This is the fifth two-week unit. There are eighteen total units.

Welcome to Curiosity Corner
Marvelous Me
Family Matters
Places and Faces in the Neighborhood
Fall into Fall
To Market, To Market
Many Thanks
Express Yourself
Winter Wonders
Healthy Me!
Here We Go! Transportation
Baa-Baa, Moo-Moo, Woof, Meow
Wild and Woolly
Swing into Spring
Roots and Shoots
Around the World
Our Big, Beautiful Earth
Splash into Summer!

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

Fall into Fall

Curiosity Corner
2nd Edition

Curiosity Corner 2nd Edition Theme Guide: Unit 5

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Standard Graphics Key

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

Each unit focuses on a theme that is central to students' language and concept development.

Why *Fall into Fall*?

Young children are naturally curious about the world around them. They are natural scientists, always observing, exploring, experimenting, and asking questions. The environment that they live in is a wonderful natural laboratory in which to learn. And it's all right there just waiting to be explored!

Seasons provide many opportunities for children to learn about cause and effect, change, cycles, and diversity in nature. Preschoolers are growing in their ability to notice that sometimes the weather is warm and sometimes it's cold and that those differences are accompanied by changes in themselves, animals in nature, and plants.

Cycles are everywhere in children's lives, and they begin to notice them at an early age. They wake up in the morning and go to sleep at night. Then morning comes again. Seasons demonstrate the cycle concept too, but on a larger scale. Young children begin to associate these cycles with what is meaningful to them. This could be new flowers in the spring, swimming in the summer, starting school in the fall, and cold weather in the winter.

Nature presents a diversity of plant and animal life, different weather patterns, and changes in the habits of people and animals that children can explore in the fall. In this unit, children will use their imaginations while exploring concepts related to the fall season. They will perform tasks involving physical skills, such as making crayon rubbings, and they will develop language skills by describing their observations of fall items with a magnifying glass. The concepts-of-print book *In the Fall* provides information about seasonal changes as children learn about the conventions of print.

As young scientists, children are also learning math concepts. Scientists use numbers and measurements to conduct their research and demonstrate their findings. In the *Fall into Fall* unit, children are introduced to math concepts as they sort objects into categories and use ordinal numbers to place items in sequential position.

Explore the outdoors with the children. Enjoy the natural laboratory that is just outside the classroom door!

Each unit is designed to support child development in nine domains.

Fall into Fall

thematic concepts

- Fall is one of four seasons in the year.
- The weather changes in the fall.
- Animals prepare for winter during the fall.
- We wear different clothing in the fall.
- Many foods, including pumpkins and apples, are harvested during the fall.
- Pumpkins grow on vines; apples grow on trees.
- Pumpkins and ap
- There are many f people enjoy.

Anchor Standards for Reading
Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- engage in tactile experiences with the shapes of the letters "y" and "v."
- pretend and imitate during dramatic play activities.
- create roles in dramatic play.
- create scarecrows and pumpkins.

Emotional/Personal Domain

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- work with partners.
- follow classroom rules and routines.
- identify and name feelings.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- turn the pages of a book correctly.
- begin to recognize the sounds and shapes of "y" and "v."
- observe various letter shapes.
- observe that the first letter of a sentence is uppercase.
- count the number of words in a sentence.
- observe that the same letter arrangement in a different context still spells the same word.
- observe that a question mark tells us that a sentence asks something.
- observe that an exclamation point means we should read with excitement.
- recite rhymes.
- produce rhyming words.
- manipulate words in a sentence.
- identify words that begin with the same initial sound.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- sequence story events.
- explore with writing materials.
- experiment with writing to communicate meaning.

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Mathematics Shift 1: Focus
Math instruction is carefully sequenced to help students achieve the standards set by college and career readiness standards. Foundational knowledge is built and conceptual understanding is increased during Math Moments each day.

Mathematics Shift 2: Coherence
The math content built into Curiosity Corner 2nd Edition provides a foundation that is ideal for vertical alignment in following years.

Mathematical Domain

Children will:

- count to 15 and 16 by rote.
- sort by shape.
- use ordinal numbers to name sequential position.
- represent the month and day on the calendar.

Cognitive Domain

Children will:

- participate in brain games that develop the ability to focus and remember.
- observe and make discoveries.
- investigate seasonal changes.
- use real and imaginary props in dramatic play.
- solve simple problems by sorting and ordering objects.

Interpersonal/Social Domain

Children will:

- give and receive "I" Messages.
- identify and name others' feelings.
- identify ways to maintain self-control.
- give compliments to classmates.

Science/Social Studies Domain

Children will:

- observe objects and record observations.
- observe and document weather conditions.
- become familiar with the life cycle of plants.
- learn about seasonal changes in weather and animal habits.
- begin to demonstrate an awareness of the roles that people play in society.
- recognize some of the businesses found in a community.

Physical Domain

Children will:

- manipulate writing tools and puzzles for fine-motor control.
- explore rhythm and movement in response to music.
- exhibit response inhibition when playing simple games.

Vocabulary

Oral-language development is a key outcome of preschool. Each unit addresses rich vocabulary thematically and allows many opportunities to reinforce essential background concepts.

Theme-Related Words	
acorns	hibernate
apple	jacket
autumn	leaves
bear	migrate
bird	mittens
carve	nuts
crops	orchard
farm	pumpkin
foods	rake
football	soccer ball
gather	squirrel
gloves	sweater
gourd	year

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

Wonderful Words	
Day 1	season
Day 2	fall
Day 3	prepare
Day 4	clothing
Day 5	harvest
Day 6	vine
Day 7	seed
Day 8	tree
Day 9	fruit
Day 10	football

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

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

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The mastery of theme-related and math vocabulary words is informally assessed during lesson activities and formally assessed in the Structured Oral Language Observation (SOLO).

