

A theme guide for preschool | **Unit 12**

Baa-Baa, Moo-Moo, Woof, Meow



Curiosity Corner
2nd Edition

**Curiosity Corner 2nd Edition Theme Guide:
Unit 12**

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Standard Graphics Key

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

Why Baa-Baa, Moo-Moo, Woof, Meow?

Most children have a natural curiosity about and attraction to animals. In addition to the pleasure they derive from observing and interacting with animals, children can develop attitudes, skills, and knowledge from these experiences that they can then generalize to other situations.

Responsibility, kindness, memory, vocabulary, cognitive concepts, physical skills, and self-concept can all be enhanced through learning about and caring for pets. Teaching children to be kind to pets and other animals provides a base on which they can build their values of kindness and compassion, ideals that they can then transfer to their interactions with people. Preschoolers' desire to please, their inherent curiosity, and their natural attraction to animals make this topic especially appropriate for young children.

From this unit, children will learn that people care and provide for pets and farm animals. They will learn that some animals make better pets than others. By learning about farm animals and farm products, a child expands his or her knowledge of the natural world and develops an understanding of how he or she fits into the web of life along with all other living things. During this theme's activities, children will learn that while animals on farms need people to care for them, some animals, such as chickens, cows, and sheep, provide us with eggs, milk, and wool that we can use to make many other products. For many, this will be their first experience in learning that these products come from somewhere other than the store. As children's experiences grow, their knowledge of what exists outside the home and school expands, which then stimulates their curiosity and interest in learning more.

Stories in this unit reinforce the connection between animals and the people who care for and about them. The concepts-of-print book *Feed the Animals* provides simple repetitive text for children to read along with you as it introduces the concept of animals' dietary needs. As you read books about pets and farm animals to your class, you have multiple opportunities to expand their knowledge about these animals' needs and behaviors. In Plan & Play scenarios, children can take the concepts presented throughout the unit and expand their understanding of them as they imagine and participate in theme-related activities. Engaging children in these scenarios and allowing them to extend the play over several days also enriches their learning experience.

If possible, plan a field trip to a pet store, farm, or veterinarian's office to help children learn the concepts.

Baa-Baa, Moo-Moo, Woof, Meow

thematic concepts

- People take care of some animals.
- People often keep animals as pets.
- Some animals make better pets than others.
- Animals have fur, feathers, or scales as skin coverings.
- Different people like different kinds of pets.
- Farm animals often sleep in barns or pens.
- Some farm animals provide food for us to eat.
- Some farm animals provide clothing for us to wear.
- In some places, farmers use animals to do work.
- A veterinarian is a doctor for animals.

Creative Domain

Children will:

- explore a variety of media.
- take pleasure in creating.
- use art materials to create rubbings of a textured letter “a.”
- use a variety of materials to make representations of animals.
- use their imaginations to initiate and extend dramatic play.

Personal/Emotional Domain

Children will:

- demonstrate active listening when others speak.
- participate in group activities.
- organize materials when finished with them.
- follow classroom rules and routines.
- learn to identify the feelings of others.
- begin to recognize that people can feel differently about the same thing.

Cognitive Domain

Children will:

- participate in brain games that help to develop the abilities to remember and focus.
- observe and make discoveries.
- use real and imaginary props in dramatic play.
- demonstrate visual memory skills.
- use objects, actions, and words as symbols.

Mathematical Domain

Children will:

- count by 10s to 100.
- develop number sense for 10.
- measure the capacity of solid items and liquids.
- represent the month and day on the calendar.

Language/Literacy Domain

Children will:

- learn and use new theme-related vocabulary words.
- speak in sentences.
- track print from left to right.
- begin to recognize the sound and shape of the letter “a.”
- review the sounds and shapes of the letters “b,” “a,” “u,” “m,” and “v.”
- observe that the same letter arrangement in a different context still spells the same word.
- count the number of words in a sentence.
- observe that sentences end with a period.
- observe that the first letter of a sentence is uppercase.
- sing a song that contains a word to spell.
- recite a nursery rhyme.
- blend the onsets and rimes in words.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in the retelling of stories.
- experiment with writing to communicate meaning.

Social Studies Domain

Children will:

- develop an awareness of economic processes.
- demonstrate an awareness of roles that people play in society.
- develop an awareness of the products and services provided by animals.

Physical Domain

Children will:

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

Science Domain

Children will:

- use their senses and tools to investigate the physical world.
- record observations.

Interpersonal/Social Domain

Children will:

- continue to demonstrate anger-management strategies such as controlling breath and how posture affects deep breathing.
- continue to use techniques to wait their turn and not interrupt.
- begin to show respect for the opinions of others.

Vocabulary

Theme-Related Words	
bacon	hot dog
beef	leather
bird	milk
cat	mule
cheese	ox
dog	pen
egg	pig
farmer	poisonous
feather	reptile
fish	scales
fur	skin
hair	snake
ham	tame
hamburger	vaccinations
hamster	wagon
hitch	wild

Wonderful Words	
Day 1	animal
Day 2	pet
Day 3	bite
Day 4	feather
Day 5	mammal
Day 6	barn
Day 7	egg
Day 8	wool
Day 9	plow
Day 10	veterinarian

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

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

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.

Math Words

half
less
more
ten

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

Getting Along Together Words

Feelings Tree
"I" Message
question
Say-It-Back

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 Perfect Pet
plan

The Day Jimmy's Boa Ate the Wash

exciting squawking

Click, Clack, Moo: Cows That Type
strike

Mr. Gumpy's Outing
chase

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

Basic Words

alive
belt
care
cat











collect
dog
empty
feed

food
full
hatch
lay

moccasins
parka
purse
shear

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











Peek at the Week 1

Lesson Component		Day 1	Day 2
Learning Focus for the Day		People take care of some animals.	People often keep animals as pets.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Letter Hunt	Textured "A"
	Math Lab	Feed the Kitty	Feed the Kitty
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	The Very Best Pet	The Very Best Pet
	Art Lab	Beautiful Creatures	Beautiful Creatures
	Science Lab	Observing Animals	Observing Animals
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Freeze	"Ain't No Bugs on Me"	
 Clues & Questions	Introduce domestic animals. Introduce the letter "a."	Caring for pets Review the letter "a."	
 Rhyme Time	"Bingo"; Word Manipulation: Segment letters.		
 Getting Along Together		Review "I" Messages.	
 Plan & Play	Scenario Options: Veterinarian's Office Build a Pet House Let's Play House Pet Store	Scenario Options: Same as day 1 Small-Group Instruction: If I Had a...	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>The Perfect Pet</i> by Margie Palatini	<i>The Perfect Pet</i> Story Retell: Use illustrations.	
 Math Moments	Count by 10s to 100. Number sense for 10	Count by 10s to 100. Number sense for 10	
 Question/Reflection	Brain Game: What Is Missing? Sort animals (pet/not pet).	Brain Game: What Is Missing? "Soul Letter A Song" video	

We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule. You will find suggested snacks and activities to support this theme in the appendix.

Day 3	Day 4	Day 5
Some animals make better pets than others.	Animals have fur, feathers, or scales as skin coverings.	Different people like different kinds of pets.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Textured "A"	Textured "A"	Textured "A"
Feed the Kitty	Feed the Kitty	Feed the Kitty
Exploring with Technology	Exploring with Technology	Exploring with Technology
The Very Best Pet	The Very Best Pet	The Very Best Pet
Beautiful Creatures	Beautiful Creatures	Beautiful Creatures
Observing Animals	Observing Animals	Observing Animals
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Follow the Leader	"The Cat Came Back"	Elmo's Got the Moves
Concepts-of-print book: <i>Feed the Animals</i> Review the letter "a."	Learn about animal skin coverings. Review the letter "a."	Use a chart to determine which pet children like better. Review the letter "a."
	"Bingo"; Word Manipulation: Substitute claps for letters.	"Bingo"; Word Manipulation: Substitute claps for letters.
Ask questions about feelings.		
Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2	Scenario Options: Same as day 1 Small-Group Instruction: Same as day 2
Interactive Story Reading: <i>The Day Jimmy's Boa Ate the Wash</i> by Trinka Hakes Noble	<i>The Day Jimmy's Boa Ate the Wash</i> Story Retell: Use illustrations.	Free-Choice Story Reading: Suggestion – <i>Don't Let the Pigeon Stay up Late!</i> by Mo Willems
Count by 10s to 100. Number sense for 10	Count by 10s to 100. Number sense for 10	Count by 10s to 100. Solve a problem about 10.
Brain Game: What Is Missing? Animals that make good pets	Brain Game: What Is Missing? Play Fur, Feathers, or Scales.	Brain Game: What Is Missing? Opposites Game

Peek at the Week 2

Lesson Component		Day 6	Day 7
Learning Focus for the Day		Farm animals often sleep in barns or pens.	Some farm animals provide food for us to eat.
 Greetings, Readings, & Writings Children's Choices	Classroom Library Lab	Enjoy a Story	Enjoy a Story
	Letter Lab	Sand Writing	Sand Writing
	Math Lab	More or Less	More or Less
	Computer/Media Lab	Exploring with Technology	Exploring with Technology
	Writing Lab	Farm Animal Stories	Farm Animal Stories
	Art Lab	Barn Painting	Barn Painting
	Science Lab	Observing Animals	Observing Eggs
	Puzzles & Games Lab	Free Exploration	Free Exploration
 Gathering Circle	Daily start-up routines	Daily start-up routines	
 Move It!	Balloon Ball	"Touch"	
 Clues & Questions	Farm floor puzzle Review the letter "b."	Farm-animal products picture cards; identify product and corresponding animal. Review the letter "a."	
 Rhyme Time	"Baa, Baa, Black Sheep"; Auditory Sound Blending: Say-It-Fast		
 Getting Along Together		Reasons for feelings	
 Plan & Play	Scenario Options: At the Farm Veterinarian's Office Build a Barn Pet Store	Scenario Options: Same as day 6 Small-Group Instruction: What If...?	
 STaR <small>Story Telling and Retelling</small>	Interactive Story Reading: <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin	<i>Click, Clack, Moo: Cows That Type</i> Story Retell: Use illustrations.	
 Math Moments	Count by 10s to 100. Measure capacity: counting bears.	Count by 10s to 100. Measure capacity: large vs. small bears.	
 Question/Reflection	Brain Game: Silly Sounds Sing "Old MacDonald Had a Farm."	Brain Game: Silly Sounds Match products and source animals.	

Day 8	Day 9	Day 10
Some farm animals provide clothing for us to wear.	In some places, farmers use animals to do work.	A veterinarian is a doctor for animals.
Enjoy a Story	Enjoy a Story	Enjoy a Story
Sand Writing	Sand Writing	Sand Writing
More or Less	More or Less	More or Less
Exploring with Technology	Exploring with Technology	Exploring with Technology
Farm Animal Stories	Farm Animal Stories	Farm Animal Stories
Barn Painting	Barn Painting	Barn Painting
Farm Animal Sorting	Farm Animal Sorting	Farm Animal Sorting
Free Exploration	Free Exploration	Free Exploration
Daily start-up routines	Daily start-up routines	Daily start-up routines
Beanbag Pass: Pets	Kitty Walk	The Elmo Slide
Clothing items from farm animals Review the letter “u.”	<i>Mule Train Mail</i> , animals that work Review the letter “m.”	Veterinarian’s role Review the letter “v.”
	“Baa, Baa, Black Sheep”; Auditory Sound Blending: Say-It-Fast	“Baa, Baa, Black Sheep”; Auditory Sound Blending: Say-It-Fast
Reasons for feelings		
Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7	Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7
Interactive Story Reading: <i>Mr. Gumpy’s Outing</i> by John Burningham	<i>Mr. Gumpy’s Outing</i> Story Retell: Dramatize the story.	Free-Choice Story Reading: Suggestion – <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli
Count by 10s to 100. Measure capacity: water.	Count by 10s to 100. Measure capacity: conservation of water in different-sized containers.	Count by 10s to 100. Solve a problem about capacity.
Brain Game: Silly Sounds Stand Up, Sit Down game: Can you wear it?	Brain Game: Silly Sounds Reread <i>Feed the Animals</i> by Sally Francis Anderson.	Brain Game: Silly Sounds Which Wonderful Word?

You Will Need

Supplied by SFAF:

Books	STaR										
1	<ul style="list-style-type: none"> • <i>The Perfect Pet</i> by Margie Palatini • <i>Don't Let the Pigeon Stay Up Late!</i> by Mo Willems • <i>The Day Jimmy's Boa Ate the Wash</i> by Trinka Hakes Noble • <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin • <i>Mr. Gumpy's Outing</i> by John Burningham • <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli 										
	Concepts of Print										
	<ul style="list-style-type: none"> • <i>Feed the Animals</i> by Sally Francis Anderson (class set) 										
	Theme Learning										
	<ul style="list-style-type: none"> • <i>Mule Train Mail</i> by Craig Brown 										
Media											
2	<ul style="list-style-type: none"> • Curiosity Corner 2nd Edition Software • Curiosity Corner Home Link show for unit 12 • <i>Traditional Tunes: Sandy and Danny</i> CD 										
	Curiosity Corner Activity Cards for Unit 12										
	3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #eee;">Letter Cards</td> <td> <ul style="list-style-type: none"> • "Aa," "Bb," "Uu," "Mm," "Vv" </td> </tr> <tr> <td style="background-color: #eee;">Numeral Cards</td> <td> <ul style="list-style-type: none"> • 1–10 </td> </tr> <tr> <td style="background-color: #eee;">Thematic Content</td> <td> <ul style="list-style-type: none"> • Wonderful Word picture cards: "animal," "pet," "bite," "feather," "mammal," "barn," "egg," "wool," "plow," "veterinarian" • Days 1–4: Domestic Animals picture card set • Days 1 and 4: Wild Animals picture card set </td> </tr> <tr> <td style="background-color: #eee;">Getting Along Together</td> <td> <ul style="list-style-type: none"> • Day 2: Feelings Faces cards (from unit 2) </td> </tr> <tr> <td style="background-color: #eee;">Plan & Play Scenario Cards</td> <td> <ul style="list-style-type: none"> • Build a Pet House, Veterinarian's Office, Let's Play House, Pet Store, At the Farm, Build a Barn </td> </tr> </table>	Letter Cards	<ul style="list-style-type: none"> • "Aa," "Bb," "Uu," "Mm," "Vv" 	Numeral Cards	<ul style="list-style-type: none"> • 1–10 	Thematic Content	<ul style="list-style-type: none"> • Wonderful Word picture cards: "animal," "pet," "bite," "feather," "mammal," "barn," "egg," "wool," "plow," "veterinarian" • Days 1–4: Domestic Animals picture card set • Days 1 and 4: Wild Animals picture card set 	Getting Along Together	<ul style="list-style-type: none"> • Day 2: Feelings Faces cards (from unit 2) 	Plan & Play Scenario Cards
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Rhyme Cards											
	<ul style="list-style-type: none"> • "Bingo" • "Baa, Baa, Black Sheep" 										
Other Card Sets											
	<ul style="list-style-type: none"> • Ear and mouth cards • Letter-blending cards, deck 1 										

Posters	
	<ul style="list-style-type: none"> • Feelings Tree poster
General — Used in Every Unit	
	<ul style="list-style-type: none"> • Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel) • Paw print chips • Cool Kid certificates • Cool Kid stamp • Colored clothespins (for Plan & Play scenario selection) • Read & Respond bookmarks • Home Link animal hand stamps and ink pad
Other SFAF Items	
	<ul style="list-style-type: none"> • Farm friends floor puzzle • Plastic farm animals • Lace and trace pets (from unit 1) • Counting bears • Linking cubes • Curiosity Corner Unit Record Form for unit 12 (generate with data-tools system)

Teacher Acquired:

General

- Plush wild animal (or picture) such as a lion, tiger, or gorilla (Clues & Questions, day 1)
- Toy animal (suitable for a pet, but not a cat) and an opaque pet carrier (Clues & Questions, day 2)
- Chart paper and sticky notes (Clues & Questions, day 3)
- Inflated balloon (Move It!, day 6)
- Typewriter (optional) (STaR, day 6)
- One large package each of 3, 6, and 8–10 oz. clear plastic cups (Math Moments, days 6–9)
- Egg (real or plastic, raw or cooked) (Clues & Questions, day 7)
- Beanbag (Move It!, day 8)
- Wool sweater (Clues & Questions, day 8)
- Water pitcher (Math Moments, days 8 and 9)
- Red and blue food coloring (Math Moments, day 9)
- One tall, skinny glass and one short, wide glass (Math Moments, day 9)
- One small and one medium-size cardboard box (Math Moments, day 10)
- Several plush animal toys (too many to fit in the small cardboard box, but not too many for the medium-size box) (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.)






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

Learning Labs	Classroom Library Lab	
	Enjoy a Story	<ul style="list-style-type: none"> • Pet and farm animal books
	Letter Lab	
	Letter Hunt	<ul style="list-style-type: none"> • Letter-blending cards for “Rr,” “Gg,” and “Dd” • Old magazines, junk mail, or grocery store circulars • Markers
	Textured “A”	<ul style="list-style-type: none"> • Textured cards for the letter “a” (e.g., beaded or sandpaper letters), crayons with wrappers removed, paper
	Sand Writing	<ul style="list-style-type: none"> • Shallow plastic containers or cookie sheets with sand
	Math Lab	
	Feed the Kitty	<ul style="list-style-type: none"> • Hungry kitty picture (appendix) attached to a paper bag or box, fish cutouts (appendix) • numeral cards 1–10
	More or Less	<ul style="list-style-type: none"> • Plastic measuring cups and containers, sand and water table, plastic spoons/scoops
	Computer/Media Lab	
	Exploring with Technology	<ul style="list-style-type: none"> • Computers, tablets, listening media, software
	Writing Lab	
	The Very Best Pet	<ul style="list-style-type: none"> • Paper, markers, crayons, and/or other writing implements
	Farm Animal Stories	<ul style="list-style-type: none"> • Paper, markers, crayons, and/or other writing implements
	Art Lab	
	Beautiful Creatures	<ul style="list-style-type: none"> • Animal cutouts: dog, cat, bird, fish, lizard, snake (appendix) • Watercolor paint, paintbrushes, water-based markers, glue sticks • Feathers, bits of furry fabric, sequins, confetti, or other items that may be used to represent animal coverings
	Barn Painting	<ul style="list-style-type: none"> • Paper cut into barn shapes, tempera paints, paintbrushes
	Science Lab	
	Observing Animals	<ul style="list-style-type: none"> • Magnifiers, feathers, real fish (optional) • Class pets
	Observing Eggs	<ul style="list-style-type: none"> • Four hard-boiled eggs, four raw eggs, bowls for eggs, magnifiers, papers, crayons
	Farm Animal Sorting	<ul style="list-style-type: none"> • Plastic farm animals (provided by SFAF)

Puzzles & Games Lab		
	Free Exploration	<ul style="list-style-type: none"> • Farm friends floor puzzle (provided by SFAF) • Classroom puzzles and games
Plan & Play		
Scenario	Suggested Classroom Space	Ideas for Props
Build a Pet House	Blocks area	<ul style="list-style-type: none"> • Building blocks, plush animals to serve as pets, items to go inside pet houses (such as pillows, food dishes)
Veterinarian's Office	Any area, preferably near a table	<ul style="list-style-type: none"> • Stuffed animals, play medical instruments, clipboards, ear-loop paper medical masks, white lab coats
Let's Play House	Housekeeping area	<ul style="list-style-type: none"> • Pet-care items such as pet carriers, food dishes, empty pet food containers, pet bedding, pet toys, plush animals
Pet Store	Any area	<ul style="list-style-type: none"> • Stuffed animals, play cash register, small cardboard boxes
At the Farm	Open area	<ul style="list-style-type: none"> • Toy farming tools, wagon, stuffed farm animals
Build a Barn	Blocks area	<ul style="list-style-type: none"> • Building blocks, toy tractors or farm animals to go inside the barn

To Be Prepared:

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

Day 1	
<p>GR&W</p>  <p>STaR</p>	<ul style="list-style-type: none"> • Duplicate the theme introduction letter. • Duplicate and prepare the Learning Labs Facilitation Guide. • Math Lab: Duplicate the hungry kitty picture (appendix), cut it out, and attach it to a bag or box so children will be able to feed fish to the cat. Duplicate and cut apart the fish (appendix). • Art Lab: Create animal-shaped paper (patterns in the appendix), enough for each child to have one of his or her choice. • Number the pages of the book <i>The Perfect Pet</i>. Page 1 begins “Elizabeth really, really, really wanted a pet.”
Day 2	
<p>C&Q</p>  <p>GAT</p>	<ul style="list-style-type: none"> • Create a chart with five columns. Title the chart “Pets.” Label four columns with common pets that children in your class may have. Label the fifth column “Other Pets.” • If you do not have an interactive whiteboard, write the following sentence starters on chart paper or on the board. I feel _____ when _____. I feel _____ because _____.
Day 3	
<p>STaR</p>  <p>MM</p>	<ul style="list-style-type: none"> • Number the pages of the book <i>The Day Jimmy’s Boa Ate the Wash</i>. Page 2 begins “How was your class trip...” • Create two large cards, one with nine dots and the other with ten dots. You may use card stock or construction paper. The dots can be drawn or made with dot-shaped stickers. • Duplicate and cut apart the eight-dot and ten-dot cards (appendix). Each partnership will need one of each card.
Day 4	
<p>C&Q</p>  <p>MM</p>	<ul style="list-style-type: none"> • Create word cards for the words “fur,” “feathers,” and “scales” on 4 x 6" index cards or sentence strips • Place ten counting bears into baggies, one baggie per partnership.
Day 5	
<p>C&Q</p>  <p>MM</p>	<ul style="list-style-type: none"> • Write “Do you like dogs or cats better?” across the top of a piece of chart paper. Draw a vertical line down the middle of the paper under the question. Place the word “dog” on one side of the line and the word “cat” on the other side. Place a picture (or make a simple drawing) of a dog and cat next to the corresponding word. • Write each child’s name on a sticky note. • Place fifteen to twenty linking cubes (or other manipulatives) in a paper bag. Write the words “pet treats” on the front of the bag.

