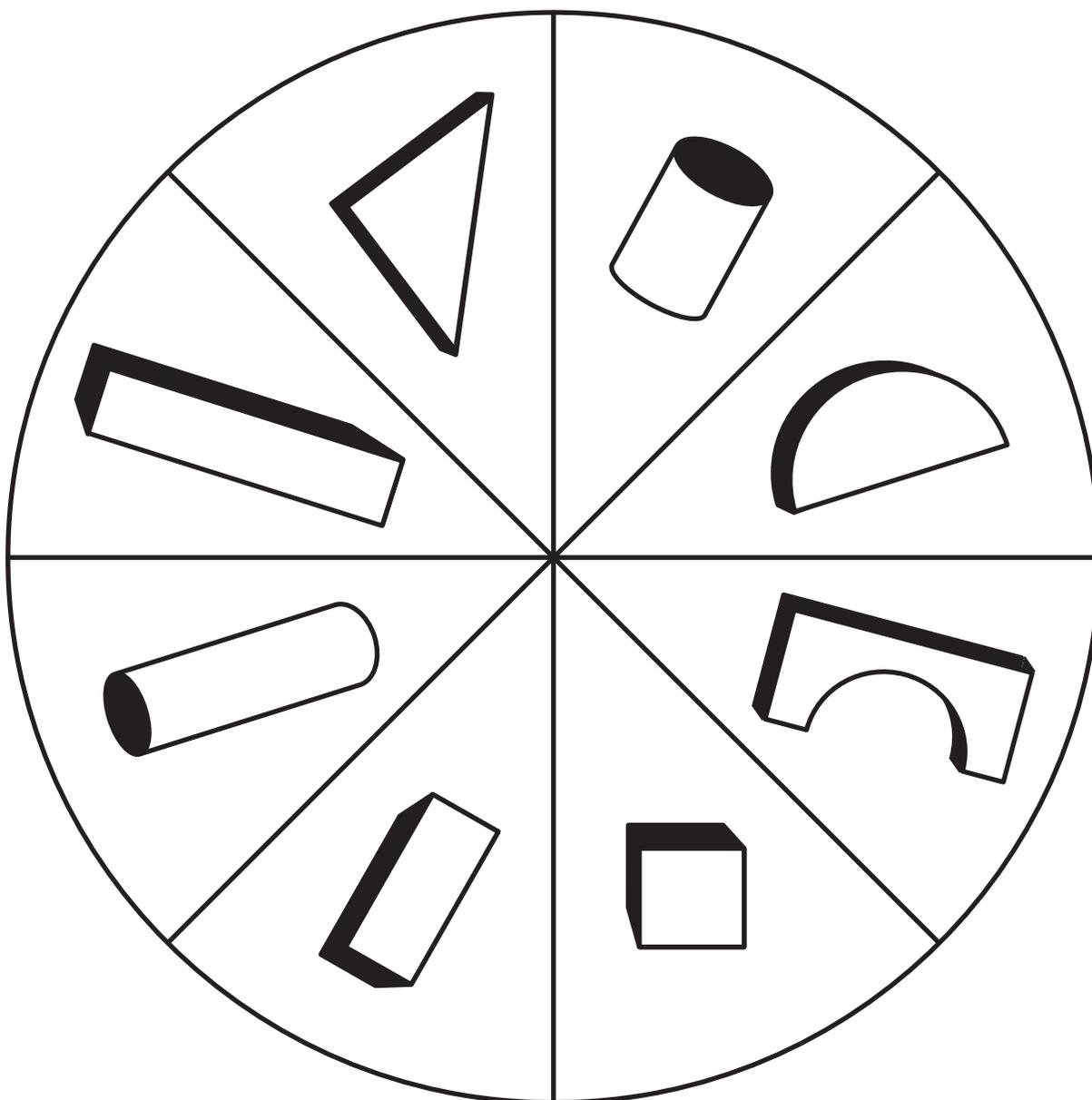
Number-Combination Cards for 6 and 7

Duplicate, and cut the cards apart.