Basic Words			
angry	festival	kind (type)	shell
breathe	field	line	slice
changes	grass	piles	steam
climb	grow	place	warm
cold	half	repeat	weather
different	inside	same	workshop
exhale	jumping	scurry	yard

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

ELA/Literacy Shift 6: Academic Vocabulary
Daily vocabulary instruction and constant exposure to thematic and academic language across the content areas build students' knowledge and ownership of new vocabulary.

Math Words
fifth
first
fourth
groups
larger
second
shapes
size
smaller
sort
third

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

Getting Along Together Words
feelings
happy
"I" Messages
losing control
sad
Say-It-Back
scared

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

STaR Words	
The Busy Little Squirrel	
nibble	
Every Autumn Comes the Bear	
trail	
Apple Farmer Annie	
orchard	organize
Pumpkin Pumpkin	
sprout	scoop

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

Anchor Standards for Reading
Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Peek at the Week 1

Peek at the Week helps teachers see the big picture of the whole two-week unit. The sample lesson provides teacher information for the first day of the unit.

Lesson Component		Day 1	Day 2
Learning Focus for the Day		Fall is one of four seasons in the year.	The weather changes in the fall.
Greetings, Readings, & Writings Children's Choices	**Classroom Library Lab**	Enjoy a Story	Enjoy a Story
	Letter Lab	Letter Match	"Y" Letter Rubbin
	Math Lab	Sorting Station	Sorting Station
	Computer/Media Lab	Exploring with Technology	Exploring with Te
	Writing Lab	Fall Is…	Fall Is…
	Art Lab	Making Scarecrows	Making Scarecrows
	Science Lab	Fall Up Close	Fall Up Close
	Puzzles & Games Lab	Free Exploration	Free Exploration
Gathering Circle		Daily start-up routines	Daily start-up routines
Move It!		Freeze	Aloha 'Oe
Clues & Questions		Read *Curiosity Learns About Fall.* Introduce the letter "y."	Identify weather changes in the fall. Review the letter "y."
Rhyme Time		"A Fall Poem;" Rhyme Recognition and Production: Make a Rhyme game	
Getting Along Together			Review "I" Messages and Say-It-Back.
Plan & Play		Scenario Options: Fall Detectives At Home in the Fall Fall Festival Story Workshop	Scenario Options: Same as day 1 Small-Group Instruction: Counting Apple S
STaR Story Telling and Retelling		Interactive Story Reading: *The Busy Little Squirrel* by Nancy Tafuri	*The Busy Little Sc* Story Retell: Dram
Math Moments		Count to 15 by rote. Classify by attributes: Sort fall objects.	Count to 15 by rote. Classify by attributes: Sort by shape.
Question/Reflection		Brain Game: What's the Magic Word? and Silly Sounds	Brain Game: Silly Sounds Letter "y" classroom search

Anchor Standards for Speaking and Listening
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standards for Reading
Key Ideas and Details
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule.

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Day 3	Day 4	Day 5
Animals prepare for winter during the fall.	We wear different clothing in the fall.	Many foods are harvested during the fall.
Enjoy a Story	Enjoy a Story	a Story
"Y" Letter Rubbing	"Y" Letter Rub	tter Rubbing
Sorting Station	Sorting Statior	g Station
Exploring with Technology	Exploring with	ing with Technology
Fall Is…	Fall Is…	
Making Scarecrows	Making Scarecrows	Making Scarecrows
Fall Up Close	Fall Up Close	Fall Up Close
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Shake Something	Get on Up and Move Your Body	The Gooney Bird Song
Identify ways animals get ready for winter. Review the letter "y."	Identify clothing worn in the fall. Concepts-of-print book: *In the Fall* Review the letter "y."	Name crops that are harvested in the fall. Review the letter "y."
	"A Fall Poem;" Phonological Awareness—Word Substitution: Nonsense game	"A Fall Poem;" Phonological Awareness—Word Substitution: Nonsense game
Identify feelings: happy, scared, and sad.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: *Every Autumn Comes the Bear* by Jim Arnosky	*Every Autumn Comes the Bear* Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – *Mouse's First Fall* by Lauren Thompson
Count to 15 by rote. Classify by attributes: Sort shapes by color.	Count to 15 by rote. Classify by attributes: Sort counting bears by size.	Count to 15 by rote. Problem-solving strategies to determine a way to sort objects by attribute
Brain Game: Silly Sounds Dramatize how animals prepare for winter.	Brain Game: Silly Sounds Determine appropriate fall clothing.	Brain Game: Silly Sounds Which Wonderful Word? game

Anchor Standards for Speaking and Listening
Presentation of Knowledge and Ideas

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

You will find suggested snacks and activities to support this theme in the appendix.