Day 6	
C&Q	<ul style="list-style-type: none"> Partially assemble the farm friends floor puzzle, leaving out pieces for partnerships to use to complete it. Cover the partially assembled puzzle with a sheet or chart paper.
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Click, Clack, Moo: Cows That Type</i>. Page 2 begins “Farmer Brown has a problem.”
MM	<ul style="list-style-type: none"> Place ten large counting bears into a baggie for teacher modeling. Place ten small counting bears into baggies, one baggie per partnership.
Day 7	
GR&W	<ul style="list-style-type: none"> Science Lab: Hard boil four eggs.
MM	<ul style="list-style-type: none"> Prepare baggies of counting bears: <ul style="list-style-type: none"> one baggie of small bears for Chilly, one baggie of large bears for Squeaky, and five small bears and five large bears for each partnership.
Day 8	
STaR	<ul style="list-style-type: none"> Number the pages of the book <i>Mr. Gumpy’s Outing</i>. Page 1 begins “This is Mr. Gumpy.”
MM	<ul style="list-style-type: none"> Fill a plastic pitcher with water.
Day 9	
STaR	<ul style="list-style-type: none"> Cut a large piece of paper into boat shape.
MM	<ul style="list-style-type: none"> Fill two 8–10 oz. clear plastic cups with the same amount of water. Add red food coloring to one of the cups and blue food coloring to the other. Fill 3 oz. and 6 oz. clear plastic cups with identical amounts of water, one of each size cup per partnership.
Day 10	
	<ul style="list-style-type: none"> Prepare your materials, and review your lesson plans.

Day 1 | Ready, Set

Learning Focus

People take care of some animals.

Materials	
<p>General</p> <p>You will need these items at various points throughout the day.</p>	<ul style="list-style-type: none"> • Sign-in sheet • Sharing sticks • Ear and mouth cards • Curiosity puppet • Partnership chart and name cards • Curiosity's water dish • Cool Kid stamp • Paw point chips • Curiosity Corner 2nd Edition flash drive • Unit record form for unit 12
<p>Greetings, Readings, & Writings</p>	<ul style="list-style-type: none"> • Learning Labs Facilitation Guide (appendix) • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.
<p>Gathering Circle</p>	<ul style="list-style-type: none"> • Calendar plus calendar cutout for today's date
<p>Move It!</p>	<ul style="list-style-type: none"> • No new materials needed
<p>Clues & Questions</p>	<ul style="list-style-type: none"> • Plush wild animal (or picture) such as a lion, tiger, gorilla • CC Activity Cards: Domestic Animals and Wild Animals sets • CC Activity Card: Wonderful Word picture card for "animal" • Daily Message board or IWB access • CC Activity Cards: Letter cards for "Aa," "Nn," and "Cc"
<p>Rhyme Time</p>	<ul style="list-style-type: none"> • Rhyme Card for "Bingo" (optional)
<p>Plan & Play</p>	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for Veterinarian's Office, Build a Pet House, Let's Play House, and Pet Store • Colored clothespins • Paper and crayons or pencils for writing play plans • Wonder Box for prop creation
<p>STaR</p>	<ul style="list-style-type: none"> • Trade book: <i>The Perfect Pet</i> by Margie Palatini • Leaf for story tree
<p>Math Moments</p>	<ul style="list-style-type: none"> • No materials needed

Materials	
Question/Reflection	<ul style="list-style-type: none">• CC Activity Cards: Domestic Animals and Wild Animals sets• Cool Kid certificate and marker• Celebration jar• Home Link show for unit 12• Theme introduction letter (appendix)• Read & Respond bookmarks• Home Link animal stamp: chick

Day 1

Greetings, Readings, & Writings

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

Available Activities

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

Classroom Library Lab: Enjoy a Story

- Include new books related to pets and farm animals.

Letter Lab: Letter Hunt

- Invite children to find letters in old magazines, junk mail, or grocery store circulars. Display the letter cards for “Rr,” “Gg,” and “Dd.” Encourage children to circle any instances of these letters with markers.

Math Lab: Feed the Kitty

- Explain that the kitty is very hungry. He wants to eat lots of fish. Model dropping fish into the cat’s mouth. Invite children to pick a numeral card, count out the corresponding number of fish, and feed the hungry cat.

Computer/Media Lab: Exploring with Technology

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

Writing Lab: The Very Best Pet

- 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.
- Talk with children about a pet they have or would like to have. Invite them to write a story about a real or imagined pet.

Art Lab: Beautiful Creatures

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they’d like.
- Invite children to use materials that represent skin coverings to decorate an animal shape. For example, they may want to use sequins to represent scales on a fish.

Science Lab: Observing Animals

- Invite children to use magnifiers to get a close-up look at animal body coverings such as skin and feathers. Encourage them to draw or write about their observations. If there are class pets, direct children to the animals’ enclosures to observe them as well.

Puzzles & Games Lab: Free Exploration

- Point out the farm friends floor puzzle in the lab, and invite children to work with friends to assemble it. Suggest that children use the plastic animals to play farm.
- If you have any other theme-related puzzles or games, make them available as well.

If you are able to get a whole fish from a local market, place it in the lab so children can explore the surface of the fish’s body.



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

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

(Repeat if children need more time.)

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



Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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



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

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

EXAMPLE:

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

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

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

Weather

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

Cool Kid

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



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



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

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

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



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

**Cat in a box,
Sit so still,
Will you come out?
Yes, I will!**



Clues & Questions

Theme-related
word(s):
animal*
wild

Curiosity's Clues

- Have Curiosity join the group holding the stuffed wild animal.

Teacher: **Hi, Curiosity. What do you have with you?**

Curiosity: **I have a toy (name of wild animal). I want a real (name of wild animal) for my pet. My mother says I can't have a (name of animal) for a pet. I don't know why she says I can't have one.**

Teacher: **Maybe our friends have some ideas about why your mother won't let you have this pet. T-P-S: Why won't Curiosity's mom let her have a (name of wild animal) for a pet?**

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

Wild animals don't make very good pets. They don't need people to take care of them. There are animals that can live in a house or on a farm that need people to take care of them. We are starting a new unit today. We will learn about some of these animals.

Learning with Curiosity

- Distribute one domestic animal picture card and one wild animal picture card to each partnership. Invite children to talk with their partners about the animals on their cards and to decide whether each is a wild animal or an animal that requires people to care for it.

Look at the animals on your cards. Talk to your partner, and decide whether each animal is wild or one that people can take care of, such as a pet or farm animal.

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Play the "Pet Show and Tell: Iguana" video.

Let's watch a video about a unique kind of pet.

Wonderful Word

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

Our Wonderful Word today is "animal." An animal is a living thing that eats food and moves from place to place. Dogs, cats, cows, sheep, snakes, and fish are all different animals.

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

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

Daily Message

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

People take care of some animals.

Letter Links

- Have Curiosity provide clues about the letter “a.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.
- Display the letter cards for “Aa,” “Nn,” and “Cc.”

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 and lowercase shapes look different from each other.**
- **My uppercase shape has three straight lines.**
- **My lowercase shape has a bump and a straight line.**



WGR: What letter am I? “A.” “A” 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 “a” by showing the “A Words Dance” video.



TRANSITION

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

It’s Time for a Rhyme

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



Rhyme Time

Theme-related
word(s):
farmer



Say the Rhyme

- Introduce the new song.

Today we will begin to learn a new song about a dog named Bingo. Many people keep dogs as pets. Some dogs also help farmers do their work. When we sing “Bingo,” we’ll sing about the letters in the dog’s name.

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

Bingo

There was a farmer had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

Develop Phonological Awareness—Word Manipulation

- Introduce the concept of spelling a word.

We did something different today when we sang our song. Listen while I sing it again to see if you can figure out what is different about this song.

- Sing the song, carefully enunciating the letters in Bingo’s name.



T-P-S: What is different in this song? In this song, we sing words, but we also sing the names of letters. These letters, “b,” “i,” “n,” “g,” and “o,” spell the dog’s name.

- Invite children to sing the song with you, clapping out each letter in the word “Bingo” as indicated by the hyphens.
- Repeat the song, and have children use a different physical response, such as snapping fingers, tapping toes, clapping knees, etc., when spelling Bingo’s name.
- Award paw points if children successfully segmented the letters in the word “Bingo.”



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

Plan & Play

Scenario Introduction

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

Veterinarian's Office: Show an open area. **When animals are sick, a special animal doctor called a veterinarian takes care of them. Pretend that you have a sick animal. How will you get your animal to the doctor's office? What happens when the doctor sees your animal?**

Build a Pet House: Show the blocks area. **Pretend that you have a pet that needs a place to stay warm and dry. You can build a house for him. What will you need to build the house? How big does the house need to be so your pet has room to sleep and play?**

Let's Play House: Show the housekeeping area. **Many people have pets in their homes. Pets need people to take care of them. Imagine that you have pets. What will you do to take care of them? What will you do to take care of your pet during the day? What happens at night when everyone goes to bed?**

Pet Store: Show an open area. **Pets need food and other things to grow and stay healthy. Where can you buy things that are just for animals? Pretend that you work in the pet store. What will you sell? How will you organize the store? What kinds of animals will you have food for?**

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

EXAMPLES:

The Veterinarian's Office: Enter the office area. **Hi, I have a sick puppy. Will you please give him a check-up to find out what's wrong?**

Build a Pet House: **I heard that you're building a house for your pet. Is there something I can do to help?**

Let's Play House: Take on the role of a family member. **I heard the cat meowing. Is she hungry? If you show me where the food is, I'll put some in her dish.**

Pet Store: Enter the store, and look around. **I wonder if you can help me. I have pet fish, and I'm looking for something to put in the fish tank. Do you have something like that here?**



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

The Clean-Up Song

**Clean up, clean up,
Everybody, everywhere.
Clean up, clean up,
Everybody do your share.**

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

Two Little Hands

**Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
One little body turns round and round.
One little body sits quietly down.**



STaR word(s):
plan

The Perfect Pet

Author: Margie Palatini

Illustrator: Bruce Whatley

Elizabeth really, really, really wanted a pet, but what she got instead was a plant. Elizabeth goes on an all-out mission to convince her parents of the positive points of various pets. When she is just about to give up, quite by accident, she finds the perfect pet. It meets all of her parents’ criteria even if it is a bit unusual.

Interactive Story Reading

Before Reading

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

The title of our story today is *The Perfect Pet*. That’s the name of the story. The author is Margie Palatini. She wrote the words for the story. The illustrator is Bruce Whatley. He drew the pictures.

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



T-P-S: What do you see on the cover of this book? There are a lot of different animals around the girl in the picture. They are some of the animals that people keep as pets. Point to each animal individually, and have children name it. **WGR: Let’s name the animals.**

The title of the story is *The Perfect Pet*. T-P-S: **When we say something is perfect, we mean that it is exactly right. So if this story is about the perfect pet, I wonder if it is about one of these pets. T-P-S: Which animal do you think is exactly the right pet?**

Let’s read the story to see if it tells which of these animals is the perfect pet.

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 2: **Elizabeth has a plan for getting a pet.** T-P-S: **What might the word “plan” mean? Elizabeth has an idea about how to get a pet. T-P-S: What do you think her plan is?**
 - Page 5: **Elizabeth calls her first plan the element of surprise.** T-P-S: **Do you think her parents are surprised when she wakes them up in the night to ask about getting a horse? How can you tell?**

- Page 11: **Mother and Father don't think a dog is perfect. T-P-S: What will Elizabeth do next?**
- Page 17: **Elizabeth asks about many other animals, but her parents don't like any of them. Elizabeth wonders what other kind of animal she can have for a pet. T-P-S: What other animal can Elizabeth ask for as her pet?**
- Page 26: **It seems like Elizabeth's parents don't think a bug is a good pet. T-P-S: Do you think they will let Elizabeth keep Doug? Why (or why not)?**

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.
T-P-S: **Is Doug the perfect pet for Elizabeth? Why (or why not)?**
Elizabeth has a plan, or an idea, about how to get her parents to give her a pet. T-P-S: How does her plan work out?
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



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

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 word(s):
ten

Count with Curiosity

- Introduce the way that children will count this week.

When we counted by 10s previously, we counted to 50. This week we will count by 10s all the way to 100! We will start with the number 10. Curiosity will show us how!

- Before showing the video, use the puppet to slowly count with children first. Remember that the goal is simply rote memorization. Children will practice counting by 10s to 100 every day in this theme.
- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.



Active Instruction



- Introduce the number 10.

We've learned about many numbers. Today we're going to talk about the number that comes after 9. WGR: What number comes after 9?



Ten comes after 9. T-P-S: What do we all have ten of on our bodies? We have ten fingers and ten toes.

- Have children help you count your fingers.

Help me count my fingers. I'll put up one finger for each number you say.



- Reinforce number sense for 10 by showing the "Ten Tiny Turtles" video.

Partner Practice

- Invite children to count their partners' fingers.

Now it's your turn. Let your partner count your fingers.



Have children play this week's brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember things well.

Brain Game: What Is Missing?

Select items with which children are familiar (theme related), and place them on a tray. Gather children so they can easily see the tray. Give children twenty to thirty seconds to study the tray. Ask children to cover their eyes, and remove an object. When they open their eyes, allow children to talk with their partners to determine what is missing.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We learned that some animals, such as pets and farm animals, need people to take care of them.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "animal." Remember that an animal is a living thing that moves from place to place and eats food. T-P-S: When did we hear the word "animal" today?



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

Theme Learning Extension

- Randomly distribute the wild animal and domestic animal picture cards to partnerships. Invite children to sort animals into pet and not pet categories.

Look at the animal on your card. Talk to your partner, and decide whether the animal on each card can be a pet.

If you think the animal is a pet, place it here. Indicate a spot for pets.

If you think the animal isn't a pet, place it here. Indicate a spot for animals that are not pets.



- Use the sharing sticks to select children to share their reasons for placing the animals where they did. Award paw points for reasonable responses.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."

Home Link/Departure

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

I'll Miss You

(Tune: "This Old Man")

I'll miss you. (Point to class)

You'll miss me. (Point to self)

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

Day 2 | Ready, Set

Learning Focus

People often keep animals as pets.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Letter Lab: Textured cards for the letter “a” (e.g., beaded or sandpaper letters), crayons with wrappers removed, paper
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Toy animal (a suitable pet, but not a cat) Pet container (opaque) Pets chart (See To Be Prepared.) CC Activity Card: Wonderful Word picture card for “pet” CC Activity Card: Letter card for “Aa”
Getting Along Together	<ul style="list-style-type: none"> Feelings Tree poster CC Activity Cards: Feelings Faces set (from unit 2)
Plan & Play	<ul style="list-style-type: none"> CC Activity Cards: Domestic Animals picture cards: dog, cat, bird, goldfish, turtle, guinea pig, rabbit
STaR	<ul style="list-style-type: none"> Trade book: <i>The Perfect Pet</i> by Margie Palatini
Math Moments	<ul style="list-style-type: none"> Hungry kitty picture attached to a bag and ten fish cutouts (from Math Lab)
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Letter card for “Aa” Cool Kid certificate and marker Home Link animal stamp: dog

Day 2


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Textured "A"

- Introduce the textured uppercase and lowercase letter "a" forms to create crayon-rubbing letters. Demonstrate how to place a textured "a" under a piece of paper and rub a crayon over it to create an image of the letter.

Math Lab: Feed the Kitty

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: The Very Best Pet

- Same as day 1

Art Lab: Beautiful Creatures

- Same as day 1

Science Lab: Observing Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle



Welcome Activities

Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

Last night you heard the song “Eensie Weensy Spider.” Did you do any hand movements during this song? Show me what you did.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 **Move It!**

- Introduce the Move It! activity, “Ain’t No Bugs on Me.”

When we have pets, one of the things we do to take care of them is keep them clean. In this video, you will see some pets getting a bath. We can pretend to give a pet a bath as we sing along with the song.



- Play the “Ain’t No Bugs” video.



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

 **Clues & Questions**

Theme-related word(s):

pet*

Basic word(s):

alive
care
feed

Curiosity’s Clues

- Have Curiosity join the group with her pet in a container.

Teacher: **What do you have in the container, Curiosity?**

Curiosity: **I have something that will give you a clue about what we’ll learn today. Let’s see if you can guess what it is.**

- **It’s alive.**
- **It eats food.**
- **It needs someone to take care of it.**

T-P-S: **What do you think I have?**

- Have Curiosity take the animal from the container.

Curiosity: **My mom told me that I can have a (name of animal) for my pet if I can take care of it.**



Teacher: **That’s great, Curiosity! Your pet (animal) is a clue because we will learn about having pets today.**

Learning with Curiosity

- Ask children what kinds of pets they have (if any). Point to each column on the pets chart, and ask about that particular animal.

EXAMPLE:

Let’s see what kinds of pets children in our class have. If you have a dog, put your hands on your head (or other physical response).

- Place a tally mark for each child’s pet in the appropriate column. If children have pets that aren’t represented by one of the columns, explain that their tally marks will go in the “Other Pets” column.
- Lead a discussion about caring for pets. Invite children to share the types of things they have to do for each type of pet.
- Invite children to talk with their partners about how Curiosity will take care of her new pet.