 <p>1 and 6</p>	 <p>0 and 7</p>
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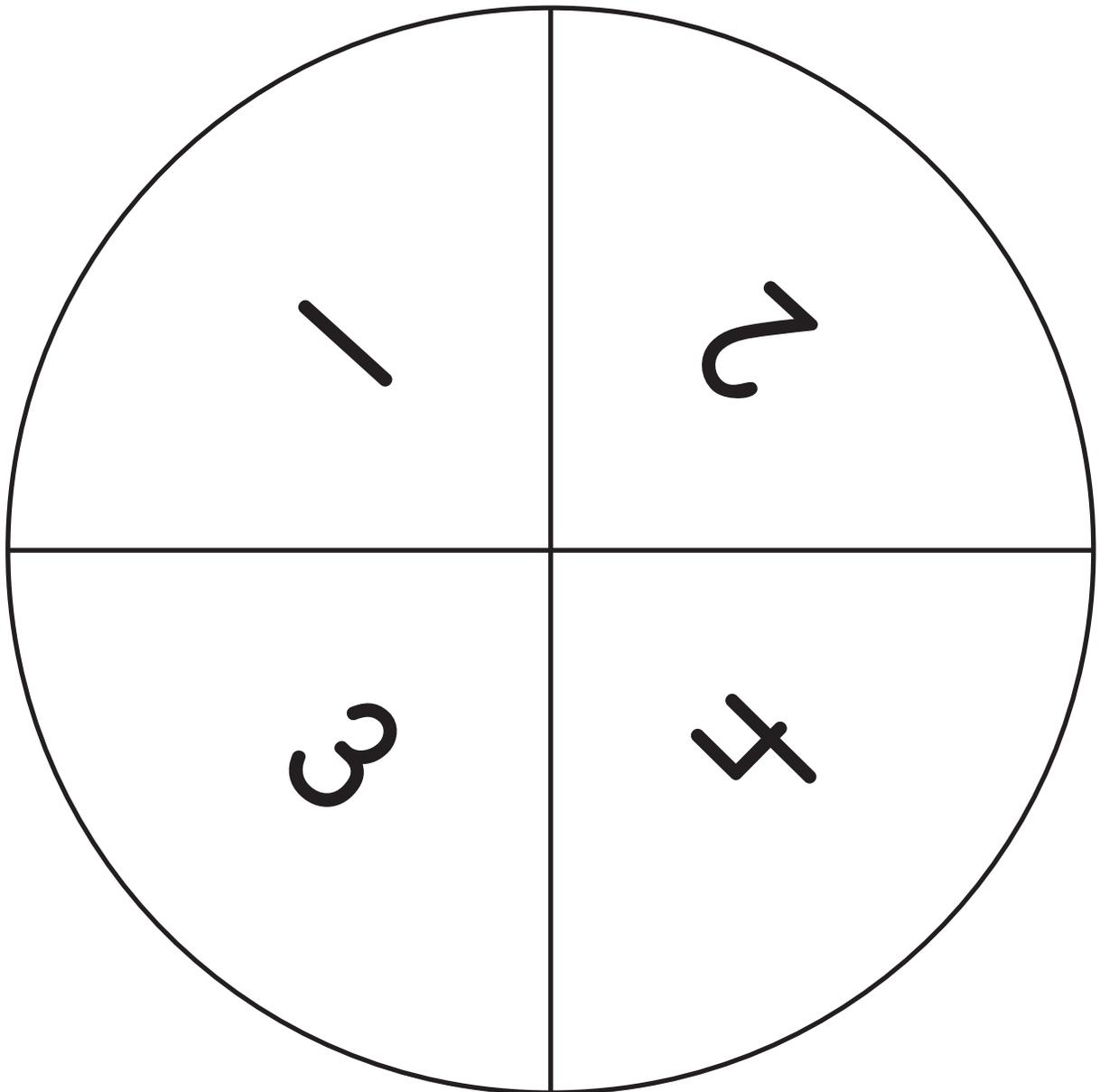
Shape Spinner

Duplicate. Cut and attach to a transparent spinner.



Number Spinner (optional)

Duplicate. Cut and attach to a transparent spinner.

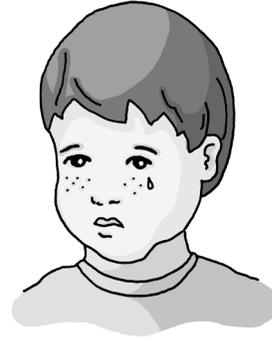


My Sentence Book 1

Duplicate, one per student.

My
Sentence Book
1

Name



I am sad.



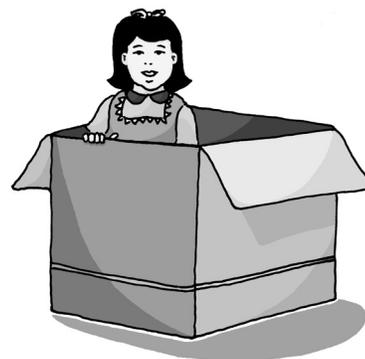
I am mad.



I can zip.