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Pumpkins grow on vines.	Pumpkins have pulp and seeds inside.
Greetings, Readings, & Writings Children's Choices	**Classroom Library Lab**	Enjoy a Story	Enjoy a Story
	Letter Lab	"Y" Letter Rubbing	Playdough Letter "V"
	Math Lab	Pumpkin Number Match	Pumpkin Number Match
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Pumpkins Are…	Pumpkins Are…
	Art Lab	Pumpkins on a Vine	Pumpkins on a Vine
	Science Lab	Harvest Up Close	Harvest Up Close
	Puzzles & Games Lab	Free Exploration	Free Exploration
Gathering Circle		Daily start-up routines	Daily start-up routines
Move It!		Jumping Bean	The Elmo Slide
Clues & Questions		Describe pumpkin characteristics. Introduce the letter "v."	Explore the inside of a pumpkin. Review the letter "v."
Rhyme Time		"Peter, Peter, Pumpkin Eater;" Phonemic Awareness—Alliteration: New Sound game	
Getting Along Together			Review the feeling angry.
Plan & Play		Scenario Options: Visiting Fall Farms Fall Cooking Fall Festival Story Workshop	Scenario Options: Same as day 6 Small-Group Instruction: What's Inside a Pumpkin?
STaR Story Telling and Retelling		Interactive Story Reading: *Apple Farmer Annie* by Monica Wellington	*Apple Farmer Annie* Story Retell: Sequencing
Math Moments		Count to 16 by rote. Ordinal Numbers (to 5): Identify the first in a line.	Count to 16 by rote. Ordinal Numbers (to 5): Identify ordinal places in a line.
Question/Reflection		Brain Game: Hot Potato Memory Reread the concepts-of-print book *In the Fall*.	Brain Game: Hot Potato Memory Find things that begin with "v."

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Day 8	Day 9	Day 10
Apples grow on trees.	Apples have flesh and seeds inside.	People do fun things outside in the fall.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Playdough Letter "V"	Playdough Letter "V"	Playdough Letter "V"
Pumpkin Number Match	Pumpkin Number Match	Pumpkin Number Match
Exploring with Technology	Exploring with Technology	Exploring with Technology
Pumpkins Are…	Pumpkins Are…	Pumpkins Are…
Apple Prints	Apple Prints	Apple Prints
Harvest Up Close	Harvest Up Close	Harvest Up Close
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Silent Ball	Head, Shoulders, Knees, and Toes	Follow the Leader
Identify and describe apple characteristics. Review the letter "v."	Explore the inside of an apple. Review the letter "v."	Identify and role-play fun outdoor fall activities. Review the letter "v."
	"Peter, Peter, Pumpkin Eater;" Phonemic Awareness—Alliteration: New Sound game	"Peter, Peter, Pumpkin Eater;" Phonemic Awareness—Alliteration: New Sound game
Review the feeling angry. Introduce the concept of losing control.		
Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7
Interactive Story Reading: *Pumpkin Pumpkin* by Jeanne Titherington	*Pumpkin Pumpkin* Story Retell: Sequencing	Free-Choice Story Reading: Suggestion – *Mouse's First Fall* by Lauren Thompson
Count to 16 by rote. Ordinal Numbers (to 5): Order objects.	Count to 16 by rote. Ordinal Numbers (to 5): Order daily activities.	Count to 16 by rote. Ordinal Numbers (to 5): Use problem-solving strategies to put objects in order.
Brain Game: Hot Potato Memory Which Wonderful Word? game	Brain Game: Hot Potato Memory Construct an apple puzzle.	Brain Game: Hot Potato Memory Apple or Pumpkin? game

You Will Need

ELA/Literacy Shift 1: Balancing Informational and Literary Texts
College and career readiness (CCR) standards require that students read a wide range of informational and literary texts in many genres. SFA offers a wide range of texts to fit this criterion, including trade books, concepts-of-print books, and Shared Stories.

Supplied by SFAF:

Anchor Standards for Reading
Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Books	**STaR**	
	• *The Busy Little Squirrel* by Nancy Tafuri • *Every Autumn Comes the Bear* by Jim Arnosky • *Mouse's First Fall* by Lauren Thompson • *Apple Farmer Annie* by Monica Wellington • *Pumpkin Pumpkin* by Jean Titherington	
	Theme Learning	
	• *My Pumpkin* by Sally Francis Anderson • *Curiosity Learns About Fall* by Jill Crawford	
	Concepts of Print	
	• *In the Fall* by Sally Francis Anderson (class set)	
Media		
	• *Getting to Know Myself* by Hap Palmer • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for Unit 5	
Cards/Card Sets	**Curiosity Corner Activity Cards for Unit 5**	
	Letter Cards	• "Yy," "Gg," "Mm," "Vv," "Cc," and "Kk"
	Numeral Cards	• 1–5
	Thematic Content	• Wonderful Word picture cards: season, fall, prepare, clothing, harvest, vine, seed, tree, fruit, football • Day 2: Fall Season picture card set • Day 4: Clothing picture card set • Day 8: Apple Products picture card set
	Getting Along Together	• Day 3: Feelings Faces card set (from unit 2): happy, scared, sad
	Plan & Play Scenario Cards	• Fall Detectives, At Home in the Fall, Fall Festival, Story Workshop, Visiting Fall Farms, Fall Cooking
	Math Moments	• Day 9: Curiosity's Daily Routine card set

Books, videos, CDs, picture cards, puppets, posters, and more are supplied in the Curiosity Corner kits.

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Curiosity Corner puppets—Curiosity, Squeaky, and Chilly—introduce ideas and bring fun to the program.

	Rhyme Cards
	• "My Body" • "Jack and Jill"
	STaR Story Retell Cards
	• *The Busy Little Squirrel* • *Apple Farmer Annie*
	Other Card Sets
	• Ear and mouth cards • Letter-Blending Cards, Deck 1
Posters	
	• Feelings Tree poster
General — Used in Every Unit	
	• Puppets: Curiosity (cat), Squeaky (squirrel), and Chilly (penguin) • Paw point chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animals, stamps and ink pad
Other SFAF Items	
	• Counting bears • Four Seasons floor puzzle • Curiosity Corner Unit Record Form for unit 5 (generate with data-tools system)

Items that teachers will need to acquire for the unit are listed by their component and day.