Curiosity has a new pet (name of animal). T-P-S: **What should she do to take care of her pet?**

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Play the “Abby and Elizabeth: Pets” video.

Let’s watch a video about Abby and a girl named Elizabeth as they talk about pets.

Wonderful Word

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

Our Wonderful Word today is “pet.” A pet is an animal people keep in their home. Pets can keep us company, and we can often play with them.

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

Daily Message

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

Some animals make good pets.



If you are not using an interactive whiteboard, leave today’s message posted for children to compare with tomorrow’s message.

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

Our Wonderful Word is in our Daily Message today. Point to the word “pet” on the card. **This word says “pet.”** Point to the word “pets” in the message. **This word says “pets.” It looks almost the same as our Wonderful Word. It has one more letter than the word “pet.” The “s” on the end of the word tells us there is more than one pet.**

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “a” by showing the “Elmo A Apple” video.



Have children stand and recite “Bingo” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Review feelings on the Feelings Tree poster.

Let’s look at our Feelings Tree and all the feelings we have learned so far.

- As you review each feeling on the Feelings Tree, have children show you what that feeling looks like. Show the appropriate Feelings Faces card for each feeling as a review.
- Review “I” Messages.

How do we let others know how we are feeling? Yes, we give an “I” Message. For example, “I feel happy when I’m playing with my pet cat.” Show and read the sentence starters for “I” Messages on the whiteboard. **We use “I” Messages to tell others how we feel and why.**

Partner Practice

- Play a game called Show Your Feelings! to have children practice showing feelings and giving “I” Messages. To play the game, quickly assign children in each partnership to be a number 1 or 2. Hold up the Feelings Faces card for sad. Invite children to make a sad facial expression.

This card shows someone who is sad. Everyone, show me a sad face.



T-P-S: Partner 1, give your partner an “I” Message that tells about a time when you were sad, such as “I felt sad when my dog got sick.”

Partner 2, you will use Say-It-Back to repeat what your partner said.



- Give partners a moment to think of an “I” Message for sad and to use Say-It-Back. Then use the sharing sticks to select a partnership to share with the class. Have the first partner say his or her “I” Message, and then have the second partner use Say-It-Back.
- Repeat this activity with a few more Feelings Faces cards. Have partners take turns giving an “I” Message and using Say-It-Back.

You did a great job showing your feelings and giving “I” Messages. It’s important to be able to tell other people how you feel. When you use words to say how you feel, other people can understand you better and try to help you. We will keep the Feelings Tree on the wall all year long. It will help us remember to tell other people how we are feeling.



- Award paw points throughout the day when children give “I” Messages to tell others how they feel.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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

If I Had a...

- Explain that children will pretend that they have one of the pets pictured on the cards. They will tell something about how they would take care of this animal.
- Model this activity by making a statement such as, "If I had a goldfish, I would keep the water in the bowl clean."



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

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



STaR word(s):
plan

The Perfect Pet

Author: Margie Palatini

Illustrator: Bruce Whatley

Review

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

Yesterday we read the story *The Perfect Pet*. Margie Palatini is the author, and Bruce Whatley is the illustrator of this story.

- Review the story vocabulary that you introduced yesterday.



Elizabeth made a plan to get her parents to give her a pet. When you work in the Learning Labs, you make a plan about what you want to do. T-P-S: Tell your partner about a time that you made a plan to do something.

Story Retell

- Hold up the book *The Perfect Pet*, and tell children that they will help you read the story today using the illustrations.

Today we're going to read the story together. First, I will read some pages in the story. Then I will show you a page. You will look at the illustration and talk to your partner about what happens in that part of the story.

- Read several pages of text, and pause while children look at the illustrations to remember what happens in that part of the story. Use Think-Pair-Share to have them tell what's happening in each designated illustration. After several partners share their ideas, read the text. See the following suggested pages for children to read.

<u>Teacher reads:</u>	<u>Children retell illustrations on:</u>
Pages 1–5	Pages 6 and 7
Pages 8 and 9	Pages 10 and 11
Pages 12 and 13	Pages 14 and 15
Pages 16–19	Pages 20 and 21
Pages 20–27	Page 28

- Conclude this activity by having children tell their partners which of the animals in the story they would like for a pet.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Active Instruction

- Place the hungry kitty and fish from the Math Lab where everyone can see.

Cats like to eat fish to help them grow and stay healthy. This hungry kitty’s mommy told him that he needs to eat ten fish. But he doesn’t know how many ten fish are. He wants us to help him count ten fish.

- Place the fish where children can see them as they help you count ten of them.

Now we have ten fish to feed to the hungry kitty.

Partner Practice

- Distribute one fish to each partnership to feed to the cat. You may need to make adjustments if you have more or fewer than ten partnerships. Invite children to feed the fish to the cat.

We’ve counted out the ten fish for the cat to eat. Now we will count the fish as each partnership feeds theirs to the little cat.



- Reinforce number sense for 10 by showing the “Ten Butterflies” video.



Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about animals that are pets.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “pet.” Remember that a pet is an animal that people keep in their homes. T-P-S: When did we hear the word “pet” today?



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

Theme Learning Extension



- Review the sound and shape of the letter “a” by showing the “Soul Letter A Song” video.

When we listen to the word “animal,” we hear the sound /a/ at the beginning.

- Encourage children to find things in the classroom that begin with the /a/ sound. (This may include some of their names.)

Before we go home, let’s look around the classroom to see if we can find anything that begins with the /a/ sound.

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

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 3 | Ready, Set

Learning Focus

Some animals make better pets than others.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR story <i>The Perfect Pet</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Concepts-of-print book: <i>Feed the Animals</i> by Sally Francis Anderson (class set) CC Activity Card: Wonderful Word picture card for "bite" CC Activity Card: Letter card for "Aa"
Getting Along Together	<ul style="list-style-type: none"> Chilly puppet CC Activity Cards: Feelings Faces set Ear and mouth cards
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Day Jimmy's Boa Ate the Wash</i> by Trinka Hakes Noble Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Large cards with nine and ten dots (See To Be Prepared.) Eight-dot and ten-dot cards (appendix), one set per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Domestic Animals set Cool Kid certificate and marker Home Link animal stamp: goose

Day 3


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR book *The Perfect Pet* to the lab. Encourage children to use the illustrations to retell the story as they did yesterday during STaR.

Letter Lab: Textured "A"

- Same as day 2

Math Lab: Feed the Kitty

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: The Very Best Pet

- Same as day 1

Art Lab: Beautiful Creatures

- Same as day 1

Science Lab: Observing Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In last night's story, a puppy named Lemon sees an animal in his yard that he has never seen before. Lemon is a little scared of the animal.

T-P-S: What animal did Lemon see? *Lemon saw a cat!*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce the Move It! activity, Follow the Leader.

Today we will play Follow the Leader. I will be the leader first, and then some of you will get a chance to be the leader. Everyone will follow the leader and do exactly what the leader does. Now follow me!

- Start the game as the leader, and have children follow you in a line. Randomly choose children to take turns being the leader of the game.



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

Clues & Questions

Theme-related word(s):

bite*
snake

Curiosity's Clues

- Have Curiosity join the group and present today's clues.

Curiosity: Hi, everyone. We've talked about pets, and I brought my pet (animal that Curiosity brought on day 2) yesterday. I just found out that my cousin wants a pet too. When he told me the animal he wants for a pet, I said I didn't think it would be a good pet.

Teacher: What animal does your cousin want?

Curiosity: I'll give you clues, and you can guess.

- This animal is long and skinny.
- It slithers on the ground.
- It makes the /s/ sound.



T-P-S: What animal is it? *A snake.* Today we will talk about why some animals make better pets than others.

Learning with Curiosity

- Invite children to decide whether a snake would make a good pet.

T-P-S: Do you think a snake is a good pet? Why (or why not)?

- Distribute and introduce the concepts-of-print book *Feed the Animals*.

Today we will read a story about different animals and what we feed them. As we read the book, think about whether the animals in the book would make good pets.

The title of this story is *Feed the Animals*. Sally Francis Anderson is the author.

- As you read the story, model sliding your finger under the text from left to right, and invite children to do the same. The goal is for children to begin to realize that they should read print from left to right.

When we read stories, we read the words across the page. Watch me follow the words with my finger while I read them. Read the page.

Now let's read this page together. Put your finger on the first word, and slide your finger under the words as we read.



- Play the “Homer the Pet Elephant Song” video.

Do you think an elephant would make a good pet? Let's watch this video about a pet elephant.



Wonderful Word

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

Our Wonderful Word today is “bite.” “Bite” means to cut with teeth. When we feed the animals, they must bite their food.



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

Daily Message

- Write the Daily Message in front of children, directly underneath the message from day 2. Read each word as you finish writing it. Then read the message again, touching each word as you read it.

Some animals don't make good pets.

- Compare the two messages.

Let's look at the Daily Messages for today and yesterday. T-P-S: What do you notice about them? Most of the words in the two messages are the same. Point to the word "don't" in today's message.

This word is in the message today, but it isn't in yesterday's message.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter "a" by showing the "A Words" video.



Have children stand and recite "Bingo" as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
question

Active Instruction

- Model asking questions to find out more about how someone feels. Take out the Chilly puppet.

Last time we talked about "I" Messages. "I" Messages let other people know how we are feeling. After someone gives an "I" Message and you say it back, you may want to ask a question or two to better understand how the person feels. Especially when someone feels differently about something than you do, you may want to ask a question to understand *why*. Chilly will help me model how to ask questions about feelings.

Teacher: **Hi, Chilly!**

Chilly: **Hi.** Have Chilly start shaking and hiding his eyes with his wings.

Teacher: **What's wrong, Chilly?**

Chilly: **I feel scared because I saw a dog outside.**

Teacher: **Oh, I love dogs! Why do you feel scared when you see a dog?**

Chilly: **Well, the first time I ever met a dog, he chased me and tried to bite me.**

Teacher: **That is scary! All the dogs I have met have been friendly. That's why I love dogs. If I introduced you to a friendly dog, do you think you would feel less scared?**

Chilly: **Maybe. It would be nice to meet some friendly dogs.**



T-P-S: How did asking a question help me better understand Chilly's feelings? *By asking a question, you were able to find out that Chilly had a scary experience the first time he met a dog.*

Now that I understand more about Chilly's feelings, I can try to help him. We will practice asking questions about feelings with our partners today.

Partner Practice

- Have children practice asking questions about feelings with a partner. Allow each partnership to choose one of the Feelings Faces cards.

Look at the feeling pictured on your card. Now think of a time when you had that feeling. Hand out a pair of ear and mouth cards to each partnership. Have children with the mouth cards start by sharing an "I" Message about a time when they had the feeling pictured on their card. **For those of you with ear cards, listen to your partner, and say the "I" Message back. After you say it back, try to ask your partner a question about his or her feelings. Try to find out *why* he or she feels that way.** As children talk, circulate and provide prompting, as needed, to help them ask questions.

By talking and sharing our feelings with one another, we will understand one another better and be able to work together in our classroom.



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



Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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

See day 2 for small-group activity instructions.



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

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



STaR word(s):

exciting

squawking

The Day Jimmy's Boa Ate the Wash

Author: Trinka Hakes Noble

Illustrator: Steven Kellogg

The field trip to the farm was pretty boring until Jimmy tried to introduce his boa to the chickens, unleashing a hilarious chain of events.

Interactive Story Reading

Before Reading

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

The title of our story today is *The Day Jimmy's Boa Ate the Wash*. That's the name of the story. The author is Trinka Hakes Noble. She wrote the words for the story. The illustrator is Steven Kellogg. He drew the pictures.

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



Let's look at the cover of this book to see if we can get some ideas about the story. T-P-S: What do you see in the illustration?

Point out the chickens, pig, and cat. T-P-S: **Where do we see these animals? Chickens, pigs, and cats are animals that we usually see on a farm.**

Point out the snake in the illustration. Think Aloud: **The title of the story is *The Day Jimmy's Boa Ate the Wash*. I see this snake, and it looks like it is eating the jeans hanging on the clothesline. This kind of snake is called a boa constrictor. I wonder why a snake eating clothes and farm animals are in this picture. T-P-S: What do you wonder about the story when you look at the illustration on the cover?**

Let's read the story to find out what happens with the boa and the farm animals.

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 9: T-P-S: **Why do you think the pigs were eating the children's lunches?**
 - Page 15: T-P-S: **Do you think it was a good idea for Jimmy to take his boa into the henhouse? Why?**
 - Page 21: T-P-S: **What do you think will happen next?**

After Reading

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

T-P-S: What is something that happened on the children’s field trip to the farm?

When Jimmy tried to introduce his boa to the chickens, they started “squawking” and flying around. T-P-S: What does “squawking” mean? When the chickens were squawking, they were making noises. Let’s try squawking like the chickens.

Some exciting things happened on the field trip. T-P-S: What do you think the word “exciting” means? When something is exciting, there is a lot of action. The chickens were squawking, the children were running all around, and the boa frightened the farmer’s wife. There was a lot going on, so we can say the field trip was exciting. T-P-S: Can you remember a time when you did something exciting?

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



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



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Active Instruction

We’ve counted ten fingers and ten fish for the hungry kitty. Today we’re going to figure out which of these cards has ten dots.

- Hold up the cards with dots one at a time for children to help you count the dots on each.

Here are cards with dots on them. We will count the dots on each one to find out which card has ten dots. Let’s count.

- After counting, have children select the card that has ten dots.

Which card has ten dots?

Partner Practice

- Distribute a set of cards with eight and ten dots to each partnership. Invite partners to count the dots on the cards to determine which card has ten.

You and your partner have two cards. You will count the dots on each card and decide which card has ten dots.

- Allow time for children to count the dots on both cards. Ask them to hold up the card that shows ten.
- Hold up the card with ten dots. Look around to see if all children’s cards are the same. If there are partnerships that aren’t holding up the correct card, have the class count with these partners to determine which card has ten dots.
- Reinforce number sense for 10 by showing the “Ten Tiny Turtles” video.



Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember things well.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned more about animals. Some animals make better pets than others.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “bite.” Remember that “bite” means to cut with teeth. T-P-S: When did we hear the word “bite” today?



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

Theme Learning Extension

- Distribute one domestic animal picture card to each partnership. Invite partners to talk about whether the animal on their card would make a good pet and why.

Look at the animal on your card. Talk with your partner about whether this animal would be a good pet. Think about what you would have to do to take care of it. Where would it sleep? What would you give it to eat? Does it need a lot of room for exercise?

- Use the sharing sticks to select children to share their decisions with the class.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 4 | Ready, Set

Learning Focus

Animals have fur, feathers, or scales as skin coverings.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> CC Activity Cards: Domestic Animals set CC Activity Cards: Wild Animals picture cards for snake and lizard Word cards for "fur," "feather," and "scales" (See To Be Prepared.) CC Activity Card: Wonderful Word picture card for "feather" CC Activity Card: Letter card for "Aa"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>The Day Jimmy's Boa Ate the Wash</i> by Trinka Hakes Noble STaR story retell cards for <i>The Day Jimmy's Boa Ate the Wash</i>
Math Moments	<ul style="list-style-type: none"> Baggies of ten counting bears, one per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Wild Animals picture cards for snake and lizard Cool Kid certificate and marker Home Link animal stamp: lamb

Day 4


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Textured "A"

- Same as day 3

Math Lab: Feed the Kitty

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: The Very Best Pet

- Same as day 1

Art Lab: Beautiful Creatures

- Same as day 1

Science Lab: Observing Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In the first part of last night's show, a boy sings about his lost pet Homer.
T-P-S: **What kind of animal is Homer?** *Homer is an elephant.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

- Introduce the Move It! activity, “The Cat Came Back.”

Today we’ll hear a song about a cat that keeps coming back to its owner. Let’s see if we can move our bodies in ways that match the music.

The singer sings parts of the song over and over again. When you hear the part of the song that repeats, you may want to sing along.



- Play the video “The Cat Came Back.”



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

 Clues & Questions

Theme-related word(s):

feather*
fur
scales
skin

Curiosity’s Clues

- Have Curiosity join the group holding a feather.

Teacher: **Curiosity, why do you have a feather with you today?**

Curiosity: **It’s a clue about what we will learn today.**

Teacher: **We’ve been learning about animals. Let’s see if we can figure out how a feather is a clue.**

T-P-S: **How is a feather a clue for something that we will learn about animals? We will learn about the kinds of coverings that animals have on their skin.**



Learning with Curiosity

- Introduce the topic of animals' body coverings. Distribute a domestic or wild animal picture card to each partnership. Place the word cards for the different types of animal skin coverings where all can see, with enough room under each to place all the picture cards of animals with that type of skin covering.

The covering is what is on top of the skin. It protects an animal's skin from getting scratched or sunburned.

- Let children touch Curiosity.

T-P-S: What kind of covering does Curiosity have on her skin? She has nice soft fur. What other animals have fur? Look at your picture card. If you and your partner think the animal on your card has fur covering its skin, hold your card up. Confirm that these animals have fur. Invite partnerships to place the pictures of animals that have fur under the word card for "fur."

Curiosity brought a feather with her today as a clue about animals' body coverings. Look at your card. If you have a picture of an animal that has feathers, hold it up. Confirm that these animals have feathers. Invite partnerships to place the pictures of animals that have feathers under the word card for "feathers."

There is one more kind of animal covering. Some animals have scales that cover their skin. Scales are very small thin pieces that cover animals like fish and reptiles. If the animal on your card has scales, hold your card up. Confirm that these animals have scales. Invite partnerships to place the pictures of animals that have scales under the word card for "scales."

- If there are partnerships still holding a card, help them determine whether their animal has fur, feathers, or scales and place it in the appropriate place.
- Leave the word and picture cards displayed for Question/Reflection today.
- Play the "Kids Talk About Pets" video.



In this video, kids talk about their pets. Think about the type of skin covering that each pet has as you watch.



Wonderful Word

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

Our Wonderful Word today is "feather." Feathers are soft, light, and grow from a bird's skin.



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

Daily Message

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

Animals have different kinds of skin coverings.

- Invite children to count the words in the Daily Message aloud with you.

How many words are in our message today? Let's count them.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “a” by showing the “NASA A is for Astronaut” video.



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

Rhyme Time

Say the Rhyme



- Have children recite “Bingo” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation



- Review the concept of spelling a word.

We did something different yesterday when we sang our song. WGR: What did we do that was different when we sang this song? We said each of the letters in Bingo's name; we spelled the dog's name.

- Sing the song again, clapping out the letters in the word “Bingo.”

- Introduce an alternate way of singing this song. After singing the song once, repeat it, but substitute a clap for the letter “b” at the beginning of “Bingo.”

There’s another way to sing this song that’s very tricky. Let’s see if you can sing the song the tricky way. Listen carefully, and watch what I do when I spell Bingo’s name this time.

**There was a farmer had a dog,
And Bingo was his name-o.
(Clap.)-I-N-G-O
(Clap.)-I-N-G-O
(Clap.)-I-N-G-O
And Bingo was his name-o.**

- Invite children to sing the song with you, substituting a clap for the initial letter. Once children are able to sing the song this way, repeat and substitute a clap for the “b” and the “i.”

We’re going to sing the song again, and this time you will clap instead of singing “b” and “i.” Let’s try it.

**There was a farmer had a dog,
And Bingo was his name-o.
(Clap.)-(Clap.)-N-G-O
(Clap.)-(Clap.)-N-G-O
(Clap.)-(Clap.)-N-G-O
And Bingo was his name-o.**

We will sing this song again tomorrow and clap out more of the letters in Bingo’s name. It will be tricky, but fun!