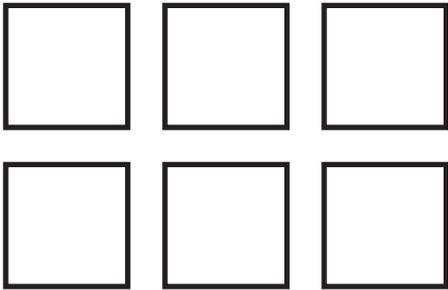
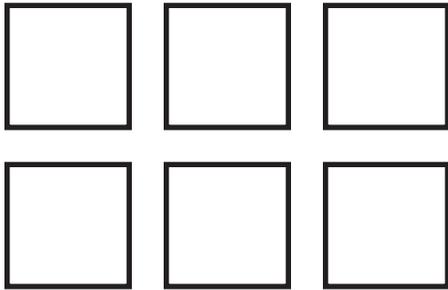
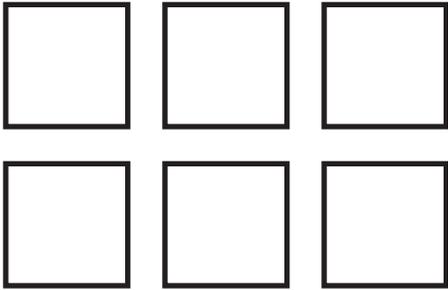
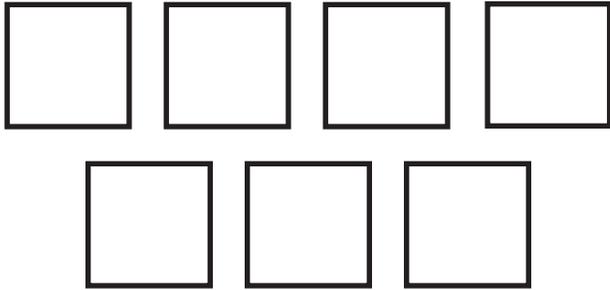
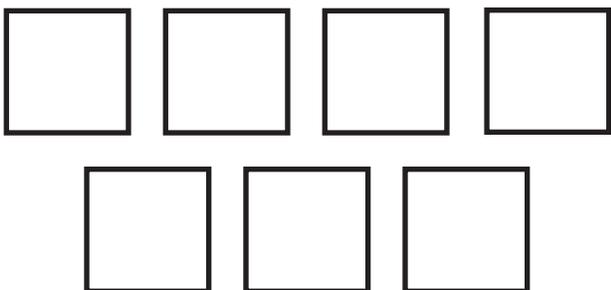
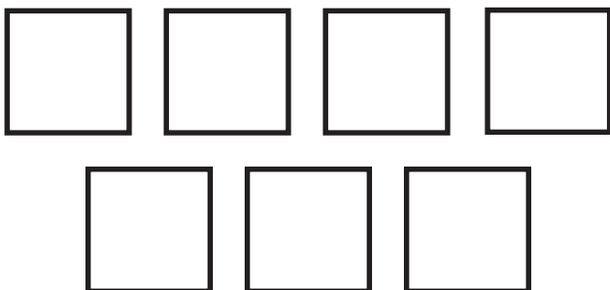
I can jog.



I am in a box.

Number Combinations for 6 and 7

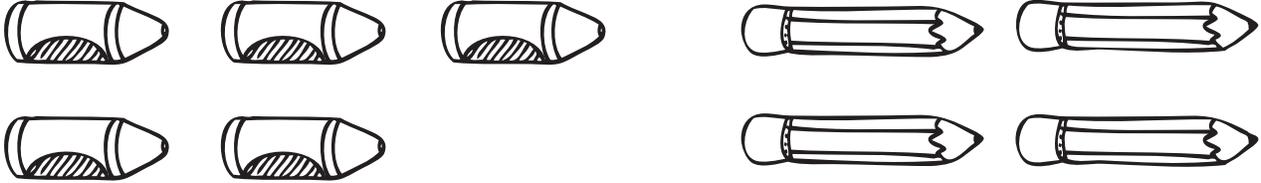
Duplicate one per student.

 _____ + _____ = 6	 _____ + _____ = 6
 _____ + _____ = 6	 _____ + _____ = 7
 _____ + _____ = 7	 _____ + _____ = 7

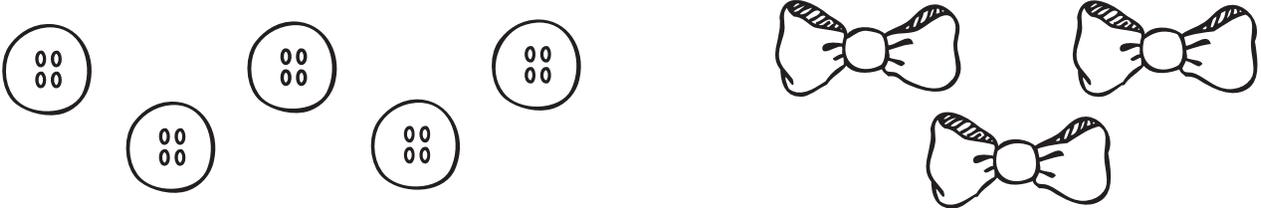
Name: _____

Combinations for 8 and 9

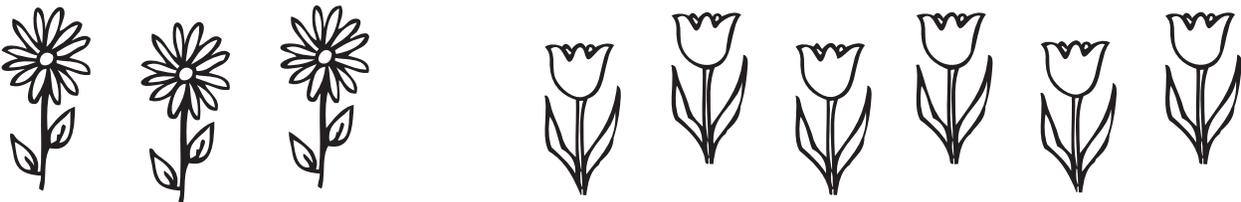
Directions: Count to find out how many there are in all. Write the number sentence in the box.