Teacher Acquired:

General

- Large paper grocery bag filled with leaves of different colors, real or made with paper (Clues & Questions, day 1)
- Objects that make distinct sounds such as a bell, a stapler, rhythm sticks, etc. (Question/Reflection, day 1)
- Sweater for Curiosity or a picture of a sweater from the Fall Season picture card set (Clues & Questions, day 2)
- Apple seeds, or other object that can serve as pretend seeds, such as dried beans (Plan & Play, Small-Group Instruction, days 2–5)
- One sheet each of red, blue, yellow, and green paper (Math Moments, day 3)
- Fall jacket and other pieces of fall clothing or pictures from the Fall Season picture card set (Clues & Questions, day 4)
- Three large books and four small books for sorting (Math Moments, day 4)
- Several small pumpkins, gourds, squash, and apples (Clues & Questions, day 5)
- Orange tissue paper and green yarn (Clues & Questions, day 6)
- Sheet of card stock or construction paper (Math Moments, day 6)
- Large pumpkin, carving knife, and paper towels (Clues & Questions, day 7)
- Pumpkin seeds, white yarn, glue sticks (Plan & Play, Small-Group Instruction, days 7–10)
- Inflatable ball (Move It!, day 8)
- Paper and crayons (Getting Along Together, day 8)
- Two stuffed animals, dolls, or puppets (Math Moments, day 8)
- Five to ten fresh apples and a small paring knife (Clues & Questions, day 9)
- Football, soccer ball, and a small rake (optional) (Clues & Questions, day 10)
- Five different classroom objects such as a crayon and a book (Math Moments, day 10)
- Green paper for story tree leaves
- Wonder Box and supplies for Plan & Play prop creation (See the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started for information about setting up a Wonder Box.)
- Supplies for Learning Labs and Plan & Play scenarios (See next section.)

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

Learning Labs		
	Classroom Library Lab	
	Enjoy a Story	• Theme-related books
	Letter Lab	
	Letter Match	• Plastic or magnetic letters, deck of letter-blending cards (provided)
	"Y" Letter Rubbing	• Thin paper; textured letter "y" (e.g., sandpaper); crayons with wrappers removed
	Playdough Letter "v"	• Playdough • Letter card for "v"
	Math Lab	
	Sorting Station	• Variety of fall objects (such as acorns, leaves, and pine cones if possible)
	Pumpkin Number Match	• CC Activity Cards: Numeral cards for 1–5; Pumpkin cutouts (appendix)
	Computer/Media Lab	
	Exploring with Technology	• Computers, tablets, listening media, software
	Writing Lab	
	Fall Is…	• Large Leaf Shapes (appendix)
	Pumpkins Are…	• Pumpkin shape (appendix)
	Art Lab	
	Making Scarecrows	• Newspaper, old clothing, string or rubber bands, markers, paper grocery bags
	Pumpkins on a Vine	• Orange tissue paper; green yarn segments
	Apple Prints	• Apples, cut in half; paper; tempera paints, several colors; four or five brushes
	Science Lab	
	Fall Up Close	• Magnifiers, fall objects (leaves, pine cones, acorns, etc.)
	Harvest Up Close	• Fall fruits, vegetables, seeds, nuts, pumpkins (sliced); pumpkin seeds, apple halves, apple seeds
	Puzzles & Games Lab	
	Free Exploration	• Four Seasons floor puzzle (provided), other theme-related puzzles and games

Plan & Play

Scenario	Suggested Classroom Space	Ideas for Props
Fall Detectives	Classroom library area	• Books about fall, clipboards, magnifiers
At Home in the Fall	Housekeeping area	• Cookbooks, recipes for traditional fall foods (e.g., pumpkin pie), items for fall cleaning
Fall Festival	Blocks area	• Plastic foods associated with fall, craft items
Story Workshop	Writing/art areas	• Writing implements, paper, stapler
Visiting Fall Farms	Open area	• Plastic fruits and vegetables, especially pumpkins and apples; vines for pumpkins (yarn); small baskets
Fall Cooking	Housekeeping area	• Recipes for pumpkin pie, apple pie, and other apple and pumpkin dishes; spices

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To Be Prepared:

Daily preparation is clearly outlined.

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

Day 1	
G R & W	• Duplicate the Large Leaf Shape sheets (appendix) on fall-colored paper, one per child. • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide.
C&Q	• Fill a large brown paper grocery bag with various colored leaves.
MM	• Place a random number of each of the three small leaf shapes (appendix) in resealable plastic bags, one bag per partnership.
STaR	• Number the pages of the book *The Busy Little Squirrel*. Page 2 begins, "Leaves were falling…."
Day 2	
G R & W	• Duplicate the Numbered Apples sheet (appendix), five or six copies.
MM	• Create paper circles and triangles, five of each shape in various colors. • Create paper circles, squares, and triangles in various colors, enough for three of each shape per partnership. Place one set in a baggie per partnership.
Day 3	
STaR	• Number the pages of the book *Every Autumn Comes the Bear*. Page 1 begins, "There's a wooded hill behind our farm."
C&Q	• Place several acorns in a brown paper lunch bag. (If acorns are not available in your area, substitute another item that is indicative of fall.)
MM	• Place six to eight counting bears in a baggie, one baggie per partnership.
Day 4	
MM	• Place six to ten counting bears of various sizes in resealable plastic baggies, one baggie per partnership.
Day 5	
MM	• Place seven or eight counting bears, seven or eight shapes, and seven or eight linking cubes in brown lunch bags. Label each bag with a simple drawing of the item inside.
Day 6	
G R & W	• Duplicate and cut out ten pumpkin cutouts (appendix), four sets. • Duplicate the Pumpkin Shape sheet (appendix), one per child. • Cut green yarn into several 12–15" segments (Art Lab)
C&Q	• Create three or four pumpkins by crumpling orange tissue paper into balls. • Tie the orange tissue paper balls to a long segment of green yarn.
STaR	• Number the pages of the book *Apple Farmer Annie*. Page 2 begins, "Annie is an apple farmer."
MM	• Print the ordinal number "1st" on a sheet of card stock or construction paper. • Place five counting bears in resealable plastic baggies, one baggie per partnership.