- Award paw points if children successfully substituted claps for the initial letters in the word “Bingo.”



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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



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

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



STaR word(s):

exciting
squawking

The Day Jimmy’s Boa Ate the Wash

Author: Trinka Hakes Noble

Illustrator: Steven Kellogg

Review

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

Yesterday we read this book about what happened when the children took a trip to the farm. The name of this story is *The Day Jimmy’s Boa Ate the Wash*. The author of this story is Trinka Hakes Noble. The illustrator is Steven Kellogg.

- Review the story vocabulary that you introduced yesterday.



When the children went to the farm, Jimmy tried to introduce his snake to the chickens. The chickens started squawking because they were afraid of the boa. T-P-S: What did it sound like when the chickens were squawking?

The girl’s mother thought her daughter had an exciting trip because so much was happening when the boa got out. T-P-S: What part of the trip do you think was exciting?

Story Retell

- Hold up the book *The Day Jimmy’s Boa Ate the Wash*, and tell children that they will help you read the story today by telling what happens in the pictures.

Today we’re going to read the story together. I will read part of the story, then show the next page, and you will tell your partner what is happening in the illustration.

- Begin reading the story, stopping after a few pages. Allow children to look at the illustration and tell their partners what’s happening in the picture. Continue in this manner, reading several pages and then having children tell what they see in the next illustration.

You may want to use the following suggestions for stopping points.

<u>Read</u>	<u>Children describe</u>
Pages 2–7	Pages 8–9
Pages 10–13	Pages 14–15
Pages 16–21	Pages 22–23
Pages 24–26	



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Active Instruction



- Introduce number combinations that make 10.

We know that we have 10 fingers all together. Face children, and hold up your right hand. T-P-S: **How many fingers do we have on this hand? 5.** Count to confirm.

Hold up your left hand. T-P-S: **How many fingers do we have on this hand? 5.** Count to confirm.

We have 5 fingers on this hand and 5 fingers on this hand. That makes 10 all together. Invite children to count all 10 digits with you.

- Write “5 and 5” on the board.

This says “5 and 5.” Our fingers helped us know that 5 and 5 together make 10. Let’s see if you can figure out some other ways to make 10.

Partner Practice

- Distribute a bag of ten counting bears to each partnership. Invite children to separate their counting bears into two groups.

There are 10 bears in your bag. Work with your partner to see if you can make two groups that are not 5 and 5.

Put some bears in one group and the rest of the bears in another group. Provide time for children to group their bears.



- Use the sharing sticks to select partnerships to share the combinations they found. Ask questions about the number of bears in each of the groups they have formed. On the board, write the number combination(s) that each partnership finds.

Count the bears in the first group. T-P-S: **How many bears do you have in your first group?**

Now count the bears in the other group. T-P-S: **How many bears are there?**

- Have all partnerships count their bears to reinforce that the different combinations make 10. Encourage children to move each bear to a new place as it is counted so it won’t be counted twice.

When we count the bears in both groups together, there are 10 bears. Count the bears with your partner.



- Reinforce number sense for 10 by showing the “Ten Butterflies” video.

Have children play this week’s brain game, What Is Missing? Remind children that What Is Missing? is a game that will help them to remember things well.



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that different animals have different types of skin covering.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “feather.” Remember that a feather is a skin covering for a bird. T-P-S: When did we hear the word “feather” today?



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

Theme Learning Extension

- Introduce the game Fur, Feathers, or Scales.

Today we’re going to play a game called Fur, Feathers, or Scales. I will give clues about an animal, and you will tell what animal it is. Then I will ask, “Does this animal have fur, feathers, or scales?” and you will tell the answer.

- Give clues, such as the following, about the animals whose pictures are displayed with the word cards for various skin coverings. Encourage children to answer in a complete sentence such as “A snake has scales.” Continue with additional animals if time allows.
 - I am an animal that makes a good pet.
 - I have four legs.
 - I bark when I see people and other animals.

What animal am I? Dog.

WGR: Does a dog have fur, feathers, or scales?



- I am an animal that some people think is a good pet, and others think isn't a good pet.
- I have no legs, and I slither when I move.
- My name begins with /s/.

What animal am I? *Snake.*

WGR: Does a snake have fur, feathers, or scales?

- I am an animal that you see on a farm.
- I have two wings.
- I cluck and scratch the ground.

What animal am I? *Chicken.*

WGR: Does a chicken have fur, feathers, or scales?

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 5 | Ready, Set

Learning Focus

Different people like different kinds of pets.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>The Perfect Pet</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Do You Like Dogs or Cats Better? chart (See To Be Prepared.) Sticky notes with children's names on them CC Activity Card: Wonderful Word picture card for "mammal" CC Activity Card: Letter card for "Aa"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> <i>Don't Let the Pigeon Stay Up Late!</i> by Mo Willems or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Large paper bag filled with fifteen to twenty linking cubes (any color)
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker

Day 5


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Point out the addition of the STaR book *The Perfect Pet* to the lab. Invite children to retell the story using the story illustrations.

Letter Lab: Textured "A"

- Same as day 1

Math Lab: Feed the Kitty

- Same as day 1

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: The Very Best Pet

- Same as day 1

Art Lab: Beautiful Creatures

- Same as day 1

Science Lab: Observing Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle



Welcome Activities

Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

An astronaut was in last night's letter segment. T-P-S: Which letter does "astronaut" start with? "Astronaut" starts with the letter "a."



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today's Move It! activity, Elmo's Got the Moves.

Today we will sing and dance with Elmo! Get ready to move and groove to "Elmo's Got the Moves."



- Play the "Elmo's Got the Moves" video.



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

Clues & Questions

Theme-related word(s):

cat
dog
mammal*

Curiosity's Clues

- Have Curiosity join the group slowly, indicating that she feels sad.

Teacher: **What's the matter, Curiosity? You look sad.**

Curiosity: **Well, I was really happy about my new pet. I think he is a wonderful pet. But my friend doesn't think a (animal Curiosity brought on day 2) is a good pet. She thinks a rabbit is a better pet than my (Curiosity's pet from day 2).**

Teacher: **Curiosity, you just gave us a clue about what we’re going to learn today.**

Curiosity: **I did? Maybe the children can figure out what we’re going to learn about because:**

- **I like my pet;**
- **my friend likes a rabbit for a pet; and**
- **we don’t agree on which one is a good pet.**

- Use Think-Pair-Share to have children guess what they will learn about today.



T-P-S: **What do you think we will learn about pets today?** *Different people like different kinds of pets.*

Learning with Curiosity

- Use the chart about dogs and cats to determine which pet children like better.

Curiosity and her friend like different kinds of pets. Different people can like different pets. Point to the title on the chart. **This asks the question “Do you like dogs or cats better?” Think for a minute about which pet you like better, a dog or a cat.**

T-P-S: **Tell your partner why you like a dog or a cat better.**

How can we find out if the friends in our class like dogs or cats better?

You can put a piece of paper with your name on it under the kind of pet that you like better.

- Distribute sticky notes with children’s names on them. Invite children to place their names under the type of pet they like better.

When you get the paper with your name on it, you may stick it under the kind of pet you like better. If you like cats better, put the paper under the cat. If you like dogs better, put your name under the dog.

- Have children determine which pet most children like better.

T-P-S: **How can we tell which pet most children like better?**

Let’s count how many friends like cats and how many like dogs better.

T-P-S: **How many more** (most-popular option) **are there than** (least-popular option)?

T-P-S: **How many less** (least-popular option) **are there than** (most-popular option)?

- Conclude by reminding children that people have personal preferences about pets, and this doesn’t make one pet better than another.

Isn’t it interesting that some of us can like one kind of animal for a pet and others can like another kind of pet? We can all like our own pets best!



- Play the “Grover the Dog Walker” video.

Sometimes people have to get others to help them take care of their pets when they are away on a trip or at work. Let's see what happens to Grover when he helps out as a dog walker.



Wonderful Word

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

Our Wonderful Word today is “mammal.” A mammal is an animal that has hair and feeds its babies with milk from the mother.



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

Daily Message

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

Some people like dogs, and some people like cats for pets.

- Point out the repetition of the word “people” in the Daily Message.

I heard the word “people” in our message twice. When I read the message again, raise your hand each time you hear the word “people.” Underline each instance of the word “people” as you read.

Letter Links

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

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

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



- Reinforce the sound and shape of the letter “a” by showing the “Human Letter A at the Beach” video.



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



Rhyme Time



Say the Rhyme

- Have children recite “Bingo” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Word Manipulation

- Sing the song again, clapping out the letters in “Bingo.”
- Review the alternate way of singing this song. Sing the song again, substituting a clap for the letters “b” and “i” at the beginning of “Bingo” as you did yesterday.

Let’s see if you can sing the song the tricky way like we did yesterday.

**There was a farmer had a dog,
And Bingo was his name-o.
(Clap.)-(Clap.)-N-G-O
(Clap.)-(Clap.)-N-G-O
(Clap.)-(Clap.)-N-G-O
And Bingo was his name-o.**

- After children sing the song substituting a clap for the letters “b” and “i,” repeat and substitute a clap for the letters “b,” “i,” and “n.”

We’re going to sing the song again, and this time you will clap instead of singing “b,” “i,” and “n.” Let’s try it.

**There was a farmer had a dog,
And Bingo was his name-o.
(Clap.)-(Clap.)-(Clap.)-G-O
(Clap.)-(Clap.)-(Clap.)-G-O
(Clap.)-(Clap.)-(Clap.)-G-O
And Bingo was his name-o.**

- Continue in this fashion, substituting additional claps for the letters “g” and “o” in subsequent repetitions of the song.

**There was a farmer had a dog,
And Bingo was his name-o.
(Clap.)-(Clap.)-(Clap.)-(Clap.)-O
(Clap.)-(Clap.)-(Clap.)-(Clap.)-O
(Clap.)-(Clap.)-(Clap.)-(Clap.)-O
And Bingo was his name-o.**

- The final time, sing the song like this:

**There was a farmer had a dog,
And Bingo was his name-o.**
(Clap.)-(Clap.)-(Clap.)-(Clap.)-(Clap.)
(Clap.)-(Clap.)-(Clap.)-(Clap.)-(Clap.)
(Clap.)-(Clap.)-(Clap.)-(Clap.)-(Clap.)
And Bingo was his name-o.



- Award paw points if children successfully substituted claps for the letters in the word “Bingo.”



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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



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

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



- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Don't Let the Pigeon Stay Up Late!* by Mo Willems.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.



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



Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Problem Solving

- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity is going to visit a friend who has ten pets. She wants to give each of the pets a treat. She has a problem. She has a big bag of pet treats, and she only wants to take ten of them when she goes to visit her friend.



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

T-P-S: **How can Curiosity solve this problem?**



- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Invite children to help count out ten treats.



Have children play this week's brain game, What Is Missing? Remind children that What is Missing? is a game that will help them to remember things well.



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Many animals can make good pets, and people can like different kinds of pets.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is "mammal." Remember that a mammal is an animal that has hair and gets milk from its mother. T-P-S: When did we hear the word "mammal" today?



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

Theme Learning Extension

- Invite children to play the Opposites Game with you.
- Explain how to play, and model the game for children.

To play the Opposites Game, I will say a word and then use it in a sentence. The word is "happy." The dog wags his tail when he is happy. Next, you will work with your partner to figure out the opposite of "happy."

T-P-S: What is a word that means NOT happy? What is the opposite of "happy"? "Sad" is the opposite of "happy."



- Use the sharing sticks to select children to share responses. Award paw points if children are able to successfully provide an opposite.

- Continue with other words.
 - **The word is “long.” Marcos has a new pet snake that is very long.** T-P-S: **What is the opposite of “long”?** *The opposite of “long” is “short.”*
 - **The word is “wet.” My pet turtle likes to get wet.** T-P-S: **What is the opposite of “wet”?** *The opposite of “wet” is “dry.”*
 - **The word is “soft.” My pet bunny’s fur is very soft.** T-P-S: **What is the opposite of “soft”?** *The opposite of “soft” is “stiff” or “prickly.”*

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond today with a family member.
- Have children join hands to form a circle. Sing the “I’ll Miss You” song.

Day 6 | Ready, Set

Learning Focus

Farm animals often sleep in barns or pens.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> • Math Lab: Plastic measuring cups and containers, plastic spoons and scoops • Writing Lab: Writing paper cut into farm animal shapes (optional) • Art Lab: Barn-shaped papers, tempera paints, paintbrushes • Letter Lab: Letter-blending cards for “Bb,” “Aa,” “Uu,” “Mm,” and “Vv”
Gathering Circle	<ul style="list-style-type: none"> • Calendar cutout for today’s date
Move It!	<ul style="list-style-type: none"> • Inflated balloon
Clues & Questions	<ul style="list-style-type: none"> • Partially assembled farm friends floor puzzle covered with a sheet, one remaining puzzle piece for each partnership • CC Activity Card: Wonderful Word picture card for “barn” • CC Activity Card: Letter card for “Bb”
Rhyme Time	<ul style="list-style-type: none"> • Rhyme card for “Baa, Baa, Black Sheep” (optional)
Plan & Play	<ul style="list-style-type: none"> • CC Activity Cards: Scenario cards for At the Farm, Build a Barn, Veterinarian’s Office, and Pet Store
STaR	<ul style="list-style-type: none"> • Trade book: <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin • Typewriter (optional) • Leaf for story tree
Math Moments	<ul style="list-style-type: none"> • One 8–10 oz. cup • Baggie of ten large counting bears • Paper cups, 3 oz. size, one per partnership • Baggies of ten small counting bears, one per partnership
Question/Reflection	<ul style="list-style-type: none"> • <i>Traditional Tunes: Sandy and Danny</i> CD • Cool Kid certificate and marker • Read & Respond bookmarks • Home Link animal stamp: goat

Day 6


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Writing

- Demonstrate how to write letters in the sand.

Math Lab: More or Less

- Encourage children to use the variously sized containers to collect different amounts of sand. They may then compare the levels of sand in the containers and identify the container with more or less sand.

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Farm Animal Stories

- Encourage children to write stories about farm animals.

Art Lab: Barn Painting

- Encourage children to paint barn-shaped paper and decorate the barns.

Science Lab: Observing Animals

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

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



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Have children spread out in the classroom. Provide an inflated balloon for children to use for the activity.

Today we will play Balloon Ball. To play Balloon Ball, we have to keep the balloon from touching the ground.

- Encourage children to use different body parts to keep the balloon in the air.



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

Clues & Questions

Theme-related word(s):

barn*

Curiosity's Clues

- Bring Curiosity to the group. Have Curiosity point to the sheet covering the partially assembled farm puzzle.

Curiosity: **I see something interesting over there.**

Teacher: **Yes, Curiosity. That is our clue about what we will learn today.**

Curiosity: **I wonder what it could be.**

Teacher: **Let's look and see.**

- Remove the sheet, and have children look at the puzzle.

T-P-S: **What does this puzzle show?** *A barn on a farm.*



Learning with Curiosity

- Use the puzzle to introduce the concept of farm animals.

We have been learning about animals that need people to take care of them. Last week we talked about pets. This week we will talk about animals that live on farms.

This puzzle shows a barn and some animals that live on a farm. Let's finish the puzzle together to see what farm animals are in the picture.

- Provide a puzzle piece to each partnership.
- Complete the farm puzzle together.
- Use the sharing sticks to select children to name the animals they see in the puzzle picture.



- Play the “Elmo’s World: Horses” video.

Horses are animals that often live on farms. Let’s watch this video about horses.



Wonderful Word

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

Our Wonderful Word today is “barn.” A barn is a large building that some farm animals live in.

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



Daily Message

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

Farm animals often sleep in barns or pens.

- Point out the spaces between the words in the Daily Message. Count the spaces aloud with children.

There are spaces between words in a sentence. Let’s count the spaces between the words. Go!

Letter Links

- Have Curiosity present the letter “b.” Show the letter card for “Bb.”

Today we will review a letter that we have already learned. Our letter today is “b.”

T-P-S: The letter “b” makes the /b/ sound. What are some words that begin with /b/?



- Use the sharing sticks to select children to share words that begin with /b/. Award paw points for correct responses.
- 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? No. We'll have to look for it in our classroom or in the school today.



- Reinforce the sound and shape of the letter "b" by showing the "Planting Letter Bs" video.



TRANSITION

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

Rhyme Time

Say the Rhyme

- Introduce the new rhyme.

Today we will begin to learn a new rhyme about another farm animal. It's called "Baa, Baa, Black Sheep." Listen carefully for the words that rhyme.



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



Baa, Baa, Black Sheep

**Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full.**

**One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.**

Develop Phonological Awareness—Sound Blending

- Introduce Say-It-Fast.

Today we are going to play a new game called Say-It-Fast. I am going to say parts of a word very slowly so you can hear the sounds. If you listen carefully, you will be able to understand the word I say. I'll help you figure it out.

- Play the game. Say a word from today's rhyme by separating the initial sound (onset) from the rest of the word (rime), e.g., wool, /w/ /ool/. Make a clear pause between the initial sound and the rest of the word. Repeat the sounds.



You can figure out what I'm saying by saying the sounds fast. Repeat the word a few times, shortening the pause between sounds (e.g., /w...ool/, /w..ool/, /w.ool/). WGR: **What word did I say? Replies. The word I said was "wool."** Invite children to say the separate parts of the word "wool" with you.

- Recite the line of the rhyme that contains the word that you want children to say fast.

I will say the part of the rhyme with the word "wool" slowly, and you will say it fast to finish this part of the rhyme.

- Recite the line "Have you any wool?" segmenting the word "wool" with a pause between the onset and rime. Repeat the process, shortening the pause between the onset and rime until the two parts become the word "wool."
- Invite children to try this with the words "full," "dame," and "lame."
- As you present each word:
 - make the sounds in the word with a clear pause between the initial sound (onset) and the rest of the word (rime);
 - repeat the word a few times, shortening the pause between sounds;
 - invite children to say the parts of the word and then say the sounds fast until they've said the word; and
 - recite the line in which the word occurs.

/f...ull/, /f..ull/, /f.ull/, full

/d...ame/, /d..ame/, /d.ame/, dame

/l...ame/, /l..ame/, /l.ame/, lame

- After practicing with these words from the rhyme several times, recite the line in which each word occurs. Segment each word that you practiced, and pause to allow children to say it fast to supply the word.



- Award paw points if children successfully identified words as you segmented them.



Plan & Play

Scenario Review

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

At the Farm: You might want to pretend that you are at a farm. Maybe you are a farmer or a member of the farmer's family. Maybe you are visiting the farm. You might even pretend to be an animal on the farm! What farm work will you do today?

Build a Barn: Show the blocks area. This week you might pretend to use the blocks to build a barn. How big a barn can you make for farm animals?

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

EXAMPLES:

At the Farm: Hello. I am here to buy some eggs. I remember that in your plan, you were going to sell some eggs here today. Could you tell me where the chickens are?

Pet Store: Hi! You are having a sale on pets, right? I'm looking for a pet that is small and friendly. Which pet do you think I should buy?



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

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



STaR word(s):
strike

Click, Clack, Moo: Cows That Type

Author: Doreen Cronin

Illustrator: Betsy Lewin

Farmer Brown lives on a very unusual farm. The cows on his farm know how to use a typewriter to write letters, and they leave Farmer Brown notes demanding electric blankets to keep them warm. When Farmer Brown doesn't give them what they want, the animals go on strike. Eventually, Farmer Brown and the cows reach an agreement. But when the ducks get hold of the typewriter, the silly demands continue in this humorous story.