5 crayons and 4 pencils



5 buttons and 3 bows



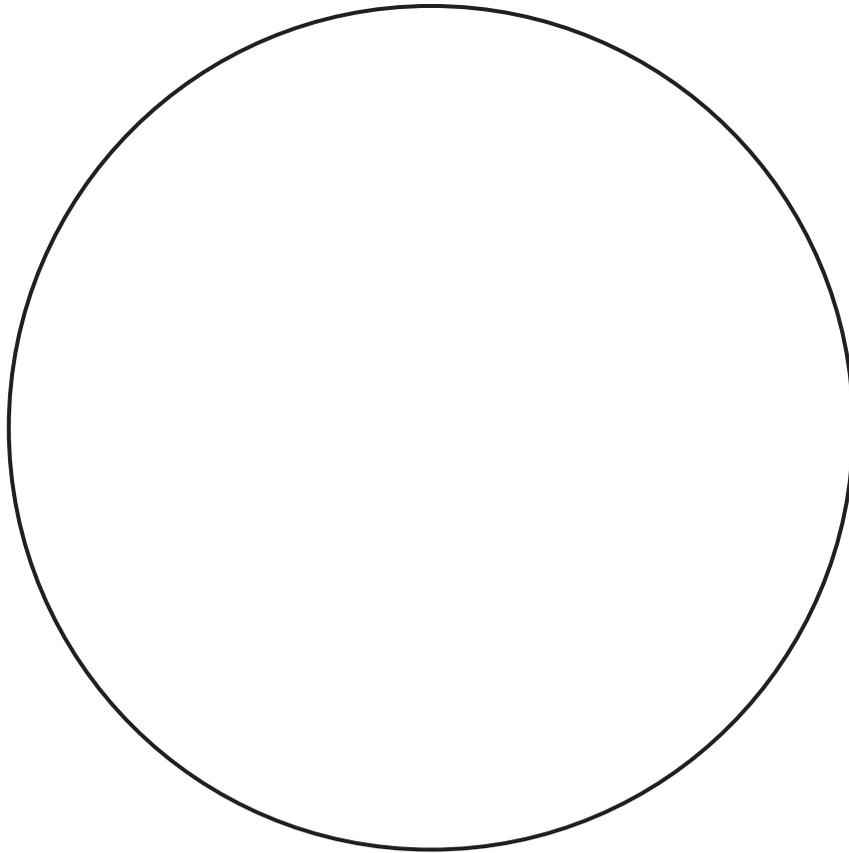
3 daisies and 6 tulips

Name: _____

Button Toss

Duplicate one for the teacher, and make a transparency if possible.

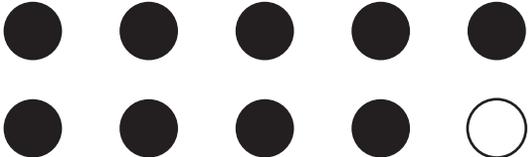
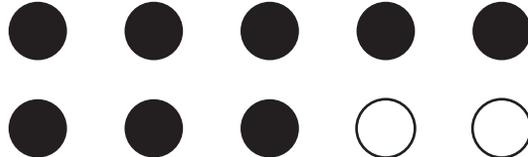
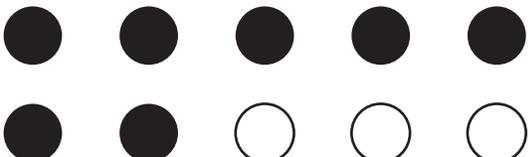
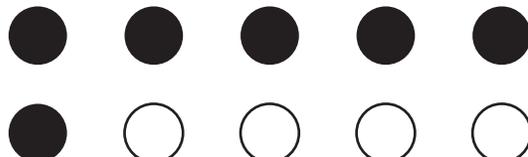
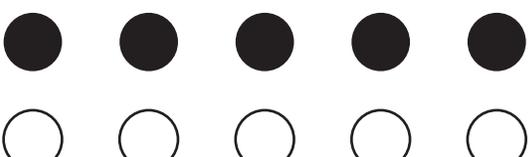
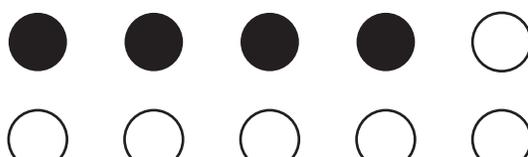
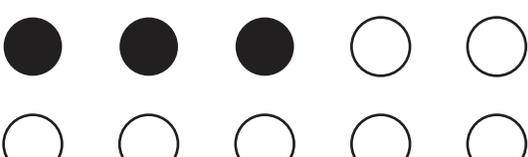
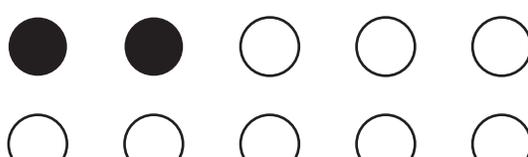
Duplicate one per partnership.