Day 7	
P&P	• Duplicate and cut out the Pumpkin Shape sheet (appendix), one per child. • Cut white yarn into 6–8" segments, one per child. • Gather fifty pumpkin seeds and five glue sticks.
Day 8	
G R & W	• Slice two apples into halves. • Collect tiny paper circles from a hole punch.
MM	• Place five objects in a baggie, one baggie per partnership.
Day 9	
G R & W	• Duplicate the Apple Shape sheet (appendix).
STaR	• Duplicate the Seed-to-Pumpkin Picture Card sheets (appendix), one per partnership.
Q/R	• Duplicate and cut out the Apple Puzzle pieces (appendix), and place them in resealable plastic bags, one puzzle per partnership.
Day 10	
STaR	• Select a story for STaR free-choice story reading.

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Each day has a clear structure and routine that are designed to keep students engaged and learning.

Day 1 | Ready, Set

Learning Focus

Fall is one of four seasons in the year.

Materials	
General You will need these items at various points throughout the day.	• Sign-in sheet • Sharing sticks • Ear and mouth cards • Partnership chart and name cards • Curiosity puppet • Curiosity's water dish • Cool Kid stamp • Paw point chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 5
Greetings, Readings, & Writings	• Learning Lab Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
Gathering Circle	• Calendar cutout for today's date
Move It!	• No additional materials needed
Clues & Questions	• Large paper grocery bag • Leaves of various colors inside the bag • SFAF book: *Curiosity Learns About Fall* by Jill Crawford • CC Activity Card: Wonderful Word picture card for "season" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Yy," "Gg," and "Mm"
Rhyme Time	• Rhyme card for "A Fall Poem" (optional)
Plan & Play	• Wonder Box for prop creation • CC Activity Cards: Scenario cards for Fall Detectives, At Home in the Fall, Fall Festival, and Story Workshop • Colored clothespins • Paper and crayons or pencils for writing play plans
STaR	• Trade book: *The Busy Little Squirrel* by Nancy Tafuri • Leaf for story tree
Math Moments	• Large Leaf Shapes sheet (appendix), several of each shape • Baggies containing small leaf shapes (appendix), one baggie per partnership

Materials	
Question/Reflection	• Objects that make distinct sounds (e.g., bell, stapler, rhythm sticks) • Cool Kid certificate and marker • Celebration jar • Home Link show for unit 5 • Theme introduction letter for unit 5 (appendix) • Home Link animal stamp: chick • Read & Respond bookmarks

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Day 1 Greetings, Readings, & Writings

Clear routines help teachers focus on classroom management and facilitate timing. Students are welcomed to school every day and guided to sign in and select a brief activity.

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

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Include new books related to fall. Encourage children to read books about fall and the changes that happen during this season.

Letter Lab: Letter Match

- Invite children to match the letters from the letter-blending deck to the corresponding plastic or magnetic letters. Demonstrate placing two of the same letters side by side as needed.

Math Lab: Sorting Station

- Have a variety of manipulatives available that children can sort and count. Examples include linking cubes, plastic bears, buttons, beads, and pattern blocks. If possible, provide fall items such as fall leaves (real or pretend), acorns, or pine cones. Encourage children to sort the objects in different ways.

Computer/Media Lab: Exploring with Technology

- If you have computers, tablets, or listening media available for children to use, have them turned on and ready to use. (Load software, have website links available, have CDs available, etc. depending on the type of devices that you are using.)

Anchor Standards for Speaking and Listening
Presentation of Knowledge and Ideas

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Writing Lab: Fall Is…

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Children's writing journals should also be easily accessible.
- Point out the Large Leaf Shapes sheets (appendix). Encourage children to write and draw about fall on these pages.

Art Lab: Making Scarecrows

- Invite children to work together to make scarecrows with the crumpled newspapers and old clothing.

Science Lab: Fall Up Close

- Encourage children to use magnifying glasses to examine and explore fall objects (e.g., leaves, pine cones, and acorns).

Puzzles & Games Lab: Free Exploration

- Invite children to work the four seasons floor puzzle.
- If you have any other theme-related puzzles or games, make them available as well.

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

In each theme guide, margin icons denote important points or enhancements in lessons.

Short, engaging activities help children transition from one instructional component to the next with ease.

This is the way we tidy our labs,

tidy our labs, tidy our labs.

This is the way we tidy our labs,

all of us together.

(Repeat if children need more time.)

And now we will gather for circle time,

circle time, circle time.

And now we will gather for circle time,

all of us together.

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Gathering Circle

Welcome Activities

Welcome

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

Attendance

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

Partners

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

Cooperative-learning activities provide frequent opportunities for students to share their thinking with partners. Think-Pair-Share is used throughout the day. Students place a token in Curiosity's bowl to celebrate learning and sharing.

Home Link Debrief

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

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

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

Classroom Jobs

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

Calendar

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

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

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

  EXAMPLE:

  Yesterday our number was on a/an (name the shape for yesterday's date)**. What shape do you think today's number will be on?** Replies. **Yes, our pattern this month is** (describe your pattern)**.**

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

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

Getting Along Together activities teach social-emotional skills and cognitive regulation.