Interactive Story Reading

Before Reading

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

The title of our story today is *Click, Clack, Moo: Cows That Type*. That's the name of the story. The author is Doreen Cronin. She wrote the words for the story. The illustrator is Betsy Lewin. She drew the pictures.

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



If you have a typewriter, show it, and demonstrate how it works so children can hear the click-clack sound of the keys.

Let's look at the cover of this book to see if we can figure out what the story is about. T-P-S: What do you see in this picture? There are cows, a chicken, and a duck. T-P-S: Where do we usually see these animals? These are farm animals, so maybe this story takes place on a farm.

Point to the typewriter. **This is called a typewriter. Before there were computers, people used typewriters to write letters to one another. When I read the title *Click, Clack, Moo: Cows That Type*, it makes me think that cows use a typewriter to write a letter. WGR: Do you think cows can really type? No. I think this is going to be a very silly story. T-P-S: What do you think will happen in this silly story? Let's read and find out!**

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 7: T-P-S: **What do you think Farmer Brown will do?**
 - Page 9: **The cows went on strike and typed a note that tells Farmer Brown there will be no milk. T-P-S: What might the word “strike” mean? When someone goes on strike, he or she stops working. T-P-S: What work do cows do on a farm?**
 - Page 15: **Now the cows and the chickens are not doing their jobs. T-P-S: What do you think Farmer Brown will do?**
 - Page 20: **Duck is a neutral party. That means he isn't taking sides with Farmer Brown or the other animals.**
 - Page 25: T-P-S: **Do you think Farmer Brown will give the cows and chickens blankets? Why (or why not)?**

After Reading

- Ask summative questions to review the text and reinforce the STaR vocabulary.
 - Duck tricks Farmer Brown and keeps the typewriter. T-P-S: Do you think Farmer Brown will get the typewriter back? Why (or why not)?**
 - We read that the cows and chickens go on strike; they stop working until Farmer Brown gives them blankets. T-P-S: What other animals on the farm might go on strike to get what they want?**
- Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.



Lead children in reciting “When I’m Doing Math.” Remind children that Silly Sounds is a game that will help them to focus.



Math Moments

Math word(s):

half
less
more



Count with Curiosity

- Play the “Count with Curiosity: Count by 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Basic word(s):

empty
full



Active Instruction

- Show the large plastic cup and baggie of ten large counting bears.

Let’s find out how many papa bears will fit in this cup. Hold up the cup and one counting bear for all children to see.

T-P-S: How many bears do you think will fit in the cup?

- Invite all partnerships to share their guesses. Record the numbers on the board.
- Have children count aloud with you as you fill the cup with counting bears.
- Check the predictions to see how accurate they are.

Partner Practice

- Provide a small plastic cup and baggie of small counting bears to each partnership.
- Have children estimate how many counting bears will fit in their cups before they fill them.
- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Reinforce the concept of capacity by showing the “Volume: How Many Will Fit?” video.



Have children play this week’s brain game, 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, and have children guess which object made the sound.



Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that farm animals often sleep in barns or pens.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “barn.” Remember that a barn is a large building that some farm animals live in. T-P-S: When did we hear the word “barn” today?



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

Theme Learning Extension

- Introduce the activity.

Today we will sing a song about a farmer and the animals that live on his farm. The song is called “Old MacDonald Had a Farm.” Some of you may know this song. If you have heard this song before, sing along with me. If you don't know the song, listen as we sing, and jump in when you feel comfortable.

- Play “Old MacDonald Had a Farm” from the *Traditional Tunes: Sandy and Danny* CD.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."

Home Link/Departure

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

Day 7 | Ready, Set

Learning Focus

Some farm animals provide food for us to eat.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Science Lab: Four hard-boiled eggs, four raw eggs, magnifiers, paper, crayons
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> CD: <i>Getting to Know Myself</i> by Hap Palmer
Clues & Questions	<ul style="list-style-type: none"> Egg (real or plastic, raw or cooked) CC Activity Cards: Farm-animal products food-item picture cards for bacon, hamburger, cheese, ham, eggs, milk, ice cream, yogurt, chicken (cooked), butter; one card per partnership CC Activity Card: Wonderful Word picture card for "egg" CC Activity Card: Letter card for "Aa"
Getting Along Together	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin
Math Moments	<ul style="list-style-type: none"> Chilly and Squeaky puppets Baggie of ten small counting bears for Chilly Baggie of ten large counting bears for Squeaky Two large (8–10 oz.) clear plastic cups Baggies of five small and five large counting bears, one per partnership Small (3 oz.) cups, two per partnership
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Domestic animals picture cards for pig, cow, and chicken CC Activity Cards: Farm-animal products food-item picture cards, one picture card per partnership Cool Kid certificate and marker Home Link animal stamp: pig

Day 7


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Writing

- Same as day 6

Math Lab: More or Less

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Farm Animal Stories

- Same as day 6

Art Lab: Barn Painting

- Same as day 6

Science Lab: Observing Eggs

- Demonstrate using a magnifier to observe the hard-boiled and raw eggs. Encourage children to record their observations with paper and crayons.

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In last night's show, a sister and brother talked about words that start with the letter "b." T-P-S: Can you remember one of the words that they talked about that starts with the letter "b?" "Brother," "basketball," "ballet," "bats," "birds," "blueberries," "bananas," and "birthdays" all start with "b."



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

- Invite children to listen to and follow the directions in the song “Touch.”

In this song, the singer tells us to touch one part of our bodies to another body part. When you listen carefully, you will hear him tell you which parts you will touch together. Let’s try it. Show me what you will do if the singer says, “Touch your elbows to your knees.”

- Encourage children to follow the directions in the song as you play “Touch” from the *Getting to Know Myself* CD by Hap Palmer.



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

Theme-related word(s):

- bacon
- beef
- cheese
- egg*
- ham
- hamburger
- hot dog
- milk



Basic word(s):

- collect
- food
- hatch
- lay

 Clues & Questions

Curiosity’s Clues

- Have Curiosity join the group holding an egg.

Teacher: I see that you brought an egg today, Curiosity. Have you been exploring the Science Lab this morning?

Curiosity: Yes, but it’s also a clue about what we will learn today.

T-P-S: Where did this egg come from? A chicken.

Teacher: Yes, the egg came from a chicken. Chickens live on farms. Today we will learn about food that comes from farm animals.

Learning with Curiosity

- Tell children that chickens are just one kind of farm animal that provides food for us to eat.

Chickens are just one kind of farm animal that provides food for people to eat. Some other farm animals also give food for us to eat. Cows provide milk, cheese, and beef. Pigs give us bacon, ham, and pork chops.

- Distribute a farm-animal products food-item picture card to each partnership.

All these foods come from farm animals. Let’s talk about all the foods that cows, chickens, and pigs provide.

T-P-S: What food do you have on your card, and what animal does it come from?



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

- Play the “Farm Animals” video.

Wonderful Word



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

Our Wonderful Word today is “egg.” An egg is what a chicken lays.



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

Daily Message

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

We get food from some farm animals.

- Point out the tall and short letters in the message.

Letter Links

- Show the letter card for “Aa.”

Today we will review a letter that we have already learned. Our letter today is “a.”

T-P-S: The letter “a” makes the /a/ sound. What are some words that begin with /a/?



- Use the sharing sticks to select children to share words that begin with /a/. Award paw points for correct responses.

- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the day 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 "a" 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 "a." 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 "a" by showing the "A Words" video.



Have children stand and recite "Baa, Baa, Black Sheep" as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Talk about reasons for different feelings.

We have been talking about feelings and why we have them. Last night in the Home Link show, you heard a story about Cranky Cassidy. Even when Cassidy's class gets to have a pizza party, Cassidy still feels cranky. Finally, Cassidy's teacher asks her what is wrong. Cassidy realizes that nothing is wrong; in fact, lots of good things are happening. From then on, Cassidy feels more cheerful and focuses on happy thoughts.

Sometimes, we may not be sure what causes our feelings, just like Cassidy isn't sure why she feels cranky all the time. But other times, we know exactly what is causing our feelings. For example, this morning I was feeling sad because I broke my favorite bracelet. I knew exactly why I was feeling sad. Give the Stop and Think Signal. It's important to stop and think about our feelings and to figure out what caused us to feel this way. We need to ask, "Why do I feel this way?"

Partner Practice

- Have children explain how they would feel in different situations in the classroom.

I am going to describe a few different events that could happen in our classroom. For each event, I want you to think about how it would make you feel. Then you will give an "I" Message to describe your feelings to your partner.

- Describe each of the following situations one at a time. After describing each event, pause for children to share their feelings with their partners. Remind children to share why they feel that way.

- **Our class is going to get a new pet. It's a lizard!**
- **Our class is going to have an ice cream party.**
- **Our class is going to paint pictures all day.**

Some of us may feel differently about some of these events. Some of us may be happy to get a pet lizard, and some of us may be scared of a lizard. It's OK to have different feelings. But it's important to let others know how we feel and why. By better understanding one another, we will be able to work more cooperatively and have a happier classroom.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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

What If...?

- Ask children to consider questions related to animals and their body coverings, such as:
 - What if a cat had scales instead of fur?
 - What if a dog had feathers instead of fur?
 - What if a bird had fur instead of feathers?
 - What if a goldfish had fur instead of scales?
- Encourage children to discuss how this would affect each animal and why body coverings are important to specific animals.



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

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



STaR word(s):
strike

Click, Clack, Moo: Cows That Type

Author: Doreen Cronin

Illustrator: Betsy Lewin

Review

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

Yesterday, we read the silly story *Click, Clack, Moo: Cows That Type*. The author of the story is Doreen Cronin, and the illustrator is Betsy Lewin.



- Review the story vocabulary that you introduced yesterday.

The cows and chickens in the story go on strike and stop doing their jobs on the farm. T-P-S: Have you ever gone on strike and not done something you were supposed to do? What did you refuse to do when you went on strike?

Story Retell

- Display the cover of the book, and tell children that today they will help you retell the story by reading the notes from the animals and Farmer Brown.

The animals and Farmer Brown write notes to one another in this story. Today I will just read these notes from the story. We'll see if we can tell the whole story by reading the notes.

- Use Think-Pair-Share to have children talk with their partners about the various parts of the story.
- Read the first note in the story. Ask children questions that help them remember what's happening in the story at this point. If children need support, turn back, and show the pages that precede the note. Continue in this fashion, reading the notes and talking about the events in the corresponding parts of the story. You may want to ask the following questions about the notes found on these pages.
 - Page 7: **How do the cows write a note to Farmer Brown?**
 - Page 9: **Why do the cows tell the farmer there will be no milk today?**
 - Page 12: **What do the cows do after they go on strike?**
 - Page 14: **Why do the cows write another note?**
 - Page 18: **Why does Farmer Brown write a note to the cows and hens?**
 - Page 25: **What do the animals decide to do to end the strike?**
 - Page 28: **Why does Farmer Brown get another note from the ducks?**
- Conclude this activity by having children tell their partners what they think Farmer Brown should do with the typewriter.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Active Instruction

- Present the puppets and two baggies of bear counters.

Chilly and Squeaky each have ten bears with them. Let's count their bears to make sure that they each have ten.



- Count the bears in each bag aloud, encouraging children to count with you.

Hold up the cups. T-P-S: **If we put the bears in these cups, will the cups be filled to the same level, or will one cup have more bears than the other?**



- Use the sharing sticks to select children to share responses.
- Put the small counting bears in one cup and the large counting bears in the other.

It looks like Squeaky has more bears in his cup than Chilly, but we know they both had ten bears. T-P-S: **How is that possible? Squeaky's bears are bigger. Bigger things take up more space than smaller things.**

Partner Practice

- Provide each partnership with two 3-oz. cups, a baggie of small counting bears, and a baggie of large counting bears.

Now you can test this idea yourselves. Work with your partner to put five baby bears in one of your cups and five papa bears in the other cup. Then see in which cup the level of the bears is higher.

- Assist children in filling their cups as needed.
- Reinforce the concept of capacity by showing the “Volume: Count How Many” video.



Have children play this week's brain game, Silly Sounds. Remind children that Silly Sounds is a game that will help them to focus.

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. Today we learned that some animals provide food for us to eat.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “egg.” Remember that an egg is what a chicken lays. T-P-S: **When did we hear the word “egg” today?**



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

Theme Learning Extension

- Show the cow, chicken, and pig picture cards. Provide each partnership with a farm-animal products food-item picture card.

Let's match the food with the animal that it comes from. Talk with your partner about the food that your picture card shows. Then decide whether it comes from a cow, chicken, or pig.



- Use the sharing sticks to call on children to place their food-item card with the corresponding animal card.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

- Transfer the paw point chips from Curiosity's water bowl to the celebration jar. Count each chip as you place it into the jar.



- If the chips reach the line on the celebration jar, invite children to sing and dance to the "Curiosity Shuffle."

Home Link/Departure

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

Day 8 | Ready, Set

Learning Focus

Some farm animals provide clothing for us to wear.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin Science Lab: Plastic farm animals
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> Beanbag
Clues & Questions	<ul style="list-style-type: none"> Sweater CC Activity Cards: Farm animal products clothing/accessories picture cards for sweater, parka, leather belt, leather shoes, moccasins, leather purse, pillow; one per partnership/group CC Activity Card: Wonderful Word picture card for "wool" CC Activity Card: Letter card for "Uu"
Getting Along Together	<ul style="list-style-type: none"> Chilly and Squeaky puppets
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Mr. Gumpy's Outing</i> by John Burningham Leaf for story tree
Math Moments	<ul style="list-style-type: none"> Pitcher of water Ten large (8–10 oz.) clear empty cups Large (8–10 oz.) clear cups filled with water, one per partnership Small (3 oz.) cups, five per partnership Towels for spills
Question/Reflection	<ul style="list-style-type: none"> CC Activity Cards: Farm Animal Products set Cool Kid certificate and marker Home Link animal stamp: donkey

Day 8


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Writing

- Same as day 6

Math Lab: More or Less

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Farm Animal Stories

- Same as day 6

Art Lab: Barn Painting

- Same as day 6

Science Lab: Farm Animal Sorting

- Invite children to sort the plastic farm animals in different ways. They can sort by the types of animals, the number of legs, etc.

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

In last night's show, you learned about eggs. T-P-S: Can you tell me one thing that you remember about eggs? Eggs are round; birds and snakes lay eggs.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

 Move It!

- Invite children to come sit in a circle. Provide a beanbag for children to use to play Beanbag Pass.
- Tell children that we will play a game called Beanbag Pass. Explain how to play.

We will start the game of Beanbag Pass by naming an animal that is a pet and then passing the beanbag to the next person. The next person will say the name of a pet and pass the beanbag on to the next child.

- Say, “Dog,” and pass the beanbag to the next child. Play until all children have had a turn to pass the beanbag.
- You may choose to play another round, altering the direction of the beanbag.



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

 Clues & Questions

Theme-related word(s):

leather
wool*

Basic word(s):

belt
moccasins
parka
purse
shear



Curiosity’s Clues

- Bring Curiosity to the group with a sweater.

Teacher: **Why do you have that sweater with you today, Curiosity?**

Curiosity: **It’s a clue for what we will talk about today. This sweater is made of wool.** T-P-S: **Where does wool come from?** *Sheep.*

Curiosity: **Yes. Wool comes from sheep, and sheep are farm animals. Today we will learn about farm animals that provide clothing for us to wear.**

Learning with Curiosity

- Talk about products that come from farms.

We learned about the foods that farm animals give us. Farm animals also provide other materials, such as leather and wool, that can be used to make clothing, shoes, belts, and other items.

- Provide each partnership with a farm animal products picture card.

T-P-S: What do you see on your picture card? What animal provides what we need to make that item?

- Go over each of the pictures, showing it to the class and having partners share their thinking about which animal provides the material for the pictured item. Provide clarification and vocabulary as needed.



- Play the “Story of Sheep” video.

Curiosity said her sweater is made of wool that comes from a sheep. Let’s watch a video about how this happens.



Wonderful Word

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

Our Wonderful Word today is “wool.” Wool comes from sheep and is used to make sweaters and coats.



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

Daily Message

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

Some of our clothing comes from farm animals.

- Point out to children that the Daily Message ends with a period.

Our message has a little dot at the end. That dot is called a period. We often see a period at the end of a sentence. The period tells us that the sentence is over.

Letter Links

- Show the letter card for “Uu.”

Today we will review a letter that we have already learned. Our letter today is “u.”

T-P-S: The letter “u” makes the /u/ sound. What are some words that begin with /u/?



- Use the sharing sticks to select children to share words that begin with /u/. Award paw points for correct responses.
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the day and put their hands down again when it's not. Circle any letters that they found in the message.

We're going to use our letter goggles to see if we can find the letter “u” 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 “u.” 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 “u” by showing the “Letter U Comes Knocking” video.



TRANSITION

Have children stand and recite “Baa, Baa, Black Sheep” as a transition to Getting Along Together.



Getting Along Together

Active Instruction

- Bring out Squeaky and make his head hang low.

Teacher: **Good morning, Squeaky.** Have Squeaky jump as if he is startled.

Squeaky: **Oh, sorry.**

Teacher: **What's the matter, Squeaky?**

Squeaky: **I don't know. I'm feeling a little bit jumpy this morning.**

Teacher: **Are you afraid of something?**

Squeaky: **Well, no, I don't think so. We're all friends here.**

Teacher: **Are you feeling okay? Maybe you need to go home so you can lie down and rest for a little while.**

Squeaky: **Okay, I mean NO! I can't go home. Please let me stay here.**

Teacher: **Why are you afraid to go home, Squeaky?**

Squeaky: **I have to pass the house with the fence on my way home from here.**

Teacher: **The house with the fence?**

Squeaky: **Yes! There's a big dog that lives there and he always barks at me when I pass by.**

Teacher: **Did that happen this morning, Squeaky?**

Squeaky: **Well, yes it did. He barked at me on my way here.**

Teacher: **I think we just discovered the reason that you feel a little scared this morning, Squeaky.**

- Review reasons for feelings by having children discuss your discussion with Squeaky.



T-P-S: **Why do you think Squeaky is afraid of dogs?** *Maybe because he doesn't like it when they bark at him. Maybe he's been chased by a dog before.*

T-P-S: **What should Squeaky do to avoid being scared by the dog at the house with the fence?** *Find a different path from his home to the school. Maybe he could try to get to know the dog.*

Partner Practice

- Have the children talk with Chilly about his fear of thunderstorms. Take out the Chilly puppet.

Chilly is scared of something too—thunderstorms! Chilly hides when it starts to thunder and covers his ears.

T-P-S: **Why do you think Chilly is scared of thunderstorms?** *Chilly is probably scared because the thunder is so loud and it sounds scary.*

Have you ever felt scared about something like Chilly? Tell your partner about a time when you felt scared.

T-P-S: **What can you do to feel better when you feel scared?** *You can give an "I" Message to tell someone that you are scared, or you can use the Stay Cool steps to stay calm.*

Choose a few volunteers to come up and show Chilly how he could feel better during a thunderstorm. **Sometimes when you feel scared it helps to do something else like play a game or listen to music. It's important to know that everyone has these feelings and we can help each other. We will continue to talk and learn about our feelings. Remember to use "I" Messages and use the Stay Cool steps to help you to stay calm.**



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



Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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

See day 7 for small-group activity instructions.



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

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



STaR word(s):
chase

Mr. Gumpy’s Outing

Author and illustrator: John Burningham

One morning, Mr. Gumpy sets out for a ride in his boat. Before long, he is joined by two children and a variety of farm animals. The boat fills up, and everyone has a great time until the goat kicks and sets off a chain reaction, causing the boat to tip. By the time they dry off, it’s time for tea, and the day ends on a pleasant note.