___ inside ___ outside | 0 altogether

Number-Combination Cards for 10

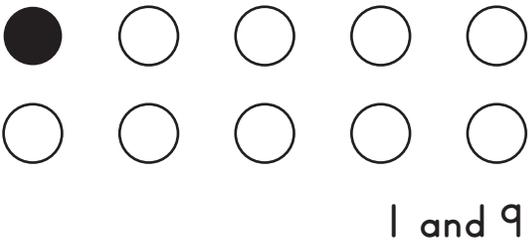
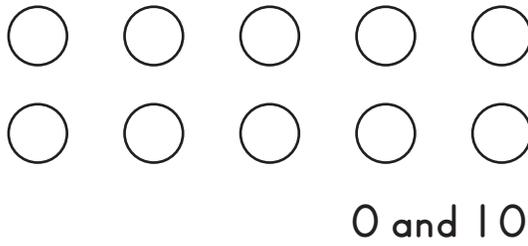
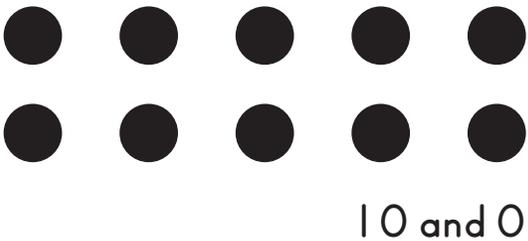
Duplicate, and cut the cards apart.

 <p>9 and 1</p>	 <p>8 and 2</p>
 <p>7 and 3</p>	 <p>6 and 4</p>
 <p>5 and 5</p>	 <p>4 and 6</p>
 <p>3 and 7</p>	 <p>2 and 8</p>

(1 of 2)

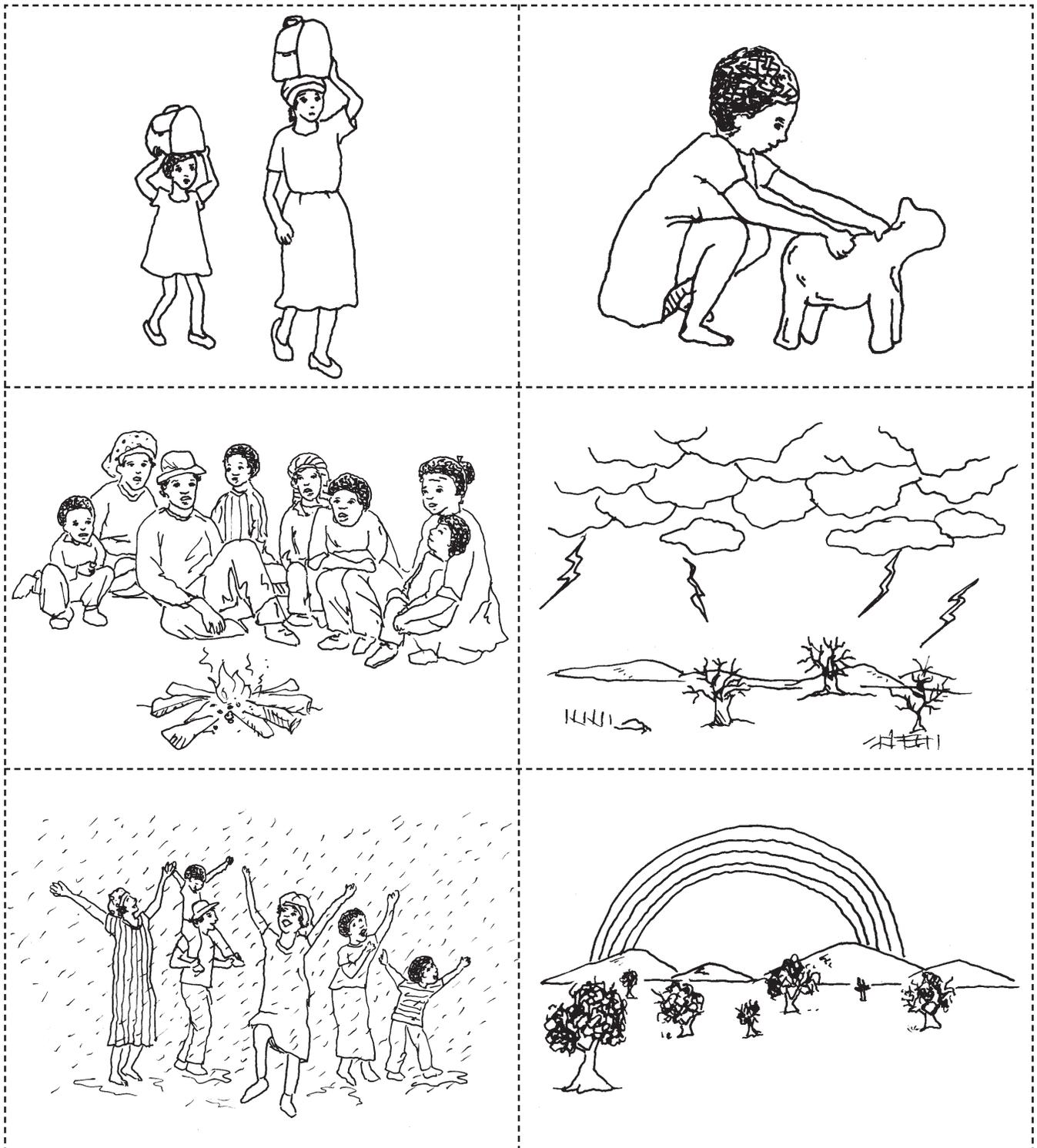
Number-Combination Cards for 10

Duplicate, and cut the cards apart.