Weather

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

Cool Kid

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

TRANSITION

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

Move It!

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

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

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

TRANSITION

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

Cat in a box,

Sit so still,

Will you come out?

Yes, I will!

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Clues & Questions

The class mascot, a cat puppet named Curiosity, sparks interest in the theme content for the day by bringing a clue.

Theme-related word(s):
leaves
year
season*

Basic word(s):
changes
weather
cold

Curiosity's Clues

- Bring out Curiosity and the large paper grocery bag filled with various colored leaves, leaving enough room in the bag so the leaves will rustle when the bag is shaken.

  Curiosity brought us some things that give a clue about what we will learn today. She found these things outside this morning. They are different colors. Some of them are green, some are yellow, some are brown, some are orange, and some are red (or whatever colors correspond to the leaves you have in the bag)**. Let's listen to the sound they make.**

- Have Curiosity shake the bag and then listen to children's responses. Provide more clues if necessary, such as, **Curiosity found these on the ground; they were under trees; they fell off the trees.**
- After children correctly guess leaves, take a few leaves out of the bag. Explain that this week we will talk about the fall and what happens during this season.

Learning with Curiosity

Children learn about theme-related content through short lessons supported by informational books, picture cards, engaging activities, and video support.

- Have Curiosity hold up the book *Curiosity Learns About Fall*.

  Curiosity has a special book that she would like to share with us today. This book gives us information about the fall season. The book is called *Curiosity Learns About Fall*. "Autumn" is another word for "fall." Let's think about what we already know about fall. Use Think-Pair-Share to ask: **What do you know about fall?**

- Use the sharing sticks to invite children to share responses.
- Read the book *Curiosity Learns About Fall* aloud to the children.
- Turn back to the beginning of the book. Take a Picture Walk, allowing time for children to focus on the fall items in the photographs.

  T-P-S: **Tell your partner something that Curiosity finds out about fall.**

- Play the "Fall" background video.

Wonderful Word

One of the thematic vocabulary words is highlighted. Children earn paw points when they use or raise their hands when they hear the word used throughout the day.

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

  Our Wonderful Word today is "season." A season is a part of the year. There are four seasons: winter, spring, summer, and fall.

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

- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

Teachers model writing and reinforce concepts of print as they present a special message each day.

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

  Fall is one of the four seasons of the year.

- Remind children that another word for the season of fall is "autumn."

Letter Links

- Have Curiosity provide clues about the letter "y." Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to the children.
- Display the letter cards for "Yy," "Gg," and "Mm."

Children search the Daily Message for the special letter of the week. Letter Links activities introduce the sound, shape, and name of each of the letters of the alphabet.

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

– **My uppercase shape is tall.**

– **My lowercase shape has a tail.**

– **The tops of both my uppercase and lowercase letter shapes are open.**

WGR: **What letter am I?** *"Y."* **"Y" is our letter of the week!**

- Have children help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it's not.

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

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

- Reinforce the sound and shape of the letter "y" by showing the "Letter Y Yoga Pose" video.

TRANSITION

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

Penny, nickel, dime,

It's time for a rhyme.

We know words that sound the same,

Now it's time to play our game.

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Rhyme Time

Rhyme Time activities develop phonological awareness to prepare students for reading success.

Rhyme Time videos enhance phonological awareness and add fun.

Media icons indicate the availability of a media resource.

Say the Rhyme

- Introduce the new rhyme.

  Today we will begin to learn a new poem about fall. It's called "A Fall Poem." Let's listen for rhyming words in the poem.

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

"A Fall Poem"

Some people call the autumn "fall."

I think I know the reason. (Tap finger on side of head.)

For when the leaves come tumbling down, (Raise arms high in the air, and extend and wiggle fingers to imitate falling motion.)

It is the falling season. (Act as though you are slowly falling to the floor.)

Develop Phonological Awareness—Rhyme Recognition and Production

- Engage children in identifying the rhyming words "reason" and "season."
- Recite the rhyme again, emphasizing the words "reason" and "season."

  T-P-S: **When you listened carefully to this rhyme, what rhyming words did you hear?** If children can't readily recognize the rhyming words, provide support. Ask them to listen carefully for a word that rhymes with the word "reason." State the word pairs "reason" and "autumn" and "reason" and "season." Have them tell their partners which words rhyme.

- Introduce the game, Make a Rhyme.

  Today we are going to play a game called Make a Rhyme. I am going tell you a word from our rhyme, and you will think of a word that rhymes with it.

  Let's think of some words that rhyme with the word "fall" in the rhyme "A Fall Poem." "Call" rhymes with "fall." Rhyming words are words that end with the same sound. These two words, "fall" and "call," both end with /all/. Now you can try to make some rhymes. Think of a word that rhymes with "know" and "go." Tell the child next to you the word that you thought of.

Anchor Standards for Reading
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

  think

  leaves

  down

  for

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

TRANSITION

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

Plan & Play

Basic word(s):
festival
workshop

Children develop cognitive and self-regulation skills as they engage in imaginary play each day.

Scenario Introduction

- Briefly explain the scenarios that are available for children to choose from this week. Show children where each scenario can take place. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario.