Interactive Story Reading

Before Reading

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

The title of our story today is *Mr. Gumpy’s Outing*. That’s the name of the story. The author and illustrator is John Burningham. He wrote the words and drew the pictures for the story.

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



Look at the front cover of this book. T-P-S: What is happening in this picture?

Let’s see if the title gives a clue about what the story will be about. The title is *Mr. Gumpy’s Outing*. An outing is a little trip. All the people and animals on the cover are going on a little trip. T-P-S: What do you think this story will be about?

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

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 4: **Mr. Gumpy tells the children they can go in his boat if they don’t squabble. When people squabble, they argue. T-P-S: Why doesn’t Mr. Gumpy want the children to squabble?**
 - Page 14: **WGR: What sound do sheep make? When sheep say, “Baa, baa,” it’s called bleating. Mr. Gumpy doesn’t want the sheep to keep making that noise when they’re on the boat.**
 - Page 19: **A cow is a very big animal. T-P-S: How will a cow fit on the boat?**
 - Page 22: Read the first three lines on this page, and pause after reading “The goat kicked.” T-P-S: **What do you think will happen next?**

After Reading

- Engage children in a discussion of the following question.

T-P-S: If you were Mr. Gumpy, would you invite the children and animals to take another boat ride? Why (or why not)?

- Discuss the meaning of the STaR words in this story.

Mr. Gumpy tells the cat not to chase the rabbit. T-P-S: What does the word “chase” mean?

When you chase someone, you run after him or her. T-P-S: Why doesn’t Mr. Gumpy want the cat to run after the rabbit when they are on the boat?

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



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



Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Active Instruction

- Bring the pitcher of water to the group. Place the pitcher and large cups on a table next to you.

We have been using our counting bears this week to see how many of them fit into cups. Today we will measure how much water can fit in cups.

- Point to the pitcher of water, and hold up one of the cups for all children to see.

I wonder how many of these cups I can fill with the water in this pitcher.
T-P-S: **How many cups do you think the water in this pitcher will fill?**



- Record the guesses from all partnerships. Then pour the water from the pitcher into the cups. Invite children to count aloud as you fill the cups.
- Revisit the predictions to see how accurate they were.

Partner Practice

- Give each partnership an 8–10 oz. cup filled with water and five 3-oz. cups.

Now you and your partner will see how many small cups you can fill with the water from the large cup. Be careful not to spill the water as you pour.

- Have partnerships predict the number of small cups they can fill with the water in the large cup before they carefully pour the water from the large cup into the smaller cups.
- Reinforce the concept of capacity by showing the “Volume: Who Has More?” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that some of our clothing comes from farm animals.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “wool.” Remember that wool comes from a sheep and is used to make sweaters and coats. T-P-S: When did we hear the word “wool” today?



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

Theme Learning Extension

- Introduce the Stand Up, Sit Down game.

Let’s play the Stand Up, Sit Down game. I will show you a picture of a product that we get from farm animals. If you can wear it, stand up. If you can’t wear it, sit down.

- Show and name each of the picture cards. As you show each one, say, “Stand up if you can wear a _____.” Have children sit down if the card you show is not something that can be worn.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 9 | Ready, Set

Learning Focus

In some places, farmers use animals to do work.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> No additional materials needed
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> Trade book: <i>Mule Train Mail</i> by Craig Brown CC Activity Card: Wonderful Word picture card for "plow" CC Activity Card: Letter card for "Mm"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Mr. Gumpy's Outing</i> by John Burningham Boat-shaped paper
Math Moments	<ul style="list-style-type: none"> One 8–10 oz. cup with red water One 8–10 oz. cup with blue water One tall, skinny glass One short, wide glass Clear 3-oz. plastic cups containing water, one per partnership Clear 6-oz. plastic cups containing water, one per partnership Two clear plastic cups of the same size, one set per partnership
Question/Reflection	<ul style="list-style-type: none"> Concepts-of-print book: <i>Feed the Animals</i> by Sally Francis Anderson (class set) Cool Kid certificate and marker Home Link animal stamp: cow

Day 9


**Greetings, Readings,
& Writings**

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Writing

- Same as day 6

Math Lab: More or Less

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Farm Animal Stories

- Same as day 6

Art Lab: Barn Painting

- Same as day 6

Science Lab: Farm Animal Sorting

- Same as day 8

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

Last night's story was *Who Is Wilfred?* T-P-S: What kind of animal is Wilfred? *Wilfred is a dog.*



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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



Move It!

- Invite children to join you in a circle. Explain that today Curiosity will join the class for Move It! Bring Curiosity out.

Curiosity wants to have some fun with us today. She wants us to do the Kitty Walk with her. To do the Kitty Walk, we have to walk like cats.

- Model walking like a cat. Encourage children to join in as they are comfortable.
- Have children switch to a doggy walk, bunny hop, etc. during the game.



Clues & Questions

Theme-related word(s):

hitch
mule
plow*
wagon

Curiosity's Clues

- Have Curiosity display the book *Mule Train Mail* by Craig Brown.

Teacher: **Oh, I remember that book, Curiosity.**

Curiosity: **Yes, I have this book because I remembered that it shows animals doing work. The mules carry the mail bags for the mail carrier.**

Teacher: **Right! And mules are farm animals. They usually live on farms. Some farm animals do work on farms. They help to pull heavy equipment.**

Let's learn more about the work that farm animals do!

Learning with Curiosity

- Show several pages of the book and remind children of the work the mules did in the story.



T-P-S: We know some things that mules do to help people. What other farm animals do work, and what kind of work do they do? *Horses or oxen pull plows, sheep dogs help to herd sheep, people ride on horses to herd cattle or sheep, etc.*



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



- Introduce and play the video “The Cart Before the Horse.”

Super Grover needs to help someone move a cart on a farm. Will he be able to help?



Wonderful Word

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

Our Wonderful Word today is “plow.” A plow is a piece of farm equipment that turns over dirt.



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

Daily Message

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

In some places, farmers use animals to do work.

- Point out the uppercase “I” at the beginning of the Daily Message.

Every sentence starts with an uppercase letter.

Letter Links

- Show the letter card for “Mm.”

Today we will review a letter that we have already learned. Our letter today is “m.”

T-P-S: The letter “m” makes the /m/ sound. What are some words that begin with /m/?



- Use the sharing sticks to select children to share words that begin with /m/. Award paw points for correct responses.
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should

raise their hands when your finger is underneath the letter of the day and put their hands down again when it's not. Circle any letters that they found in the message.

We're going to use our letter goggles to see if we can find the letter "m" in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the "m." 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 "m" by showing the "M Art Supplies" video.



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

Rhyme Time

Say the Rhyme



- Have children recite "Baa, Baa, Black Sheep" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Sound Blending

- Review Say-It-Fast.

We're going to play Say-It-Fast again today. I'll say parts of a word very slowly so you can hear the sounds, and you will figure out what word I'm saying.

- Play the game. Say a word from today's rhyme by separating the initial sound (onset) from the rest of the word (rime), e.g., sheep, /sh/ /eep/. Make a clear pause between the initial sound and the rest of the word. Repeat the sounds.

You can figure out what I'm saying by saying the sounds fast. Repeat the word a few times, shortening the pause between the sounds (e.g., /sh...eep/, /sh..eep/, /sh.eep/). Invite children to say the word. **The word I said was "sheep."** Invite children to say the parts of the word "sheep" with you.

- Recite the line of the rhyme that contains the word you want children to say fast.

When we say the rhyme and come to the word "sheep," I'll say it slowly, and you will say it fast so it makes sense.

- Recite the line "Baa, baa, black sheep," segmenting the word "sheep" with a pause between the onset and rime until the two parts become the word "sheep."
- Invite children to try this with the words "sir," "master," and "boy."

- As you present each word:
 - make the sounds in the word with a clear pause between the initial sound (onset) and the rest of the word (rime);
 - repeat the word a few times, shortening the pause between the sounds;
 - invite children to say the parts of the word and then say the sounds fast until they've said the word; and
 - recite the line in which the word occurs.

/s...ir/, /s..ir/, /s.ir/, sir

/m...aster/, /m..aster/, /m.aster/, master

/b...oy/, /b..oy/, /b.oy/, boy

- After practicing with these words from the rhyme several times, recite the rhyme line in which each word occurs. Segment each word that you practiced, and pause to allow children to say it fast to supply the word.
- Award paw points if children successfully identified words as you segmented them.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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



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

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



STaR word(s):
chase

Mr. Gumpy's Outing

Author and illustrator: John Burningham

Review

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

We read this story yesterday. Let's see if we can remember the title. The title of our story is *Mr. Gumpy's Outing*. That's the name of the story. John Burningham is the author and illustrator of this story. He wrote the words and made the pictures.

- Review the story vocabulary that you introduced yesterday.



We heard the word “chase” in the story yesterday. Mr. Gumpy tells the cat not to chase the rabbit when they go on the boat. T-P-S: When do you chase someone?

Story Retell

Hold up the book *Mr. Gumpy's Outing*, and tell children that they will help tell the story today by acting it out. Quickly place children into nine groups to represent the characters in the story.

Today when I read the story, I will stop so you can act out what the child or animal on your card does in the story. In the first part of the story when you hear your character’s name, you will show what Mr. Gumpy tells them NOT to do before you get on the boat.

- Place a piece of large paper in the shape of a boat near your story area, or indicate an area of the room to represent Mr. Gumpy’s boat. Read the story, stopping on the following pages so the group of children representing the character on that page can demonstrate the action and then get into Mr. Gumpy’s boat.
 - Page 4 Children squabbling
 - Page 6 Rabbit hopping
 - Page 8 Cat chasing
 - Page 10 Dog teasing
 - Page 12 Pig mucking about
 - Page 14 Sheep bleating
 - Page 16 Chickens flapping
 - Page 18 Cow trampling
 - Page 20 Goat kicking
- Read page 21 slowly so each character can carefully demonstrate his or her action before falling out of the boat.
- Read page 26, and lead the characters across the field to Mr. Gumpy’s house for tea.
- Conclude this activity by having children tell why it’s important for the animals and children in the story to stay still in the boat.



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

Math Moments

Count with Curiosity



- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Active Instruction

- Bring the cups containing colored water, a tall glass, and a short glass to a nearby table.



WGR: Look at these two glasses of colored water. Is there more blue water or red water? *There is the same amount in each glass.*

Let’s see what happens when we pour the water into these glasses. Pour the blue water into the tall, skinny glass, and pour the red water into the short, wide glass.

Partner Practice



- Have children work with partners to discuss their observations.

T-P-S: Look at the water again. Is there more blue water or red water? Children may respond that there is more water in the tall glass. If so, pour the colored water back into the original cups to demonstrate that the amounts are the same.

- Have partners predict what might happen if you switch the glasses into which you pour the colored water.

T-P-S: What would happen if I poured the red water into the tall glass and the blue water into the short glass? If children insist that there is more water in the tall glass, pour the colored water back into the original cups to demonstrate that the amounts are the same.

- Explain the concept of conservation. Some children will not yet be able to understand this concept.

It looks like there is suddenly more water when we pour it into the tall glass, but that's because the glass is skinnier than the short glass.



- Reinforce the concept of measuring capacity by showing the “Volume: Which Holds More?” video.



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



Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that some farm animals do the work on farms.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “plow.” Remember that a plow is a piece of farm equipment that turns over dirt. T-P-S: **When did we hear the word “plow” today?**



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

Theme Learning Extension

- Guide children to reread the concepts-of-print book for the unit, *Feed the Animals* by Sally Francis Anderson, in unison with you.
- Reinforce the concept of reading from left to right by encouraging children to slide their fingers underneath the words as they read the text on each page, even if they have only memorized the text.

Cool Kid Recognition

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

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

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



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure

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

Day 10 | Ready, Set

Learning Focus

A veterinarian is a doctor for animals.

Additional Materials Needed Today	
Greetings, Readings, & Writings	<ul style="list-style-type: none"> Classroom Library Lab: STaR book <i>Mr. Gumpy's Outing</i>
Gathering Circle	<ul style="list-style-type: none"> Calendar cutout for today's date
Move It!	<ul style="list-style-type: none"> No additional materials needed
Clues & Questions	<ul style="list-style-type: none"> CC Activity Card: Wonderful Word picture card for "veterinarian" CC Activity Card: Letter card for "Vv"
Rhyme Time	<ul style="list-style-type: none"> No additional materials needed
Plan & Play	<ul style="list-style-type: none"> Scenario cards for new scenarios (if applicable)
STaR	<ul style="list-style-type: none"> Trade book: <i>Biscuit Visits the Doctor</i> by Alyssa Satin Capucilli or other storybook for free choice Leaf for the story tree
Math Moments	<ul style="list-style-type: none"> Small cardboard box Medium-size cardboard box Several plush animal toys (stuffed animals)
Question/Reflection	<ul style="list-style-type: none"> Cool Kid certificate and marker

Day 10 Greetings, Readings, & Writings

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

Available Activities

Classroom Library Lab: Enjoy a Story

- Same as day 1

Letter Lab: Sand Writing

- Same as day 6

Math Lab: More or Less

- Same as day 6

Computer/Media Lab: Exploring with Technology

- Same as day 1

Writing Lab: Farm Animal Stories

- Same as day 6

Art Lab: Barn Painting

- Same as day 6

Science Lab: Farm Animal Sorting

- Same as day 8

Puzzles & Games Lab: Free Exploration

- Same as day 1



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

Gathering Circle

Welcome Activities



Welcome

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

Attendance

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

Partners

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



Home Link Debrief

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

Last night's math segment compared something that we can drink in two containers. T-P-S: What was poured into the containers? Milk.



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

Classroom Jobs

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

Calendar

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

Weather

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

Cool Kid

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



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

Move It!

- Introduce today’s Move It! activity, the Elmo Slide.

Today in Move It!, we will dance with Elmo as he does the Elmo Slide. Stand up, and get ready to slide!



- Invite children to stand in a circle. Play the “Elmo Slide” video. Encourage children to dance along with Elmo.



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

Clues & Questions

Theme-related word(s):
veterinarian*

Curiosity’s Clues

- Have Curiosity come to the group looking sad and upset.

Teacher: **Curiosity, you seem sad. What’s wrong?**

Curiosity: **My pet is sick, and I don’t know what to do.**

T-P-S: **What could Curiosity do to help her pet?**

Sometimes pets get sick, just like people do. When we get sick, we go to a doctor. When animals get sick, they go to a special kind of doctor. That special kind of doctor is what we will learn about today.

WGR: **What kind of doctor takes care of animals? A veterinarian.**



Learning with Curiosity

- Tell children about a veterinarian’s job.

There is a special doctor that takes care of animals. This doctor is called a veterinarian. We take our pets to a veterinarian’s office when they are sick. When a farm animal gets sick, a veterinarian goes to the farm to treat the animal.

- Encourage children to talk about any experiences they have had with veterinarians.

T-P-S: **What happens when an animal goes to a veterinarian?** *The veterinarian examines the animal, gives it medicine, etc.*



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



- Play the “Pet at the Vet” video.

Many people call a veterinarian “vet” for short. Let’s watch this video about a boy who brings his cat to the vet.



Wonderful Word

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

Our Wonderful Word today is “veterinarian.” A veterinarian is a doctor who takes care of animals.



- Illustrate the meaning of the Wonderful Word by playing: the digital dictionary video for “veterinarian” and the “Word on the Street: Veterinarian” video.
- Remind children that they can earn paw points when they use or hear the word “veterinarian” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

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

A veterinarian is a doctor for animals.

- Hold up the Wonderful Word card for “veterinarian.”

I see our Wonderful Word, “veterinarian,” in the Daily Message today.

Letter Links

- Show the letter card for “Vv.”

Today we will review a letter that we have already learned. Our letter today is “v.”

The letter “v” makes the /v/ sound. T-P-S: What are some words that begin with /v/?



- Use the sharing sticks to select children to share words that begin with /v/. Award paw points for correct responses.
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the day and put their hands down again when it's not. Circle any letters that they found in the message.

We're going to use our letter goggles to see if we can find the letter "v" 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 "v." 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 "v" by showing the "Safari Letter V" video.



TRANSITION

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

Rhyme Time



Say the Rhyme

- Have children recite "Baa, Baa, Black Sheep" along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Sound Blending

- Review Say-It-Fast.

We're going to play Say-It-Fast again today. I'll say parts of a word very slowly so you can hear the sounds, and you will figure out the word.

- Play the game. Say a word from today's rhyme by separating the initial sound (onset) from the rest of the word (rime).

You can figure out the word by saying the sounds fast. Repeat the word a few times, shortening the pause between the sounds. Invite children to say the parts of the word fast.

- Recite the line of the rhyme that contains the word you want children to say fast.

When we say the rhyme and come to a word that we've practiced, I'll say it slowly, and you will say it fast so it makes sense.

- Recite a line from the rhyme, segmenting a word with a pause between the onset and rime until the two parts of the word become recognizable.

- Invite children to try this as you review words that you've practiced earlier in the week. As you present each word:
 - make the sounds in the word with a clear pause between the initial sound (onset) and the rest of the word (rime);
 - repeat the word a few times, shortening the pause between the sounds;
 - invite children to say the parts of the word and then say the sounds fast until they've said the word; and
 - recite the line in which the word occurs.
- After practicing with these words from the rhyme several times, recite the rhyme line in which each word occurs. Segment each word that you practiced, and pause to allow children to say it fast to supply the word.
- Award paw points if children successfully identified words as you segmented them.



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

Plan & Play

Scenario Review

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

Scenario Selection

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

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

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

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

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



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

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



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



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



Count with Curiosity

- Play the “Count with Curiosity: 10s to 100” video. Invite children to count by 10s to 100 with Curiosity as they are able.

Problem Solving

- Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity wants to bring these stuffed animals to her friend’s house to play with, but she doesn’t know which box to carry them in. We need to help Curiosity figure out which box will hold all of her stuffed animals.

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

T-P-S: How can Curiosity know which box to use?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
- Have children count with you as you fill the box.
- Reinforce the concept of measuring capacity by showing the “Volume: How Many Will Fit?” video.



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

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that there are doctors who take care of animals. These doctors are called veterinarians.



Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “veterinarian.” Remember that a veterinarian is a doctor for animals. T-P-S: When did we hear the word “veterinarian” today?



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

Theme Learning Extension

- Lead a game of Which Wonderful Word? Bring out Curiosity, and explain that she is thinking about one of the Wonderful Words from the unit.

- Display the Wonderful Word picture cards that you have introduced so far. Explain and model how to ask a question about the pictures to find out which word Curiosity is thinking of.

We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Is it something a chicken lays that we might eat? No.

- Use Think-Pair-Share to invite children to think of a question they could ask about the cards to guess which word Curiosity might be thinking of.

T-P-S: Can you think of a question that you could ask Curiosity about the pictures? Talk to the person next to you, and see if you can think of a question.



- Use the sharing sticks to select a child to question Curiosity.
- If children are able to eliminate any pictures once questions are asked and answered, turn them over to isolate the remaining cards. Award paw points once children figure out the correct word.



Paw Points

- Remind children about why they have earned paw points.

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

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



Home Link/Departure


- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond today with a family member.
- Give a copy of the concepts-of-print book *Feed the Animals* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to someone in their family.
- Have children join hands to form a circle. Sing the "I'll Miss You" song.


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Learning Labs Facilitation Guide


Week 1


 Classroom Library Lab	Enjoy a Story Children explore books related to pets and farm animals and other books in the classroom library.
Engage all children:	This looks like an interesting book. Why did you select the book?
Offer support:	Where on the page will I find the words that I should read? Point to the word that I should read first.
Challenge:	Are there any animals in this book? What are the names of the animals? Would the animals make good pets?