 <p>1 and 9</p>	 <p>0 and 10</p>
 <p>10 and 0</p>	

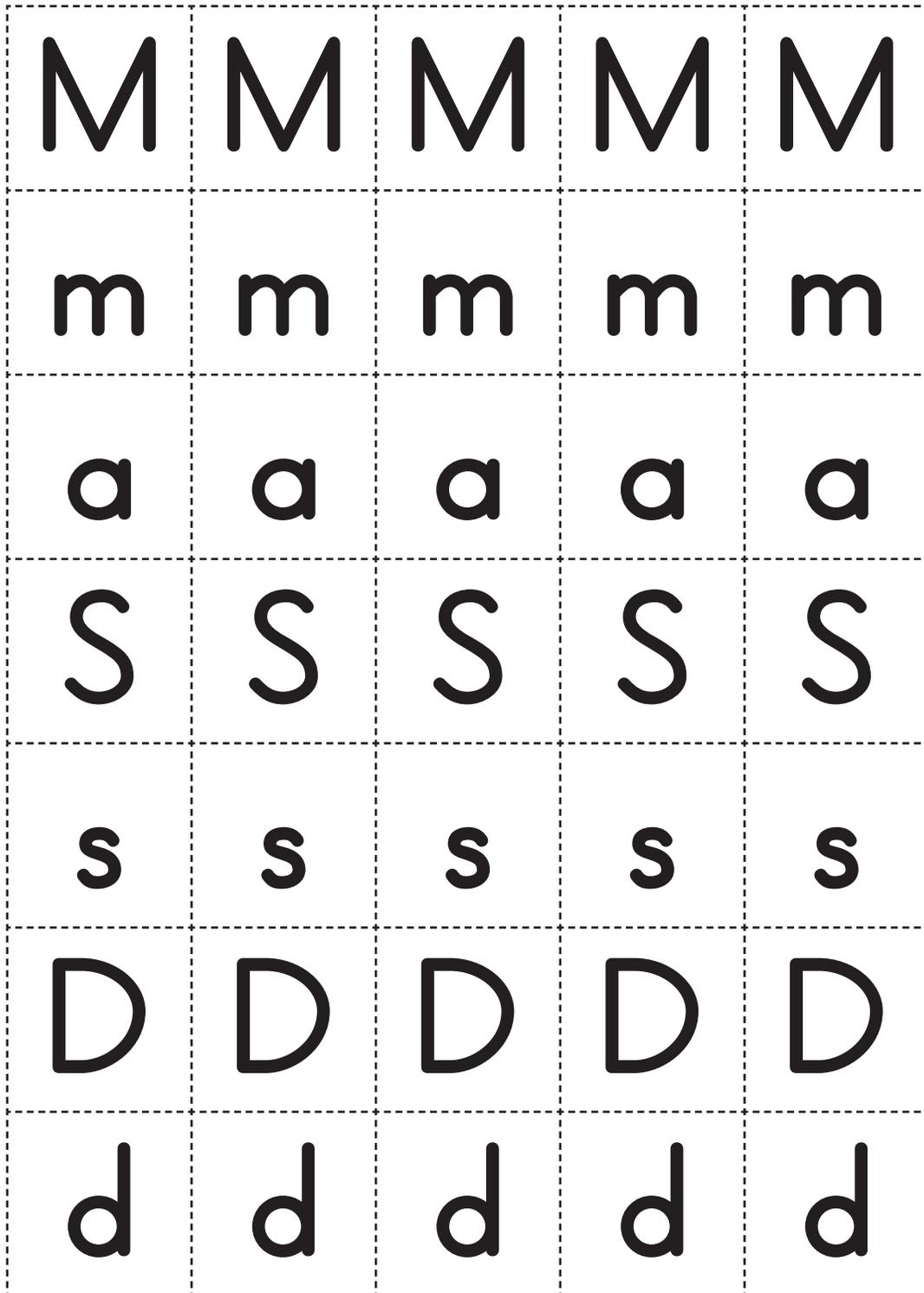
Gugu's House Sequencing Cards

Copy, cut apart the cards, color them (cloudy sky and rainbow picture), and laminate (optional).



Letter Tiles for Stretch and Spell

Duplicate and cut the letters apart.