Fall Detectives

- Show the classroom library area. **We can pretend that we are detectives. We are collecting clues about fall. You can use these books to gather information about fall. What changes happen in the fall? Be a detective and find out!**

At Home in the Fall

- Show the housekeeping area. **Many people do projects around their homes in the fall. People also like to cook in the fall. Maybe you could have a special dinner for your friends and family. You could also do a special project around your house.**

Fall Festival

- Show the block area. **Your town is having a special fall festival. The town needs your help to build some special things for the festival. Maybe you could build a stage for the musicians. You could also build booths for people to sell their crafts and food.**

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Story Workshop

- Show the writing and art areas. **In these areas, you will have a story workshop. People will come here to learn how to write and illustrate stories. Maybe you could pretend to be a teacher and show others how to make stories and books.**

Scenario Selection

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

  Think about who or what you want to pretend to be as you play today. If you are going to play fall festival, are you a visitor to the festival or someone who sells tickets? If you will play in the story workshop, will you be someone who thinks of stories or an illustrator who draws pictures? You can share who you would like to pretend to be in your play plan.

Plan

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

Play becomes intentional as children plan their roles and imagine what might happen before engaging in play.

Play

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

Coaching

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

Teachers help children develop more mature levels of play by coaching them in prop use, role play, and how to extend play scenarios.

EXAMPLES:

Fall Detectives: Quietly approach children in the library area. For added effect, carry a clipboard, and hold a magnifying glass. Whisper, **I'm here to investigate fall. Can you help me find some books that tell me about fall?**

At Home in the Fall: Pretend to knock on the door or ring the doorbell. **Hi, there! I'm your neighbor next door. I was hoping I could borrow some bread because we ran out. Oh, that smells delicious! Could I please try a bite of that?**

Fall Festival: **Hello. I'm from the mayor's office. I wondered if you needed help getting things ready for the festival?**

Story Workshop: **Excuse me, I'm here for the story workshop. Could you please help me learn how to create books?**

TRANSITION

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

The Clean-Up Song

Clean up, clean up,

Everybody, everywhere.

Clean up, clean up,

Everybody do your share.

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

Two Little Hands

Two little hands go clap, clap, clap.

Two little feet go tap, tap, tap.

One little body turns round and round.

One little body sits quietly down.

STaR
Interactive Story Reading

STaR word(s):
nibble

Story Telling and Retelling fosters the growth of literacy skills and allows students to develop a lifelong love of reading.

The Busy Little Squirrel
Author and illustrator: Nancy Tafuri

It's time for Squirrel to get ready for winter. The other animals invite him to play and engage in activities with them, but Squirrel can't because he's so busy. At the end of the day, Squirrel is tired, but his hard work has paid off.

Interactive Story Reading

Before Reading

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

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Anchor Standards for Reading
Craft and Structure
6. Assess how point of view or purpose shapes the content and style of a text.

The title of our story today is *The Busy Little Squirrel*. That's the name of the story. Nancy Tafuri is the author and illustrator. She wrote the words and drew the pictures for this story.

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

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Look at the cover of this book. T-P-S: **What ideas does the illustration give you about the story?**

Let's see if the title gives a clue about the story. The title is *The Busy Little Squirrel*. T-P-S: **Is there something in these pictures that gives you an idea about why the squirrel is busy?**

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

ELA/Literacy Shift 4: Text-Based Answers
Partnerships work to answer questions based on literary and informational texts throughout the Curiosity Corner curriculum, especially during STaR, Theme Exploration, and Question/Reflection. The teacher models how to provide text-based responses by restating with elaboration.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 11: **Squirrel says he can't rest on a branch with Bird.** T-P-S: **Why do you think he can't rest with Bird?**
  - Page 17: T-P-S: **What is keeping Squirrel busy? What do you think he will do with the berries?**
  - Page 29: T-P-S: **Why is Squirrel asleep when Owl wants him to watch the moon?**

Anchor Standards for Language
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

After Reading

- Ask summative questions to review the text and reinf

Let's see if we can remember some of the thing him to do with them. Tell your partner someth Squirrel to do.

Key vocabulary words are highlighted during story activities.

Mouse wants Squirrel to nibble a pumpkin with him. T-P-S: **What do you think the word "nibble" might mean?**

When you nibble something, you take tiny bites of it. T-P-S: **What is something you like to nibble?**

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

TRANSITION

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

When I'm Doing Math

When I'm doing math,

I wonder what I'll see.

Lots of things for counting,

1, 2, 3.

Math Moments

Math Moments lessons always begin with rote counting practice. Children count to 15, skip count, and count backwards along with an animated Curiosity.

Math word(s):
sort
groups

Basic word(s):
same
kind (type)
different

Math Moments activities help children develop beginning math concepts through fun, interactive activities that provide preparation for mastering college and career readiness objectives in kindergarten.

Mathematics Shift 5: Application
Math Moments provide opportunities for students to apply math skills and concepts to "real-world" situations outside of the math classroom.

Count with Curiosity

- Play the "Count with Curiosity: 1–15" video. Invite children to count to 15 with Curiosity.

Active Instruction

- Bring Curiosity and her bag containing several large leaf shapes.

  Let's see what Curiosity has in her bag today. Take the items out of the bag, and show the children.

- Explain sorting as you model grouping leaves that are alike in some way.

  Today we will sort leaves. Sorting means that we will put things into groups. Let's see if I can sort these leaves into groups.

  First, I want to think about how some of these leaves are the same. Pick up a maple leaf, and point out the shape. **I wonder if there are other leaves with this same shape.** Pick up another maple leaf, and have children determine whether the shapes are the same and whether they can be sorted into the same group.

  Select a plum or sassafras leaf, and ask children if this leaf looks the same as the maple leaf. WGR: **Does this leaf look like the other two leaves?** *No.* **No, it doesn't, so I will put this leaf in a different pile.**

- Continue in this fashion until all the leaves are sorted into groups.