 Letter Lab	Letter Hunt Children find letters in old magazines, junk mail, or grocery store circulars.
Engage all children:	Which of the letters that you found are uppercase? Which are lowercase?
Offer support:	Discuss the characteristics of a letter shape as it appears on a letter card. Help the child look for the letter within the materials.
Challenge:	Point out letters in different fonts. Invite the child to describe how the letters are similar or different.
Tip: Some children may need help using scissors. You can simplify by having them circle the letters they find with a marker instead of cutting them out.	

 Letter Lab	Textured "A" Children place textured letter "A" shapes under plain paper and then rub crayons on the paper to form an image of the letter.
Engage all children:	What is the name of the letter? How could you describe the shape of the letter? Does it have straight lines or curved lines?
Offer support:	This is the letter "a." Can you find another letter "a" in our classroom?
Challenge:	"Apple" begins with the /a/ sound. Can you think of some other words that begin with the /a/ sound?
Tip: The crayon rubbings will work best if children use crayons with the wrapper removed, held sideways against the paper.	


 Math Lab	Feed the Kitty Children choose a numeral card and count out the corresponding number of fish to feed the hungry cat.
Engage all children:	Encourage children to count the fish aloud a second time as they feed them to the cat.
Offer support:	Assist children with one-to-one correspondence and rote counting as needed.
Challenge:	Ask children to identify the number that comes before/after the number on their card. Encourage the children to compare the amounts of fish and identify the most/least.


 Writing Lab	The Very Best Pet Children draw pictures or write about a pet that they have or would like to have.
Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.	


 Art Lab	<p>Beautiful Creatures Children create and decorate animal shapes.</p>
<p>Engage all children:</p>	<p>Encourage children to use materials that represent animal skin coverings, such as sequins to represent scales on a fish.</p>
<p>Offer support:</p>	<p>Have children identify and describe their creatures. Help children with cutting and gluing as needed.</p>
<p>Challenge:</p>	<p>Ask children to describe their animal's skin covering and how that particular skin covering helps to ensure the animal's survival.</p>


 Science Lab	<p>Observing Animals Children use magnifiers to observe animal body coverings.</p>
<p>Engage all children:</p>	<p>Have children discuss what they see when they look at the animal coverings, and encourage them to draw and/or write about their observations.</p>
<p>Offer support:</p>	<p>Demonstrate how to grasp the magnifier and hold it over the animal coverings to ensure clear visual observations.</p>
<p>Challenge:</p>	<p>Encourage children to compare and contrast the animal coverings and identify the functions of each.</p>


Week 2


 Classroom Library Lab	<p>Enjoy a Story Children explore books related to pets and farm animals and other books in the classroom library.</p>
<p>Engage all children:</p>	<p>Are there any animals in this book? What are the names of the animals? Would the animals make good pets, or not?</p>
<p>Offer support:</p>	<p>Where on the page will I find the words that I should read? Point to the word that I should read first.</p>
<p>Challenge:</p>	<p>Are there any animals in this book that you might see on a farm?</p>


 Letter Lab	<p>Sand Writing Children experiment with writing letters with their fingers in trays of sand or at the sand table.</p>
<p>Engage all children:</p>	<p>Show how the letter is written by tracing your finger on a letter card as the child watches. Then invite the child to form the letter next to you as you write a letter side-by-side in the sand.</p>
<p>Offer support:</p>	<p>Gently hold the child's hand as you form the letter together.</p>
<p>Challenge:</p>	<p>If the child is adept at forming letters in the sand, challenge him or her by inviting him or her to try writing the letter on paper.</p>
<p>Tip: Letter writing in preschool is for exposure and experimentation.</p>	

 Math Lab	<p>More or Less Children use various sizes and shapes of plastic containers to collect and compare different amounts of sand.</p>
<p>Engage all children:</p>	<p>Encourage children to use the words "more," "less," and "equal to" as they compare the different amounts in the various containers.</p>
<p>Offer support:</p>	<p>Show children how to place the containers side-by-side to compare the different levels of sand.</p>
<p>Challenge:</p>	<p>Show children a specific amount of sand, and have them increase or decrease the amount in their individual containers to show more or less than the specified amount.</p>

 <p>Writing Lab</p>	<p>Farm Animal Stories Children write and draw stories about farm animals. As an alternative, children might enjoy making a class book with farm animals and the sounds they make.</p>
<p>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.</p>	

 <p>Art Lab</p>	<p>Barn Painting Children paint and decorate barn-shaped paper.</p>
<p>Engage all children:</p>	<p>Show pictures of barns, and explain that they are like houses for farm animals. Encourage children use the paint provided to decorate their barns.</p>
<p>Offer support:</p>	<p>Demonstrate how to carefully dip the paintbrush into the paint and sweep it gently across the paper.</p>
<p>Challenge:</p>	<p>Have children identify the types of animals that live in barns and why barns are necessary to those particular animals.</p>

 <p>Science Lab</p>	<p>Observing Eggs Children use magnifiers to observe hard-boiled and raw eggs.</p>
<p>Engage all children:</p>	<p>Encourage children to discuss, draw, and write about their egg observations.</p>
<p>Offer support:</p>	<p>Demonstrate proper safety and handling of the magnifiers and eggs, encouraging children to practice good hygiene through hand washing.</p>
<p>Challenge:</p>	<p>Ask children to hypothesize how the eggs became hardboiled. What process did the eggs go through to become hardboiled? Use words such as “liquid” and “solid” to describe the different states of the egg matter.</p>

 <p>Science Lab</p>	<p>Farm Animal Sorting Children sort plastic farm animals in various ways.</p>
<p>Engage all children:</p>	<p>Encourage children to describe the attributes (size, color, etc.) that they used to sort the animals.</p>
<p>Offer support:</p>	<p>Provide an attribute for the children to use to sort the farm animals. Monitor the children’s understanding, and assist/clarify as necessary.</p>
<p>Challenge:</p>	<p>Have children sort the animals in a different way. Ask children to describe how they sorted the animals and why they chose to sort them in that particular manner.</p>

Snack Time!

General Nutritious Snack Ideas*

- Fresh fruit (oranges, pears, apples, grapes, mangos, bananas, strawberries, blueberries, blackberries, kiwi)
- Fresh vegetables (carrots, broccoli, sugar snap peas, celery)
- Dried fruit (raisins, apricots, cranberries)
- Applesauce
- Low-fat dip or hummus for fresh fruits or veggies
- Canned fruit (packed in water if possible)
- Crackers, bagels, or rice cakes with peanut butter, cream cheese, or hummus
- Trail mix (cereal, pretzels, nuts)
- Whole-grain crackers and cheese
- String cheese
- Pudding (made with low-fat milk)
- Yogurt (alone or spread on graham crackers)
- Vegetable juice
- Cottage cheese with fruit
- Hard-boiled eggs

Theme-Related Snack Ideas

- Piggy face: A mini waffle with a banana slice for a snout, raisins for eyes, and one-quarter banana slices for ears
- Animal crackers
- Chicks: Hard-boiled eggs sliced in half; add raisins for eyes and a carrot sliver for a beak.
- Hay: Pretzel sticks
- Pigs in a blanket: Baked mini hot dogs wrapped with crescent rolls
- Cows: Half of a graham cracker smeared with cream cheese with a vanilla wafer for a head and mini pretzel sticks for legs

***Always check for children's allergies before serving any food.**

Activity Suggestions for Outside/Gross-Motor Play

Providing organized activities that help children develop gross-motor skills should be balanced with unstructured free play. The following games and activities can also help children internalize the content presented in this unit.

Duck, Duck, Goose

Invite children to sit in a large circle. Choose one child to be the Goose. The Goose walks around the outside of the circle, touching each child lightly on the head. Each time the Goose touches a child, he or she says, “Duck.” This continues until the Goose touches a child and says, “Goose,” at which point the child who was tapped gets up and chases the Goose around the circle. The Goose has to get back to the tapped child’s spot in the circle before the child touches him or her. If the Goose makes it back to the tapped child’s spot before getting tagged, the child who was tapped becomes the new Goose and repeats the activity.

Closely monitor the game to ensure children’s safety and fair play.

Move Like Farm Animals

Encourage children to move like farm animals. Call out names of various farm animals, and invite children to imitate the animals.

Children can move into and out of the game as they wish.

Old MacDonald

Invite children to sing the song “Old MacDonald Had a Farm” and move like the specified animals.

Children can move into and out of the game as they wish.

Follow the Leader – Farm Animals

This is a modification of the game Follow the Leader. Take the first turn as the specified farm animal.

Indicate a spot in the play area to represent a barnyard. Have players line up one behind the other. Call out what animal you are dramatizing, and select a child to tell how that animal moves. For example, if you choose a duck, a child would say, “Waddle.”

Continue to call out various animals.

Children can move into and out of the game as they wish.

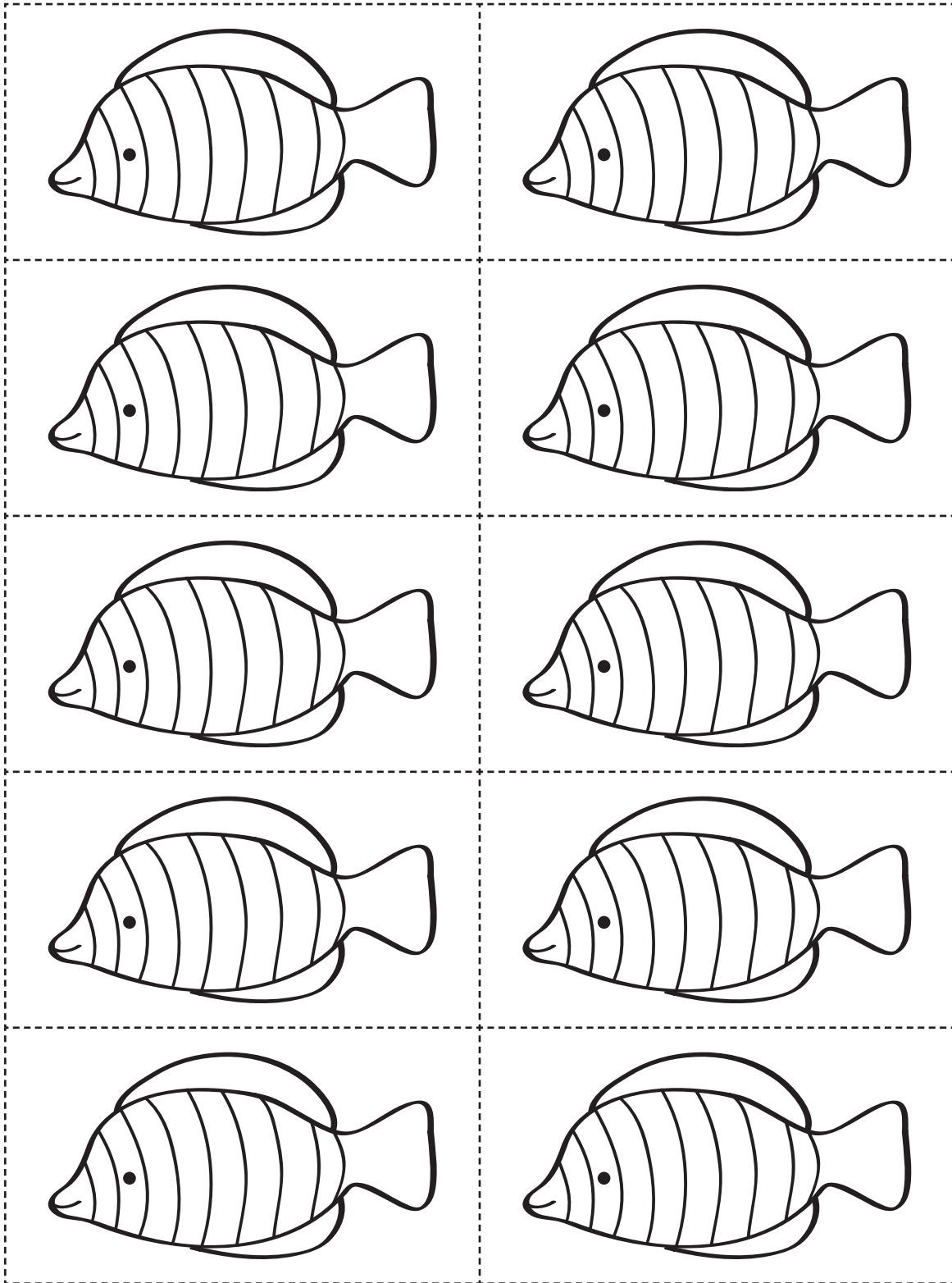
Hungry Kitty

Make one copy, and cut out.



Fish for the Kitty

Copy and cut apart. Make enough copies for three or four sets of ten fish.



Animal Pattern – Dog

Make several copies on heavy paper, and cut out.



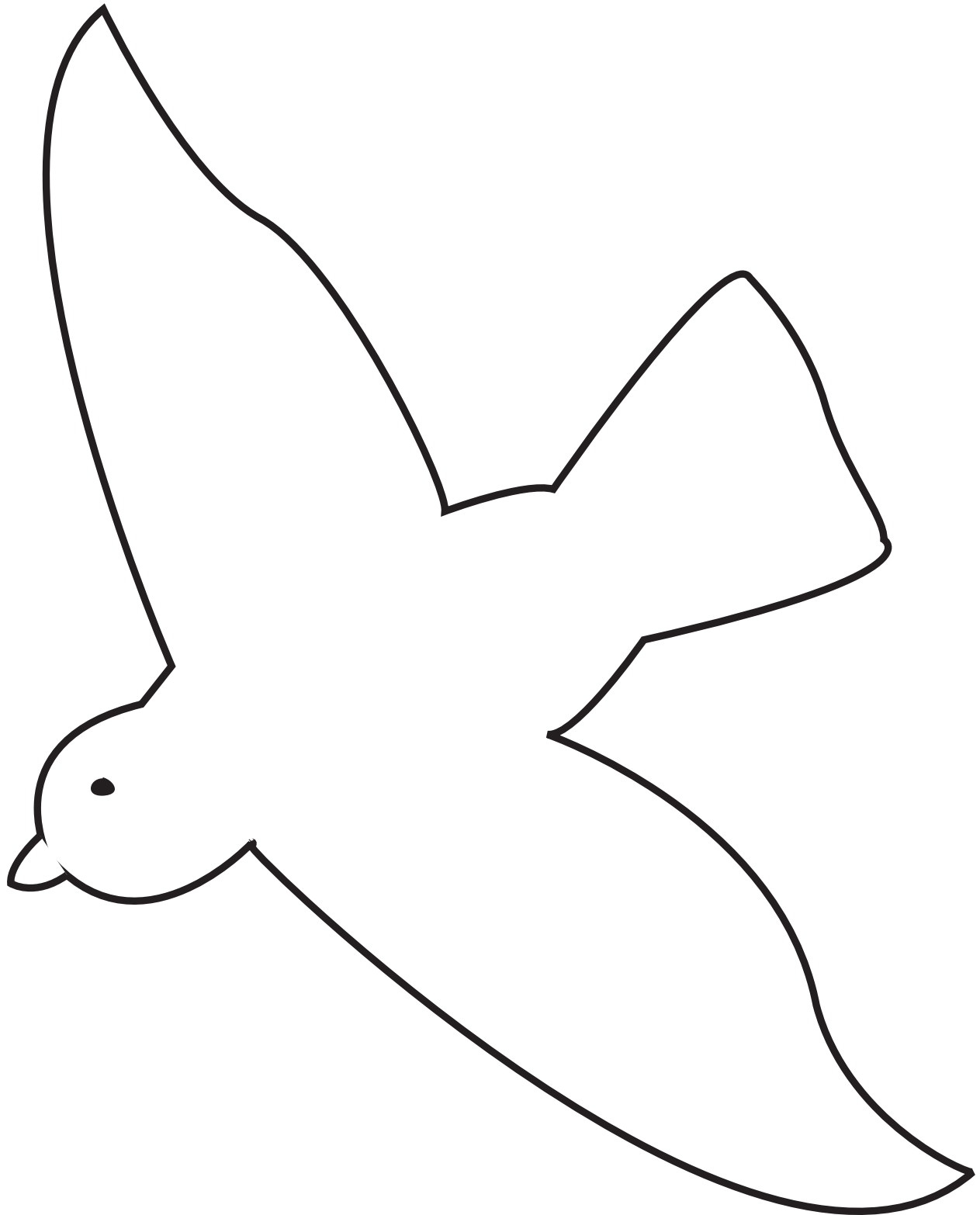
Animal Pattern – Cat

Make several copies on heavy paper, and cut out.



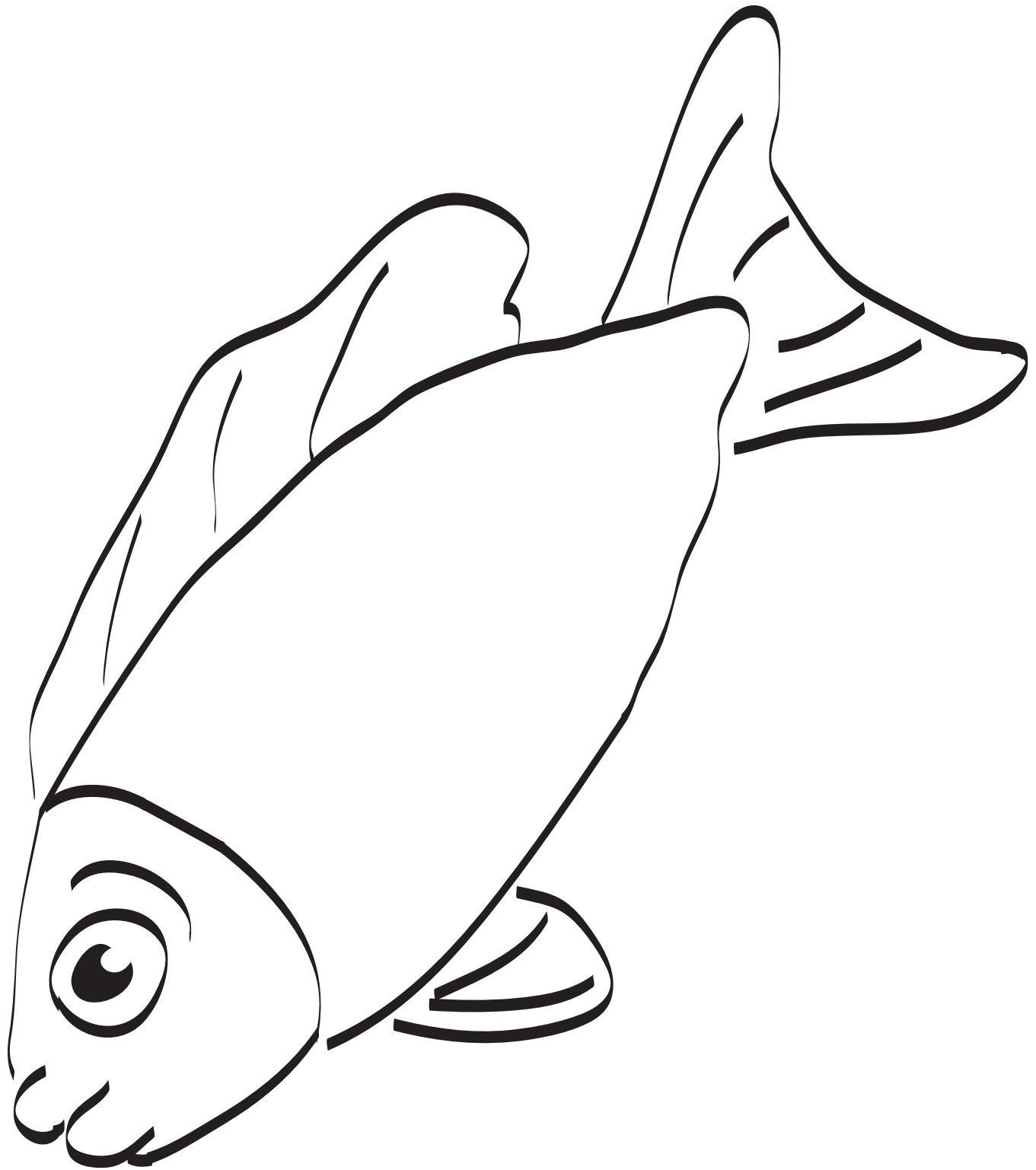
Animal Pattern – Bird

Make several copies on heavy paper, and cut out.