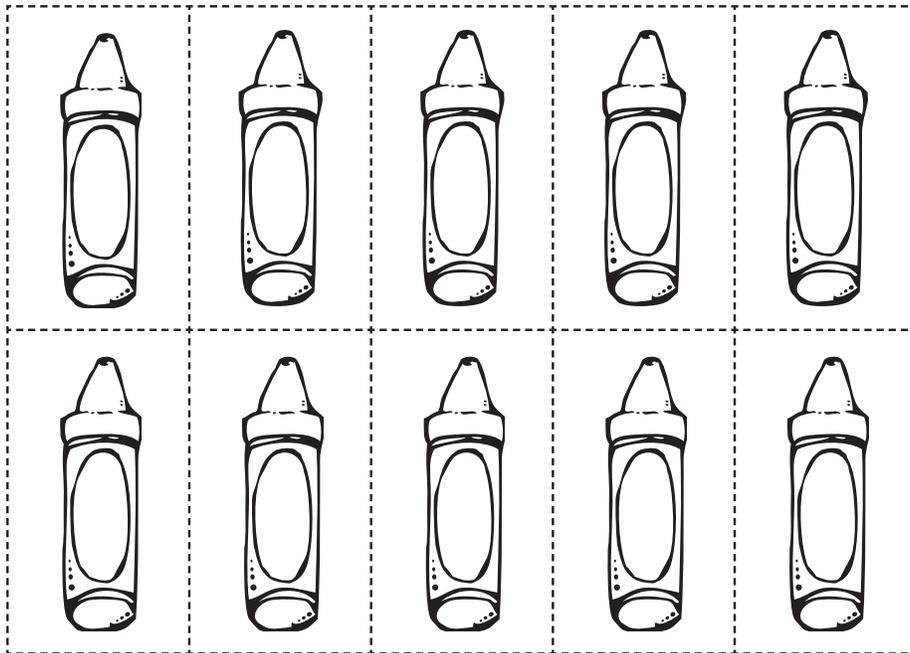


Name: _____

Combinations for 10

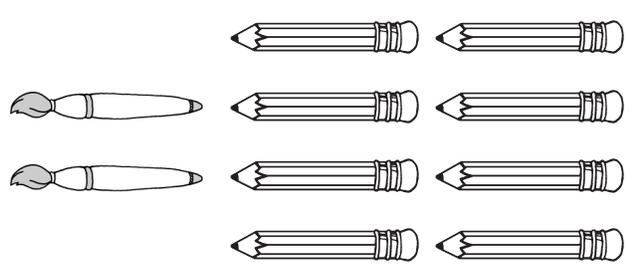
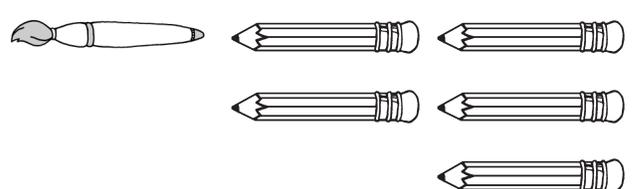
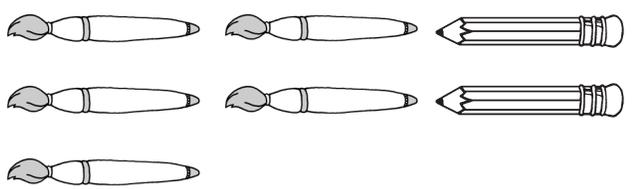
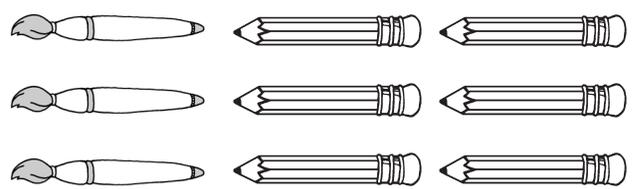
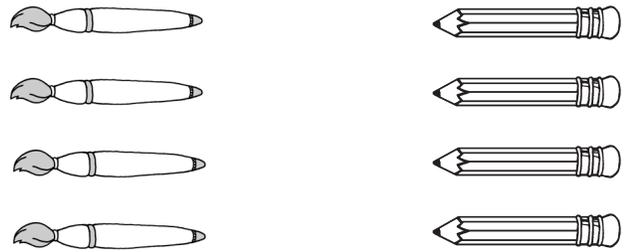
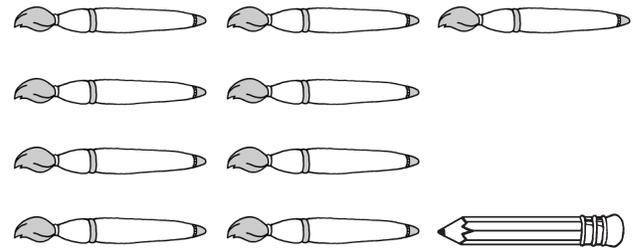
Directions: How many ways can you make 10? Cut out the crayons below, and use them to find four different ways to make 10. Record the combinations on the lines below.

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



Combination Review

Directions: Count the items in each box to name the number combination.
Write the number sentence to match the number combination.

 <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ </p>	 <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ </p>
 <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ </p>	 <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ </p>
 <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ </p>	 <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ </p>

Dear Family,

Art and music are universal. They are found in every culture and have existed in every period throughout human history. Art and music bring beauty into the classroom and the home. All children, no matter what their native language or stage of development, can enjoy music and art even if they just clap out a simple rhythm or put marks on paper.

In the first part of the unit, we will explore various types of music, such as jazz and classical, and experiment with musical instruments provided in the classroom and instruments that students will make. Music calls us to the art of dance, so it's only natural that various dance styles will be shared and practiced.

In the second part of the unit, your child will view and create works of art using a variety of materials such as clay and paints. It is our hope that through this unit, your child will come to appreciate that the range of expression through music, dance, and art is as varied as the many different cultures throughout the world.

How can you help?

Be sure to ask your child about the books *The Jazz Fly*, *Peter and the Wolf*, and *Salsa*. The worlds of music, dance, and art are bridged in the true story of the famous French painter and sculptor Edgar Degas in *Degas and the Little Dancer*. *Gugu's House* tells a story of people involved in artwork for themselves and to share beauty with others.

Since the beginning of school, we have been teaching the letter sounds and how the children can blend them to read and write simple words and sentences. The children will start on a new adventure in books next week. They'll begin to read their own Shared Stories. Shared Stories are little books with large print that help children learn to read. Each book focuses on a different letter sound. We'll work on the stories in school, and your child will bring them home to keep in his or her home library. We hope you will read these books with your child often. Remember to sign and return your child's Read & Respond bookmark.