Partner Practice

- Distribute a baggie of small leaf shapes to each partnership. Tell partners to sort the items in their bag.

  Now it's your turn. You and your partner can sort the things in your bag by finding the things that are the same and putting them together into groups.

- Use the sharing sticks to call on children to share. Award paw points for reasonable responses.
- Have partners share how they sorted the objects in the bag and what groups they made with the items.
- Reinforce the concept of classifying by showing the "Cookie Monster Sorting Game" video.

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TRANSITION

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

Children play Brain Games each day to develop memory, focus, and response-inhibition skills.

Brain Game: What's the Magic Word?

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

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we've learned today. Today we learned that fall is one of the four seasons in the year.

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- Use Think-Pair-Share to ask: **What kinds of things happen in the fall?**

Wonderful Word

Each day ends with a review of the daily learning focus and the Wonderful Word.

- Review the Wonderful Word.

  Our Wonderful Word today is "season." A season is a part of the year. Remember that a year has four seasons: winter, spring, summer, and fall.
  T-P-S: **When did we hear the word "season" today?**

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

Theme Learning Extension

Except on the first day of a week that introduced a new Brain Game, theme learning is extended through interactive activities, games, or videos each day.

- Introduce the new brain game for the week, Silly Sounds. Remind children that Silly Sounds is a game that will help them to focus.

Brain Game: Silly Sounds

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

Cool Kid Recognition

The Cool Kid is recognized for exhibiting social skills taught during Getting Along Together lessons on days 2, 3, 7, and 8 in each unit.

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

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

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

Paw Points

The end-of-the-day celebration of paw points earned focuses students on success.

- Remind children about why they have earned paw points.

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

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

Home Link/Departure

Children are encouraged to watch their Home Link video each evening. The show reviews content, letters, and math concepts and includes an audio-book. Children are also encouraged to read stories with a family member.

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

I'll Miss You
(Tune: "This Old Man")

I'll miss you. (Point to class)

You'll miss me. (Point to self)

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

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Day 2 | Activities

Getting Along Together

STaR Story Retell

Getting Along Together

GAT word(s):
"I" Messages
Say-It-Back

Basic word(s):
repeat

Active Instruction

- Review "I" Messages with the children.

  Remember that we use "I" Messages to tell how we feel and why. There are two parts of an "I" Message. The first part is to say how we feel. For example, "I feel happy." The second part is to say why we feel that way: "Because I love the cool weather in the fall."

- Review how to say it back.

  tps

  T-P-S: **How do we use Say-It-Back? Remember, we learned Say-It-Back when we talked about being active listeners! Say-It-Back means you repeat what another person tells you. Sometimes we use Say-It-Back when we are learning a new rhyme. First, I say the rhyme, and then you repeat it. You say it back!**

Getting Along Together lessons equip children with skills and strategies to manage their emotions and difficult social situations.

- Practice using Say-It-Back with "I" Messages.

  Now we will practice Say-It-Back with "I" Messages. When someone gives an "I" Message and we say it back, we show that we are listening. I will give an "I" Message, and you can say it back. Here is my "I" Message: "I feel sad because I lost my favorite pencil." Encourage children to say, "You feel sad because you lost your favorite pencil."

Partner Practice

- Use the sharing sticks to choose a few children to practice using Say-It-Back with "I" Messages as a class. Have each child that you chose do the following, one at a time:
  - Come up to the Feelings Tree and point to how he or she is feeling.
  - Turn to the class and give an "I" Message to tell how he or she is feeling.
  - Then the class says it back. For example, if the child turns to the class, and says, "I feel happy because I met a new friend," then the class will say together, "You feel happy because you met a new friend."
- Summarize why Say-It-Back is important with "I" Messages.

  Say-It-Back is important because it helps us make sure that we listen and understand what another person is saying. "I" Messages let us tell others how we feel. When we use Say-It-Back, we show that we are listening and that we understand how another person feels. Let's remember to use "I" Messages in school today. And if you hear an "I" Message, I want you to say it back.

- Award paw points for children giving "I" Messages and using Say-It-Back throughout the day.

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

TRANSITION

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STaR word(s):
nibble

The Busy Little Squirrel
Author and illustrator: Nancy Tafuri

Review

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

  We read this story yesterday. The title of our story is *The Busy Little Squirrel*. That's the name of the story. Nancy Tafuri is the author and illustrator of this story. She wrote the words and made the pictures.

- Review the story vocabulary that was introduced yesterday.

  We heard the word "nibble" in the story yesterday. Mouse wants Squirrel to take tiny bites of the pumpkin. T-P-S: **Would you like to nibble a pumpkin? Why (or why not)?**

Comprehension and oral-vocabulary skills are enhanced through interactive story retell activities that follow the reading of each STaR story.

Story Retell

- Hold up the story *The Busy Little Squirrel*, and tell children that they will pretend to be the animals in the story. Combine partnerships to form six groups. Distribute an animal card to each group.

  Today when I read the story, you will pretend to be the animal pictured on your group's card. Let's practice the sound you will make when you hear me read about your animal.

- Invite each group to practice the sound that the animal on their card makes.

Mouse	*"Squeak, squeak."*
Bird	*"Tweet, tweet."*
Frog	*"Croak, croak."*
Cat	*"Meow, meow."*
Dog	*"Woof, woof."*
Owl	*"Hoo-hoo. Hoo-hoo."*

- Read the story, stopping to allow each group of children to make the sound of the animal pictured on their group's card. Encourage all children to jump right in with the repetitive sentence, "But Squirrel couldn't…He was too busy!"
- Conclude this activity by having children tell which animal they would like to be and why.

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

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