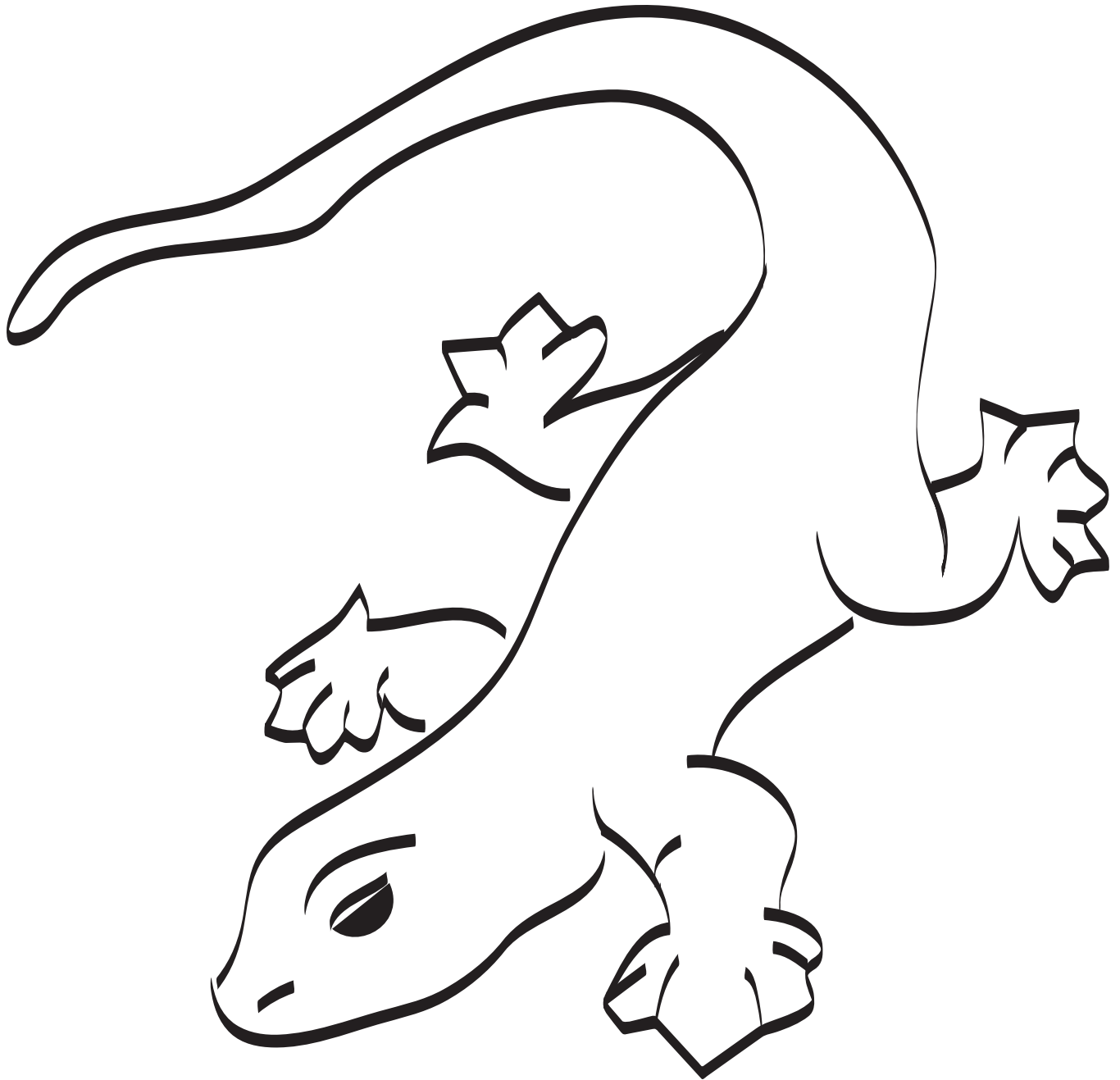
Animal Pattern – Fish

Make several copies on heavy paper, and cut out.



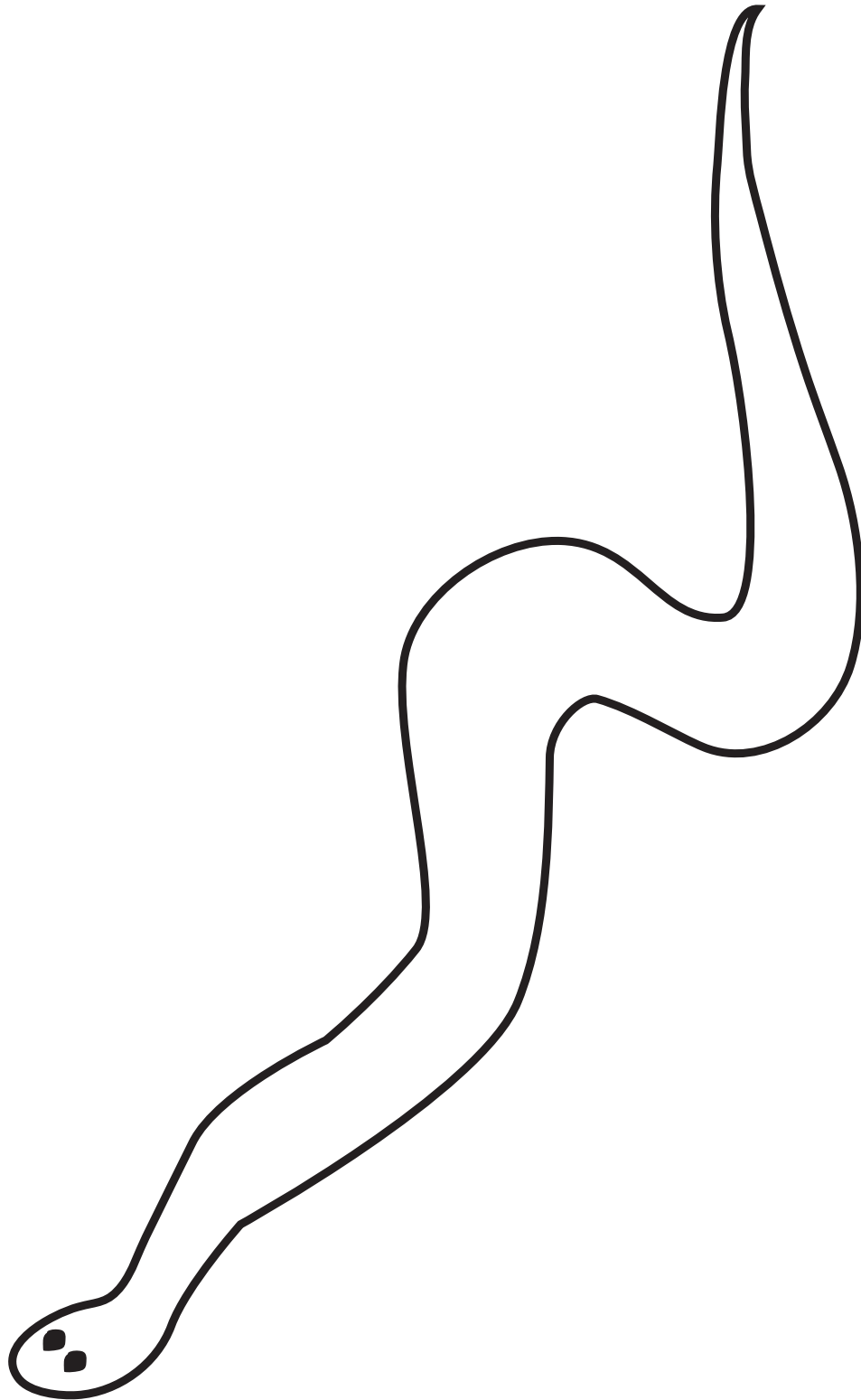
Animal Pattern – Lizard

Make several copies on heavy paper, and cut out.



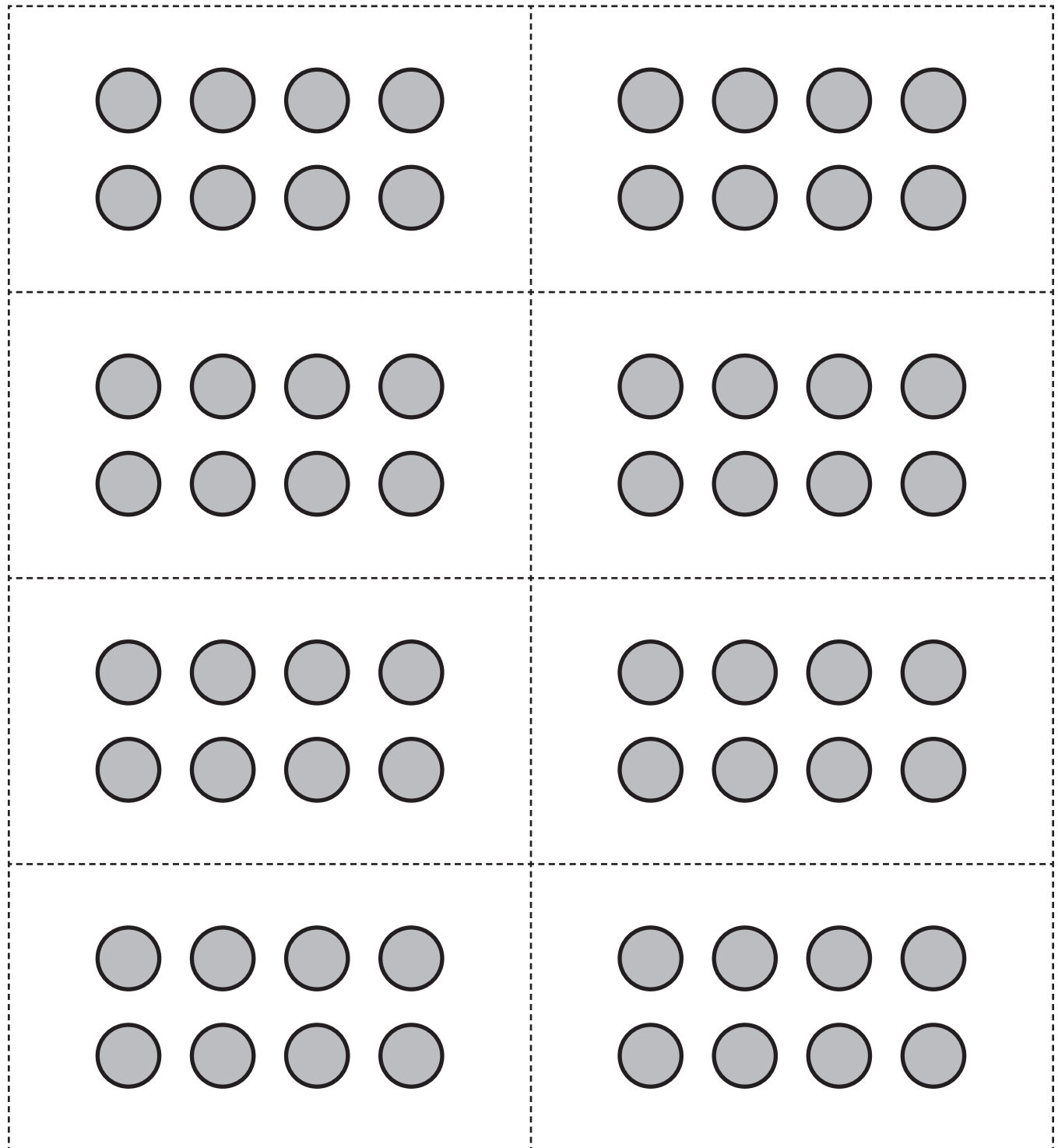
Animal Pattern – Snake

Make several copies on heavy paper, and cut out.



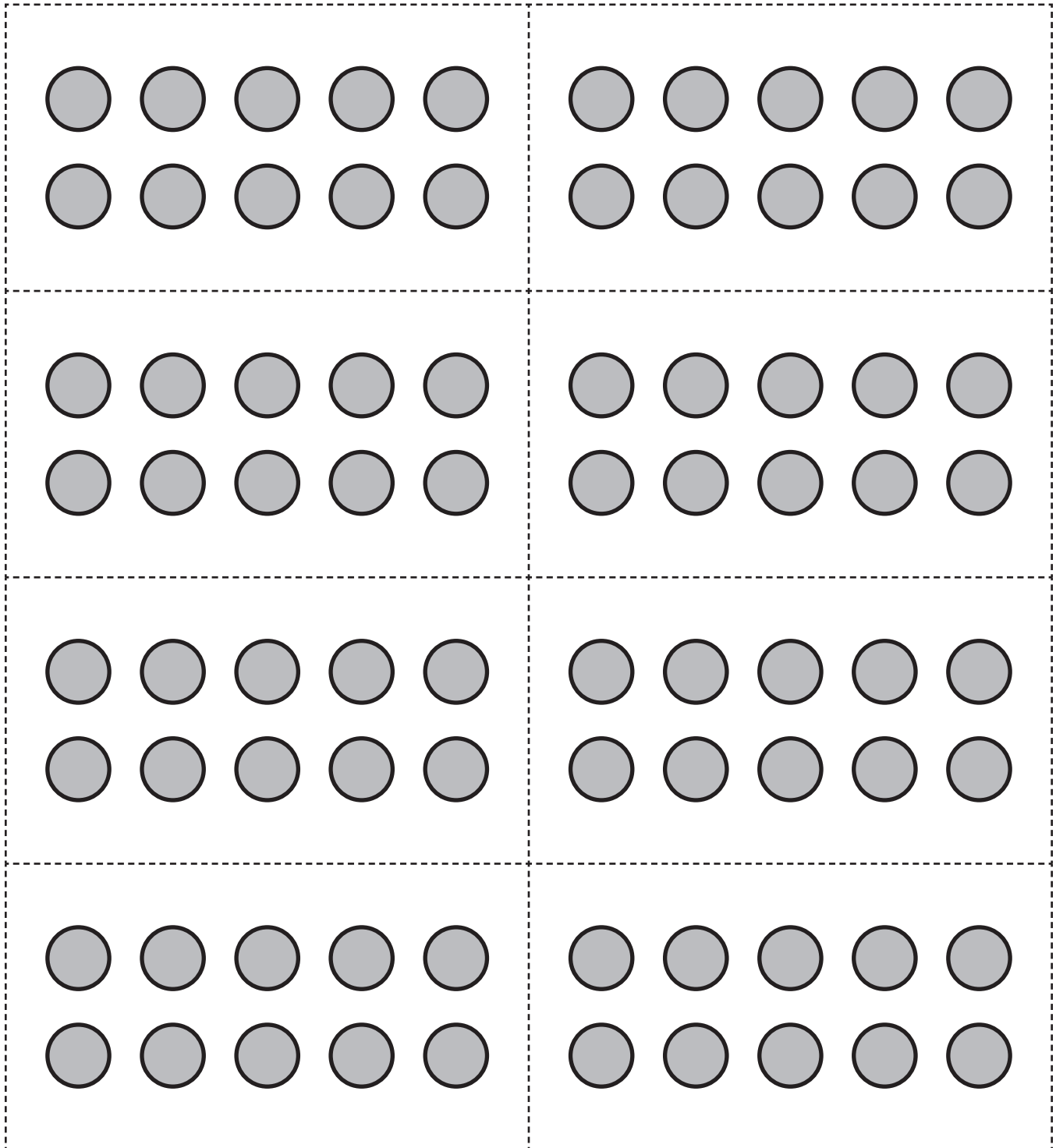
Eight-Dot Cards

Copy and cut apart the cards. Make enough copies for one card per partnership.



Ten-Dot Cards

Copy and cut apart the cards. Make enough copies for one card per partnership.



Dear Family,

In the unit *Baa-Baa, Moo-Moo, Woof, Meow*, your child will learn about domestic animals. Most children are curious about and attracted to animals, and they derive pleasure from observing and interacting with pets. Responsibility, kindness, vocabulary, cognitive concepts, physical skills, and self-concept can all be enhanced through learning about and caring for pets. Your child will also learn about the animals that live on farms and provide food and clothing for many of us.

Most children are eager to learn about being kind to animals. This provides a basis on which they can build the values of kindness and compassion for all living things. They also will begin to understand the importance of kindness and being gentle with animals through books. They can then put these ideas into practice as they engage in imaginative play during which they become pet owners.

Your child will learn many new vocabulary words through stories, dramatic play, and group activities. He or she will learn about the number 10 by counting out fish to feed a cat and about capacity by comparing containers of liquid to determine which has more. Your child will increase his or her physical skills by working with theme-related puzzles, writing stories about pets and farm animals, using tools to examine the skin coverings of various animals, and running during a cooperative outdoor game. New rhymes and cooperative activities will improve children's social and personal skills.

Ask your child what he or she talked about in school each day. Talk with him or her about pets when you were young and what pets you like best. He or she may talk with you about ways to be gentle with pets. Your child may come home saying new rhymes that he or she learned. Ask your child to teach the song "Bingo" to you. You may remember it from your own childhood.



Estimada familia,

En la unidad *Baa-Baa, Moo-Moo, Woof, Meow*, su niño aprenderá sobre los animales domésticos. La mayoría de los niños son curiosos acerca de los animales, y les gusta observar e interactuar con los animales domésticos. Conocer y cuidar a las mascotas puede mejorar la responsabilidad, la bondad, el vocabulario, los conceptos cognitivos, habilidades físicas y el autoconcepto. Su niño también aprenderá sobre los animales que viven en granjas y proveen alimento y ropa para muchas personas.

La mayoría de los niños están ansiosos por aprender acerca de ser amable con los animales. Esto proporciona una base sobre la que construir los valores de la bondad y la compasión por todos los seres vivos. También comenzarán a entender la importancia de la bondad y ser amable con los animales. Los niños pueden practicar estas ideas cuando pretenden ser los dueños de mascotas en el juego imaginativo.

Su niño aprenderá muchas nuevas palabras de vocabulario a través de cuentos, juegos dramáticos y actividades de grupo. Él también aprenderá sobre el número 10, como él cuenta de pescado para alimentar a un gato y sobre la capacidad como él compara contenedores de líquido para determinar qué tiene más. Mediante el aprendizaje de nuevas rimas e interactuar en actividades de cooperación, los niños van a mejorar sus habilidades sociales y personales.

Pregúntele a su niño lo que aprendió en la escuela cada día. Hable con él acerca de las mascotas cuando era joven y sus mascotas favoritas. Él puede hablar con usted acerca de la manera de ser amable con los animales domésticos. Su niño puede volver a casa diciendo nuevas rimas que él aprendió. Pídale a su niño que le enseñe la canción "Bingo." que le enseñe. Usted puede recordar que de su propia infancia.