If your child is among those in the class who are not yet ready to read, please know that the same skills presented in KinderRoots will be taught again in the first grade. It is most important that the children enjoy books and see reading as a skill that they want and are able to learn. Keep your book-sharing time enjoyable by reading stories when you are relaxed. Talk with your child about the illustrations, share experiences similar to those in the stories, ask questions about what might happen next, etc. so your child experiences the pleasure that comes from reading with you.

Enjoy all these experiences with your child, and continue to watch the Home Link shows online together!

Estimada familia:

Arte y música son universales. Se encuentran en todas las culturas y han existido en todas las épocas a lo largo de la historia humana. Arte y música traer belleza en el aula y en el hogar. Todos los niños, sin importar su idioma nativo o etapa de desarrollo, pueden disfrutar de la música y el arte, incluso si sólo aplaudir a un ritmo simple o poner marcas en el papel.

En la primera parte de la unidad, vamos a explorar diferentes tipos de música, como el jazz y clásica, y experimentar con instrumentos musicales previstas en el aula y los instrumentos que los estudiantes harán. Música nos llama al arte de la danza, así que es natural que varios estilos de danza serán compartidos y practicados.

En la segunda parte de la unidad, su niño va a ver y crear obras de arte utilizando materiales como la arcilla y pinturas. Esperamos que a través de esta unidad, su hijo podrá apreciar que la gama de expresión a través de la música, la danza y el arte es tan variada como las diferentes culturas de todo el mundo.

¿Cómo puede ayudar?

Asegúrese de preguntarle a su hijo acerca de los libros *The Jazz Fly* (La marcha de jazz), *Peter and the Wolf* (Peter y el lobo) y *Salsa*. Los mundos de la música, la danza y el arte están conectados en la historia real del famoso pintor y escultor francés Edgar Degas en *Degas and the Little Dancer* (Degas y la pequeña bailarina). *Gugu's House* (La casa de Gugu) cuenta una historia de personas involucradas en obra para sí mismos y para compartir la belleza con los demás.

Desde el comienzo de la escuela, hemos estado enseñando los sonidos de las letras y cómo los niños pueden mezclarles a leer y escribir palabras y oraciones simples. Los niños van a comenzar en una nueva aventura de la próxima semana. Van a empezar a leer sus propias Historias Compartidas. Historias Compartidas son libros pequeños con letras grandes que ayudan a los niños a aprender a leer. Cada libro se centra en un sonido letra diferente. Vamos a trabajar en las historias en la escuela, y su hijo a traer a casa a tener en su biblioteca en casa. Esperamos que usted lea estos libros con su hijo a menudo. Recuerde que debe firmar y devolver el marcador de Leer y Responder.

Si su hijo aún no está listo para leer, por favor saber que las mismas habilidades que se presentan en *KinderRoots* se impartirán de nuevo en el primer grado. Es muy importante que los niños disfruten de los libros y ver la lectura como una habilidad que ellos quieren y son capaces de aprender. Mantenga el tiempo de compartir libros agradable al leer historias cuando estás relajado. Hable con su hijo acerca de las ilustraciones, compartir experiencias similares a las de las historias, hacer preguntas sobre lo que podría suceder a continuación, etc. por lo que su hijo experiencias con usted el placer que proviene de la lectura.

Disfrute de todas estas experiencias con su hijo, y seguir viendo el programa de Home Link online juntos!



Weekly Record Form

Unit 7 | Week 1: Sing a Song—Paint a Picture

Teacher: _____ Date: _____

Students	Graphemes			Oral-Language Development			PA	Beginning Reading		Emergent Writing		GAT	Math	Homework
	Reads and writes	ch	v	j	SOLO vocabulary (score 0-100)	SOLO oral expression (score 70, 80, 90, 100)		Theme Vocabulary Sentence (score 70, 80, 90, 100)	Sounds out the word "box" (D, ND)	Reads the sentence, "I am mad." (D, ND)	Stages Observed • Write Away • Lab Plan <input checked="" type="checkbox"/> Conference Completed			
	R										<input type="checkbox"/>			
	W													
	R										<input type="checkbox"/>			
	W													
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	W													

D = Demonstrated ND = Not demonstrated



Weekly Record Form

Unit 7 | Week 2: Sing a Song—Paint a Picture

Teacher: _____ Date: _____

Students	Graphemes			Oral-Language Development			PA	Beginning Reading		Emergent Writing	GAT	Math	Homework	
	Reads and writes	y	q	x	SOLO vocabulary (score 0–100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Identifies medial sounds: "bus," "cap" (D, ND)	Sounds out the words "Sam," "not" (D, ND)	Reads the sentence, "Dad is mad." (D, ND)	Stages Observed • Write Away • Lab Plan <input checked="" type="checkbox"/> Conference Completed	Gives a win-win solution to a problem (D, ND)	Represent addition (within 10) with objects or drawings. (D, ND)	Read & Respond
	R										<input type="checkbox"/>			
	W													
	R										<input type="checkbox"/>			
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	R										<input type="checkbox"/>			
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D = Demonstrated ND = Not demonstrated

